

## Treasure Island Pedagogies Episode 10

### Podcast Transcript

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#### **Tünde Varga-Atkins**

2nd so hello everyone, this is episode 10 of the Liverpool University Centre for Innovation in Education Podcast on Treasure Island Pedagogies. We have 4 guests.

#### **Tünde Varga-Atkins**

They who would like to share the island stories experiences light bulb moments and treasured pedagogy.

#### **Tünde Varga-Atkins**

Is so hello and welcome and can I ask everybody to please introduce yourself your original discipline, your current role and purse.

#### **Tünde Varga-Atkins**

Just very briefly how you came to be in this current role.

#### **Emily Chapman-Waterhouse**

Hi my name is **Emily Chapman-Waterhouse**. I work at Harper Adams University in Shropshire in the UK. How did I get to where I am?

#### **Emily Chapman-Waterhouse**

I've been at Harper for quite a long time and and I've been really lucky in getting some opportunities to move from my subject area, which

is equinus human sport sciences and into more of a educational developer role within the context of my.

### **Emily Chapman-Waterhouse**

Department, so I'm a course team member on our post grad certificate in teaching and learning in HE, and I've also just adopted a new role of associate head of department.

### **Emily Chapman-Waterhouse**

So life is busy, exciting and and hopefully the trajectory is onwards and upwards. But along with my new team which will be brilliant.

### **Tünde Varga-Atkins**

Great, I think change is definitely the flavour.

### **Tünde Varga-Atkins**

Of the moment.

### **Tünde Varga-Atkins**

OK Glenys

### **Gulnaz Aksenova**

Hi everyone festival. Thank you Tim for visitation. My name is **Gulnaz Aksenova** I'm a Lecturer in Building Information Modelling and Management at UCL.

### **Gulnaz Aksenova**

Sustainable construction I was trained as an architectural designer, but I got interested in digital during my master at University of.

### **Gulnaz Aksenova**

Offered then I got PhD from University of Liverpool and straight after PhD I got the job at UCL. So I've have not been on campus yet and have been teaching online from the start.

### **Gulnaz Aksenova**

I teach you only at the master level at the intersection of management of digital in design and construction industry. However, I do have an interdisciplinary.

### **Gulnaz Aksenova**

Background meaning I have been moving between different disciplines and areas of built environment from design, construction, open planning, CC making possibilities but my uncle was always digital innovation and managed.

### **Gulnaz Aksenova**

So I do research about digital transformation of industries and the role of digital economy in that transformation. So I'm an early career scholar and I've never planned to be an educator, but I guess it just happened naturally. Thank you.

### **Tünde Varga-Atkins**

Yeah, great and I think that's definitely and just on.

### **Tünde Varga-Atkins**

On the topic of change is so interesting on us how you've described that. First of all this how? In fact the disciplines are changing as well as a result of these digital changes and other societal changes, which is very interesting.

## **Tünde Varga-Atkins**

Sting thank you Emma.

## **Emma Davenport**

I am **Emma Davenport**. I work at London Metropolitan University, which is in the heart of London and I am based in the School of Architecture, Art and Design. Uhm, I am an academic mentor, a senior lecturer and most recently I am.

## **Emma Davenport**

A head of student experience and academic outcomes and I.

## **Emma Davenport**

I really, really enjoy my role as a head of student experience because I think it draws on my previous.

## **Emma Davenport**

Experience background, which is education, anthropology and design history. So for me to work in a school of architecture on design is like bringing all my interests. Whether that's, I suppose, social sciences, material, culture and education together.

## **Emma Davenport**

To think about and and sort of develop the best learning and teaching experience for our students and also for our staff who come from kind of professional practise backgrounds. And maybe you know have less experience.

## **Emma Davenport**

In higher education pedagogy.

**Emma Davenport**

Yeah, that's me.

**Tünde Varga-Atkins**

Wow, that's amazing. If all the disciplines we've been mentioning today, the colours. This is already a lovely palette of colours so far so Charles, can we ask you to introduce yourself?

**Charles Wachira**

Sure, thank you. Thank you for the invitation and it's it's. It's really great to to be here. I'm so I'm **Charles Wachira**

**Charles Wachira**

I am the director of teaching and learning at the Curry Business School at the Johns Hopkins University here in the United States. Also, we're located in Baltimore, MD and also in Washington DC.

