

Treasure Island Pedagogies Episode 11

Podcast Transcript

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Tünde Varga-Atkins

Hello.

Tünde Varga-Atkins

Everybody. This is our episode 10 of Treasure Island pedagogies. Our podcast from the Centre for Innovation in Education at University of Liverpool.

Tünde Varga-Atkins

I'm 20 Watkins and we've got 3 guests today from across the.

Tünde Varga-Atkins

Well, uhm, and we are going to talk about our treasure islands and what happens there. So can I ask our three guests to just briefly introduce yourself what your original discipline was and and your current role.

Camille Dickson-Deane

Okay, I'm **Camille Dickson-Deane** I'm in Sydney, Australia right now. My original discipline was computer science with a little bit of software development and learning sciences. And now I'm a learning designer. Ahead of relating design team.

Tünde Varga-Atkins

Great thank you Camille.

Becca Ferrari

Hi I'm Dr **Becca Ferrari** from the University of Nottingham. My original discipline is environmental engineering which sits somewhere between the guest environmental science and chemical process engineering. So across a wide range of industries and sectors I'm I'm now a.

Becca Ferrari

Digital learning director in the Faculty of Engineering at the University of Nottingham, and I've been doing a lot of work in the last year or so on that pivot to online learning.

Tünde Varga-Atkins

Yes, don't don't we know? Yeah, thanks Becca.

Nokuthula (Thula) Vilakati

Hey hi everybody I'm Nokuthula (Thula) Vilakati

I'm currently a full time pages student in education and my work is on curriculum design and pedagogy for blended learning.

Nokuthula (Thula) Vilakati

I have I have a BA in Humanities, so I'm from the arts. Unlike the rest of our panel. And then I did a masters in education with a focus on curriculum development as well as master in instructional design.

Tünde Varga-Atkins

Great, thank you so you. I love the interdisciplinary crowd here today and also the fact that you're all very much in demand during the pandemic or still must be.

Tünde Varga-Atkins

And so this, uh, our Treasure Island pedagogy is usually we talk about special time with students when when you know they are learning and.

Tünde Varga-Atkins

And and what makes that happen so?

Tünde Varga-Atkins

I would love to hear.

Tünde Varga-Atkins

Some of your lightbulb?

Tünde Varga-Atkins

Moments I know that as as educators, you.

Tünde Varga-Atkins

Will have had many.

Tünde Varga-Atkins

Lightbulb moments that you experienced in in your students happening?

Tünde Varga-Atkins

But if you could just share one and you know what was it, what made it happen? That would be fantastic.

Camille Dickson-Deane

I would give one that was recently it just it literally occurred. Maybe about two weeks ago where a seasoned learning designer taking a grad said subject.

Camille Dickson-Deane

And they're just trying to, you know, have skill. They're just trying to have skill, and I said something and you just saw their eyes. You know, when your eyes.

Camille Dickson-Deane

Just slowly large.

Camille Dickson-Deane

All pivoting and we're all pivoting on me in this this digital space and you have a screen and then I slowly lodged and they go like could you repeat that? Camille and I said, yes, you know this is what is occurring and then he just did this.

Camille Dickson-Deane

You know the podcast you can't see, but he just did the hands where you go by your head and it explodes and he goes.

Camille Dickson-Deane

That is mind-blowing. I've never heard that before, and I go like, well, I talked. Most people knew that, and he goes. No, I never thought of living in that way or that form.

Camille Dickson-Deane

And of that, with expression of learning, and that to me.

Camille Dickson-Deane

It it just reminds me of an article that I've always referred to in any of the work I've done, and by Alexander, where they say learning is a change and learning can be accepted as well as rejected and what I notice in that picture of a sea of maybe 30 students were that some people rejected what I was saying, like.

Camille Dickson-Deane

But he was struggling tax sets.

Camille Dickson-Deane

And he goes that was mind-blowing. And to me that was assigned for me at that moment of a light bulb. It was physically move on visually. A light bulb moment.

Tünde Varga-Atkins

Yes, I mean you were very much into explaining with your body, so yeah, it it must have been a brilliant moment and I and I guess that's really interesting.

Tünde Varga-Atkins

What you see as well that you know in a sea of people it it might not happen for.

Tünde Varga-Atkins

Everyone at the same time.

Tünde Varga-Atkins

But can you share with us? I'm eager to know what was that. What was the thing that they was mind blowing?

Camille Dickson-Deane

So what I did was I and I have this exercise that I do quite often where I show students who are expecting a traditional case study where you know they read it, accidentally critique it, and they all discuss it amongst themselves.

Camille Dickson-Deane

And sometimes I give them video cases and in my video case, which none of them were expecting all.

Camille Dickson-Deane

30 odd Students was a snake handler.

Tünde Varga-Atkins

What stake?

Tünde Varga-Atkins

Handler OK, like cobras and Vipers, and my yeah.

Camille Dickson-Deane

Both right. He was feeding cobras and I said this is our come. This is our workspace. This is the client.

Camille Dickson-Deane

He's ill and they all look at me like what do you mean he's ill? He's ill and you now have to train the new person.

Camille Dickson-Deane

To do that in a short space of time, because the the snakes are being used in experiments and they need to be fed in a timely manner, etc.

Camille Dickson-Deane

And of course, they were all fearful, and their mindset when I said to them that it had to be done in a matter of two to.

Camille Dickson-Deane

Three days with a lot level of scalability and as a leading designer, a lot of them struggled with the content.

Camille Dickson-Deane

Of the design, as opposed to the actual task of designing and they didn't understand that you have to be able to separate those.

Camille Dickson-Deane

They didn't understand that they said well. Normally I understand what the client wants and I will work with that and I go like not all the time.

Camille Dickson-Deane

Are you going to be in agreement with the content that you have to design?

Camille Dickson-Deane

At least they were just like, well, yes, I'm I don't know the content. So you know that sometimes that works out.

Camille Dickson-Deane

I go