**Charles Wachira**

See so my current law as the directory is. I manage a team of instructional designers who work with faculty in developing and also improving their courses. Also a team of instructional technologists, media technicians of professionals and also teaching support.

**Charles Wachira**

Team up and primarily we work on online courses. Although this past year we've we've been, we've supported the transition from on site classes to or loosely more light.

**Charles Wachira**

And now hybrid and any other new modalities that that might come out of this this pandemic so will answer that call where when we get there my background. I through primary school and secondary school I was interested in business and economics.

**Charles Wachira**

Then then, but that came yet, uhm.

**Charles Wachira**

To the United States for undergraduate where I studied business administration with a concentration in marketing. But as as I was going through that I I really liked technology because that was in the mid 90s is where you know we we were starting to have computers in in in the classroom.

**Charles Wachira**

PowerPoint things like that. So for Graduate School, I did study instructional technology which included instructional design and instructional technology, so that is has been my passion. So that translates into backward development technology in the classroom.

**Charles Wachira**

Uh, my instructional design and most recently in Russell design for for learning, so I I have really enjoyed being in in.

**Charles Wachira**

You know, in academia, both my friends were primary and primary school teachers, so I I even though I'm a teacher in that.

**Charles Wachira**

God, I still enjoy being being in the classroom and working with students and and frankly.

### **Tünde Varga-Atkins**

Great, so yeah, you're in the in the best job. Then the passion for education is definitely the yeah, thanks.

Speaker 1

Thank you.

### **Tünde Varga-Atkins**

Charles Uhm, so can we ask all of you to to share with us your light bulb moments. So this is a a moment when you have, you know when you fell the students were we're getting it.

### **Tünde Varga-Atkins**

You know they were learning the way you wanted them, and So what has made this light bulb more when happen? Or make it possible?

### **Emily Chapman-Waterhouse**

Gender, I'm happy to kick kick things off on this one. Uhm, so, uh, I run a couple of Level 7 modules, particularly around reflective practise.

### **Emily Chapman-Waterhouse**

And the students that are joining them are or are qualified vets out in the sector and they're coming back to do postgraduate qualifications at post Grad Certificate Diploma or Masters and and on one of these modules, there's a A cohort, typically of about 80 or 90 that join, and we've always used UM.

### **Emily Chapman-Waterhouse**

Technique of you know, writing a small draught or plan or protocol for a piece of work? Getting some tutor feedback on that you know. Quick, turn around.

**Emily Chapman-Waterhouse**

And and equally tutors can get a steer on where the cohorts going, you know is our teaching being effective.

**Emily Chapman-Waterhouse**

You know fundamentally, but also other students going in the right direction and and and what new ideas have come out from this year's cohort compared to last year, and so on. And and we've we've done that with sort of a series of chapters that comprise a A portfolio.

**Emily Chapman-Waterhouse**

That that they pulled together towards the end of the module. This year we instigated a new you know, draught opportunity for a sort of a fourth chapter that we've typically made the students be much more independent with and, and for me, I think that was a lightbulb. Moments of over the last nine months.

**Emily Chapman-Waterhouse**

Because it it was fantastic to see a there thinking that had gone from the students into this planning, but also actually how our preparation in our teaching and our support of the students up to that point for some had clearly not being clear enough and I could see some of the gaps and which we know you can address quite quickly.

**Emily Chapman-Waterhouse**

But others it was, I think, the the only word I can describe it was really joyful when you could read these draught plans, some sort of small scale protocol.

**Emily Chapman-Waterhouse**

And and you could see that actually these guys. They've got the idea. They know exactly where they're going and and you know if it was my children primary school stuff, I would have been adding like smiley faces.

**Emily Chapman-Waterhouse**

And you know, thumbs up that clearly are my feedback. Was, you know, age appropriate and you know a bit more mature, but.

**Emily Chapman-Waterhouse**

It was really exciting to see and I'm really glad that we added that extra piece of work and actually for the tutors on face value.

**Emily Chapman-Waterhouse**

Although you think, oh, that's something else I've got to fit in. It was very much worth it, because actually you can give really detailed feedback at that point.

**Emily Chapman-Waterhouse**

And and it it's much more. I think time efficient at the back end of it when you're looking at a final.

**Emily Chapman-Waterhouse**

Piece of work so that that was my light bulb moment this academic year I think stand out.

**Tünde Varga-Atkins**

Lovely and very concrete. You know, very visible learning which is nice.

**Emma Davenport**

I'm happy to answer this question. I mean I was thinking I really loved this question and I think I've got sort of two things.

**Emma Davenport**

That I wanna share one sort of 1 pre locked down at one during during lockdown or during the pandemic and the first one is because all our students in studying architecture and design have to do a module called contextual critical studies which you know provides sort of context and theory.

**Emma Davenport**

To architecture or design, the visual material world they live in and it's delivered through lectures and seminars. And for many of our students, UM.

**Emma Davenport**

They find this quite challenging. A lot of them have dyslexia. They are sort of very much visual thinkers.

**Emma Davenport**

And they're used to being in a studio, making things with objects, and so the lectures were quite stressful. I found them quite hard to plan for.

**Emma Davenport**

Uhm, but lots of really interesting material. You know, social theories, uhm, lots of things for him to think about and.

**Emma Davenport**

I looked through like you know, lots of guides on teaching in higher education and I came across someone who had used Post-its and they'd stuck the post-its on the screen in the lecture theatre. They've got the students to put the Post-its actually on the screen that.

**Emma Davenport**

You were projecting and I suddenly thought, Oh my God, that's such a good idea. I need to bring some objects into the lecture that we can then use during the presentation.

**Emma Davenport**

So I tried it out with. With this with a group of students and and it was brilliant like they, you know, we actually got some discussion and there was like a definite change in the atmosphere.

**Emma Davenport**

And after that I started to give out objects during the lecture or at the beginning of the lecture and then sort of say to them what have you done with that object during the lecture and sort of try to connect it.

**Emma Davenport**

And it's similar with moving teaching online, but perhaps.

**Emma Davenport**

That similar in the sense that how do you sort of make this two dimensional experience more interactive and something that I found helpful but challenging was sharing something about yourself that you can't tell from just seeing you on the screen.

**Emma Davenport**

Uhm, and that's actually quite challenging for someone teaching in higher education where you often feel like you're sort of behind the podium and you don't really share yourself with the material that you'll teach.

**Emma Davenport**

Teaching, but I really notice that online that's what students want to connect with. They want to sort of get a 3 dimensional sense of you, and so actually you've got to work a little bit harder to sort of share more of you than you would maybe be able to convey more easily face to face through.

**Emma Davenport**

Through the clothes you wear or the time you turn up, or the way you organise your notes. Or you know where you teach, so you have to bring a little bit more.

**Emma Davenport**

Sort of material to the online experience about yourself. So for that yeah, those were those those those were right like viral moments. Basically objects bringing in objects and making something 3D.

**Tünde Varga-Atkins**

Yeah, that's in in.

**Tünde Varga-Atkins**

Fact I've I did a creative Haiti session where we all had to bring an object and speak about it and it was really that as you say, is that jumping out of the screen experience?

**Tünde Varga-Atkins**

And perhaps it's what Charles you were talking about when you were saying about missing. You know the before after lecture or contact.

**Tünde Varga-Atkins**

I'm up chats and in discussions I guess so. As you say, I'm a. You know, bringing that material it.

**Tünde Varga-Atkins**

E and you experience in you as a person. As a lecturer. It seems quite important in the relationship of in in learning. Thank you.

**Charles Wachira**

So especially this you know, this past year we've, you know they've focused a lot on technology, so I'm thinking of the classes where you know even.

**Charles Wachira**

Prepandemic we still you know still focus on technology especially yeah in online programme. But this we have in particular even on on site classes.

**Charles Wachira**

You know we had to retrofit the classes with without you know these big monitor TV's or all of the coding equipment.

**Charles Wachira**

And then you know to to give that extra, you know, give the faculty that experience UM. And and the students as well.

**Charles Wachira**

Oh, but to me, my label moment happens when.

**Charles Wachira**

And all that kind of disappears, and the stealing is in that moment, and you can tell that they're really running something right?

**Charles Wachira**

They go into a discussion discussion group or or you know, a zoom breakout room or in teams and it's no longer about the technology they're really talking to each other.

**Charles Wachira**

They're really really focusing on on the topic you. You know sometimes it could be that you know they don't have.

**Charles Wachira**

Audio issues or technology issues, but it's at that moment when you know all the technology cannot disappear, then their their warning and asking questions and the the professor we're interacting with them and you know it's it's. It's a more of a like a happy place, right?

**Charles Wachira**

Uhm, so to me that's what I what I. You know what I I strive for and and you know, sometimes it's obviously it's. It's difficult because there are challenges when it comes to.

**Charles Wachira**

You know through implementing technology, but I always think about like if you're driving your car and you you know you get in, you have your keys.

**Charles Wachira**

Yeah, at that moment you're thinking about your car, right? And once you start, you know you start the ignition and you're down the road and then your mind you start seeing things on the side and.

**Charles Wachira**

And you forget about the car. You're part of that experience.

That's that's kind of what I the feeling I get when the students are in the classroom and they start to really focus.

**Charles Wachira**

Pass on on on what they want, they want.

**Tünde Varga-Atkins**

Yeah, that's a great metaphor. It it reminds me of the flow. You know, the concept of flow in chiksan mirror that this idea of that you're in that zone.

**Tünde Varga-Atkins**

You're in that, so having a car. Or maybe we can expand the.

**Tünde Varga-Atkins**

The metaphor so.

**Tünde Varga-Atkins**

A motorbike when maybe whatever what you talked about it a bit interacting.

**Tünde Varga-Atkins**

A bit little bit.

**Tünde Varga-Atkins**

With the outside world, or or a boat or whatever travel. But yeah, I know. Yeah, that's a great idea. So it's the technology when it disappears and it's all about the learning.

### **Tünde Varga-Atkins**

And it's you need to be a magician, right? So you know, there's a lot of prep and design work involved in that to make that moment happen.

### **Charles Wachira**

Yeah, there's a lot of a lot of preparation and and supporting you know in the in the in the background or in on the wings just to make it to make it happen.

### **Charles Wachira**

But you know, at the end of the day it's it's what it is. It's you know, it's about the still an outcome. So anything we can do?

### **Tünde Varga-Atkins**

Great thank you Bhagwandas. Can you share your light?

### **Gulnaz Aksenova**

Bulb moment, yeah? So I I would like to share my experience.

### **Gulnaz Aksenova**

A series of light bulb moments that I had in the past year because it was such an interesting year. First of all, I had to jump into online education. Then I've been given a new model.

### **Gulnaz Aksenova**

For a new programme which have not run before, so I had to kind of design and develop it, so I've been given a lot of different topics defined at the programme level, but I had to.

**Gulnaz Aksenova**

Accommodated deliver within one block teaching one week block teaching module and I could tell you that online education and one week on block teaching are not very.

**Gulnaz Aksenova**

They don't very.

**Gulnaz Aksenova**

Well, go together.

**Gulnaz Aksenova**

So my experience was not great because I had to believe a lot of different topics within one week.

**Gulnaz Aksenova**

And students by the end of this module was absolutely exhausted and it was also a tremendous workload for myself. So I realised that I had to change something.

**Gulnaz Aksenova**

And the first light bulb moment came when I talked to my personal 2T from another programme and she started to kind of tell. Share sharing her experience with me and she said, you know what goodness lecturers always try to give us as much information as we can, leaving students overwhelmed and we don't know. Students don't know what.

### **Gulnaz Aksenova**

Is important what is not where to focus. So basically it's always better to focus on one thing than many. So it's what Biggs and tangled the Seminole book.

### **Gulnaz Aksenova**

Code coverage and they say there is nothing worse than coverage right when they cover too many topics.

### **Gulnaz Aksenova**

So I guess it's pretty obvious for many educators with experience, but it was the first light bulb moment for me, so I realised I had to change my teaching approach and to give students more control and power as well as time to learn, which is very important in an online environment because always online environment requires a lot of cognitive.

### **Gulnaz Aksenova**

And then I talked to another friend from who was undertaken a master programme at the European University, and I asked her, could you tell me about the best model that you ever had at that programme and she said there was one lecturer who stood out who stood up and he did two things that were very different from everyone else. First thing he.

### **Gulnaz Aksenova**

Challenge students to deliver presentation so they had to pick an argument and then they analyse that argument within the context or case study that which.

### **Gulnaz Aksenova**

And so they had control their learning environment as well as they were leading it right? While the lecturer took a role of a moderator and the second thing is that he never criticised him, he always gave only positive, constructive feedback, encouraging them. And again, that's where the big sales and theories of motivation that we need.

**Gulnaz Aksenova**

To let students know that the task is achievable and they can't succeed in it, right? So the the motivation is there. So in my next module I have enhanced this approach so they were delivering presentations.

**Gulnaz Aksenova**

Uh, we were picking an argument and the analysing it in the case that we wanted to analyse it but also they had to pose a question in the end and then they would lead discussions.

**Gulnaz Aksenova**

Answer into that questions in their breakout rooms and then it would come back and then do feed and then would continue this discussion and et cetera. And that's I realised that it was my third.

**Gulnaz Aksenova**

Critical light bulb moment of maybe comments indicator is that my role as a.

**Gulnaz Aksenova**

Cater is to create a positive learning environment and I understood what it means throughout the past year. So now I hope to continue perfecting that approach.

**Gulnaz Aksenova**

Yeah, that's it for me.

**Tünde Varga-Atkins**

OK, good Homme. So we have been talking about Treasure Island, so this is the space where the students are learning.

**Tünde Varga-Atkins**

We've created an environment for them and when they are learning and I think we also talked around the issue of how things have changed in COVID period. Do pre COVID post coded and in mid COVID.

**Tünde Varga-Atkins**

I don't. I don't know how we would describe what.

**Tünde Varga-Atkins**

Running now, but the the the next question I wanted to ask is around teaching props or pedagogy. So in the spirit of Desert Island Discs where you might take music with you to the deserted islands rather than a deserted island, what would be the teaching props or pedagogies that you would take?

**Emma Davenport**

With you, I think I, uh, for me, I thought that this question. I mean, it would be it would be stationary. It would be like, you know, as.

**Emma Davenport**

Sort of pens, Post-its paper, you know, I, you know I'm still like using a notebook, you know, I I I, I think that the.

**Emma Davenport**

Yeah yeah, you know yeah the the online experience you know does.

Speaker 1

So for those.

**Tünde Varga-Atkins**

Those who have, uh concious when when they you will hear us we. I think everyone brought their notebook to the screen that we are also using notebooks they haven't played.

**Emma Davenport**

Right?

**Emma Davenport**

I still also use a paper diary. You know, I you know, I think that you know I feel like it's really important to be able to sort of draw out ideas literally eventually, but also for our students. And I think that the online you know shift has felt a bit like we've all.

**Emma Davenport**

We've all got to do PowerPoint presentations all the time, and actually my sort of pedagogical uhm.

**Emma Davenport**

Sort of note to self would be Oh yeah, remember you don't need to do that and that you need to step back from the PowerPoint and sort of think that think you know about.

**Emma Davenport**

You know, teaching and learning as a as a conversation or a dialogue, and so how do you bring that in and and the material things like the stationary sort of help help me to remain.

**Emma Davenport**

For that so that yeah, that would be my my my teaching prop. It would be like 'cause I have a year subscription to reimerdes.

**Gulnaz Aksenova**

I'm not sure.

**Emma Davenport**

Riemens Charles is like you know, a a retail chain of stationary shops in the UK. I don't know if they have it in the states. Anyway, you know one of my favourite places.

**Emily Chapman-Waterhouse**

Emma, can I add some post it notes to your order. I'm a bit of.

**Emma Davenport**

Oh yeah, yeah, totally totally.

**Emily Chapman-Waterhouse**

A post it crazy.

**Tünde Varga-Atkins**

Brilliant go on then Emily. What else would you want to bring to your island or take to your island?

**Emily Chapman-Waterhouse**

So I I echo much of what Emma said, but more recently I've tried to dhuum use my Apple Pencil a bit more.

**Emily Chapman-Waterhouse**

I've got an iPad pro for work, and uhm, as Emma said, you know, stepping away from using PowerPoint.

**Emily Chapman-Waterhouse**

Lots in teaching. Actually the the whiteboard tool in teams is great, and so I've been trying to test out a bit. You know free.

**Emily Chapman-Waterhouse**

And drawing on said iPad and whiteboard it and encourage the students to do that in breakout rooms as well where they've got surfaces or or something similar or or actually just you know, sharing photos of their own notes. Uhm, so apart from that actually one of my go to sort of props is.

**Emily Chapman-Waterhouse**

Is the the kind of online, UM, noticeboard you know the freebies that you can get so people can post something anonymously before a session?

**Emily Chapman-Waterhouse**

But it's a closed group, so it's not completely public and I like to capture outside of, for example, our virtual learning environment, and so perhaps they.

**Emily Chapman-Waterhouse**

Perhaps students feel a little bit more relaxed, and it's not quite so monitored in the same way you know how you're feeling leading up to this workshop, or those sorts of preamble type questions.

**Emily Chapman-Waterhouse**

And you can get a sense of what's your your main priority question right at this moment in the module and just a quick snapshot. You know, 24 hour pulse survey that maybe feels a bit less like a survey.

**Emily Chapman-Waterhouse**

'cause you've not used from, you know the typical survey tools that you can get out there. Uh, you know, lots of names are available.

**Emily Chapman-Waterhouse**

I think those are my couple of go to tools.

**Emily Chapman-Waterhouse**

At the.

**Tünde Varga-Atkins**

Moment great yeah, so a quick pass anonymous. UM get a sense of what where people are up to. Yeah great.

**Gulnaz Aksenova**

Oh well, this is an interesting question. I've been thinking about for a very long time and honestly, I I couldn't decide what's more.

**Gulnaz Aksenova**

Important or what's?

**Gulnaz Aksenova**

Not so my answer would be it's a Treasure Island, right? So it's full of treasure, so why don't I bring my confidence and enthusiasm, motivation and let students to create that environment of user? All those treasure?

**Gulnaz Aksenova**

Objects in a creative way and also analytical way, but I also want to say that also to what? Just Emma and Emily said. I really like drawing stuff and visualising idea.

**Gulnaz Aksenova**

Yes, so my second option was a blackboard. But now since Emily mentioned it, I also bought in the last year a drawing broad board and I used collaborative software where people I can draw and you can do posters. But students can also join it and it's like a very creative process which was quite interesting.

**Gulnaz Aksenova**

But the interesting part of that is that one module really liked it. The students loved almost drawing experience and the other module said, could we please, please use a traditional PowerPoint so we can just type stuff you can type for.

**Gulnaz Aksenova**

US, which was kind of interesting. Yeah, so thank you.

**Tünde Varga-Atkins**

Yeah, that is interesting. Gonna ask can I ask you to type in the name of that board that you just mentioned? Yeah, that's my like my row or something like that or is that?

**Gulnaz Aksenova**

It's actually more for drawing stuff, so it's like my role, but for drawing as well. So it's really good to make Connexions.

**Gulnaz Aksenova**

So instead of just connecting like in my role of Post-its, you can draw Connexions in the right stuff.

**Tünde Varga-Atkins**

Yeah, it's interesting that you said that different students responded to it, or perhaps even different groups.

**Tünde Varga-Atkins**

As you say.

**Gulnaz Aksenova**

Yeah, and I think the one module was more about the construction technology, right? So they come from a design and construction background and the other one more about business management.

**Gulnaz Aksenova**

So those that business management we really said oh we don't want any drawings, haven't typed PowerPoint traditional, but we're also used to it.

**Gulnaz Aksenova**

Because the previous models had with Microsoft PowerPoint experience, so they kind of liked it and it.

**Gulnaz Aksenova**

Was effective for them.

**Tünde Varga-Atkins**

So Charles what?

**Tünde Varga-Atkins**

Would be your teaching proper pedagogy that you would like to take to the island?

**Charles Wachira**

Yeah, so last last year I attended a workshop and they had this teaching framework which is called pink pair chair. Oh, I'll.

**Charles Wachira**

Type it here.

**Charles Wachira**

And I I really, I really like that and we've been, you know, using this in the classroom as well.

**Charles Wachira**

And this is where, uh, it you get the students in the class and you you you give them a an assignment and you have them. You'll think about it or walk, walk on it individually, right?

**Charles Wachira**

So it promotes that individual thinking and and planning and and.

**Charles Wachira**

Up and then and then. Once that's done, that portion is done, then you pair them up, right? So you have a couple groups and you have them talk about their own experience.

**Charles Wachira**

What they thought about and then another group and leave some type of, you know, agreement of whatever the topic is. And then once the pairing is done.

**Charles Wachira**

You tell them to to select a spokesperson and you bring the group back together in the class and then you have this both person share what what they they discuss.

**Charles Wachira**

Yes, uh, and then it's followed by discussion.

**Charles Wachira**

Come in, you know, like a bit larger class class level. So I found that to be to be very very effective.

**Charles Wachira**

It it it 'cause sometimes if you just break students into a group. Yeah, of course sometimes are the most talkative and they'll kind of dominate the conversation. But if you do this.

**Charles Wachira**

So then you know, everyone gets a chance to to think about the programme and then share their group.

**Charles Wachira**

Uh, I mean, you know pair then share there and then bring it out to the entire group. So I found that framework to be to be very helpful. So that's something that I I definitely would would bring.

**Tünde Varga-Atkins**

Brilliant, OK thank you very much. So yeah, we've got lots of drawing artefacts, objects stationary on the island by the.

**Tünde Varga-Atkins**

Way I love that.

**Tünde Varga-Atkins**

And collaboration and also think pressure activities. Is there anything based on your discussion? So now if we can think of Oh yeah, and I I left out.

**Tünde Varga-Atkins**

Gulnaz is brilliant idea about making use of treasures. The existing things on the island, and making use of what's there already, which I think.

**Tünde Varga-Atkins**

It's again, it's a nice approach, so based on all these ideas, if you had now you connected your four islands with these props and pedagogies.

**Tünde Varga-Atkins**

Is there anything else we could do here with students or any other things that might arise from putting these all together?

**Emily Chapman-Waterhouse**

I think we'll end up with them.

**Emily Chapman-Waterhouse**

Some really creative and problem solving groups of students who will be like socially and culturally diverse, and it could end up with some really great conversations.

**Emily Chapman-Waterhouse**

It's sort of a. I'd love to be, you know, a fly on the wall. Uhm, you know, in in a hopefully not not inside of a.

**Emily Chapman-Waterhouse**

You know, uh, sensitive or some conversation that they wouldn't want us to hear. But you know where they're where.

**Emily Chapman-Waterhouse**

They're just socialising you know and comfortably. It would be great to to hear all those different student groups conversing.

**Emma Davenport**

Yeah, I mean, yeah, I agree. I think in the sense that you know there's lots of opportunity.

**Emma Davenport**

To find things, put things together, objects together across the island and then kind of you know, think about why you're doing that and then share those thoughts with others.

**Emma Davenport**

And then, you know, bring it back to you, know for want of a better phrase and massive show and.

**Emma Davenport**

How he ends up or you know.

**Emma Davenport**

Uh, like having shared, having shared all the treasure is, we could then get off the island.

**Emily Chapman-Waterhouse**

You've kind of got two polar extremes. Haven't you've got kind of The Hunger Games at one end and you've got perhaps this brilliant teaching and learning student conference.

**Emily Chapman-Waterhouse**

You know where they're all presenting posters and you know you know three minute papers and that sort of thing.

**Emily Chapman-Waterhouse**

So yeah, that that's just come to mind. Slightly yeah, wacky.

**Tünde Varga-Atkins**

But yeah, no. I love that. It's definitely 'cause some.

**Tünde Varga-Atkins**

Yeah, there, there's definitely that survival and problem solving that you really want to come get prepare students for because there will be lots of problems to encounter and and putting things together and.

**Tünde Varga-Atkins**

Jointly finding solutions to problems is definitely a really useful thing that you we can be.

**Tünde Varga-Atkins**

Doing for education.

### **Tünde Varga-Atkins**

And then of course, I love that safe space as well, Emily, that.

### **Tünde Varga-Atkins**

You you you.

### **Tünde Varga-Atkins**

Instigated about the, you know the anonymous pulse cheque, kind of where people are up to so it as you say you are flying the wall but not quite. You know a transparent flying level there to support them. Really that aspect.

### **Tünde Varga-Atkins**

I like OK, so you've all been really hard working creating these opportunities for students now is some downtime for you.

### **Tünde Varga-Atkins**

What would be your luxury item that you maybe could take to a corner of the island when it's just you relaxing off duty?

### **Tünde Varga-Atkins**

Of teaching, what would you take?

### **Emily Chapman-Waterhouse**

Come for me, my uhm. I suppose downside is my love of chocolate and I think it helps me just to yeah chill soumm a cup of tea and come a generous bar of chocolate.

### **Tünde Varga-Atkins**

Sounds great. I mean, I might sneak to your corner of the island.

**Charles Wachira**

Yeah, I'll say I I, I like the TT Hank. I miss my visa. I miss a good.

**Charles Wachira**

Couple cup of.

**Charles Wachira**

Tea, you're drinking coffee.

**Charles Wachira**

For me, I think what I would bring up is I would definitely bring a football or we call here soccer ball.

**Charles Wachira**

They've always, they'll Prince Prince soccer. Ever since I could work, probably, but that's something I would definitely definitely bring. 'cause you know, anything can happen.

**Charles Wachira**

When you have a soccer ball right and a group of people.

**Tünde Varga-Atkins**

Brilliant, I like that.

**Emma Davenport**

I I would I would bring. I don't know if I how many I would be allowed but I would bring a selection of cookbooks because I find reading recipes really relaxing.

**Emma Davenport**

I I don't know if it's just the design of them and the steps and they tell me what to do and I don't have to think about it, but I.

**Emma Davenport**

I love a recipe and also.

**Emma Davenport**

So I like cooking so you know I don't expect to find ingredients on the island, but I I would have some idea of maybe how I could improvise with. You know, one side, one side, zoned out after reading the recipe.

**Emma Davenport**

Yeah, that helps me to relax, I'm.

**Tünde Varga-Atkins**

Sure, we can allow you.

**Tünde Varga-Atkins**

To take lots of cookbooks.

**Tünde Varga-Atkins**

Or just take one big millions of recipes in.

Speaker 1

It's not your fault.

**Emma Davenport**

Exactly exactly exactly.

**Tünde Varga-Atkins**

Especially maybe made for treasure islands, yeah?

That's cheap.

**Emma Davenport**

Yeah, yeah or.

**Emma Davenport**

Even if not, that would be fine. It would be sort of escapism.

**Emma Davenport**

But then I might be able to, you know, my visit like adapt it something.

**Tünde Varga-Atkins**

Yeah, I mean.

**Tünde Varga-Atkins**

So sorry to allude to. Uh, said context.

**Tünde Varga-Atkins**

I was just reading someone biography from Auschwitz and they were saying that one of the ways they kept mum.

**Tünde Varga-Atkins**

You know kept alive is they were cooking in their heads and arguing about different cultural recipes them. What were they putting into one and then the other argue that that's not how you do it, so that that there was a strong element of virtual cooking by, you know, just being I guess relating to the joy that.

**Tünde Varga-Atkins**

That communal activity and obviously the sustenance was bringing for them. So it's very heartbreaking to read.

**Emma Davenport**

Yep, that's so interesting. Yeah, I can totally see that. Can totally see that, yeah?

Go nuts.

**Gulnaz Aksenova**

What would be your luxury item? I think we've got a very good team. I do like chocolate and coffee and tea and good quality.

**Gulnaz Aksenova**

High quality but I also love swimming, particularly snorkelling and free diving so.

**Gulnaz Aksenova**

Since Emma likes to cook, I can catch some fish for you and will have some nice fish for dinner and lunch. So and I will be enjoying it doing it most of my time.

**Tünde Varga-Atkins**

And maybe Charles this football could come in handy as water polo, stroke football, soccer game before or after the meals.

**Tünde Varga-Atkins**

I'm definitely in C. Will be a lovely islands to join.

Speaker 1

OK.

**Tünde Varga-Atkins**

OK, well thank you so much for the discussion.

**Tünde Varga-Atkins**

I think this concludes this episode of Treasure Island Pedagogy, and I loved having you all here as guests and and it's it's been fantastic to listen to.

**Tünde Varga-Atkins**

The wonderful educational stories and innovations that you've been all sharing.

**Tünde Varga-Atkins**

Well, thank you very much and I definitely want to see me and meet you for a coffee cup of whatever on the Treasure Island. Take care.

Thank you.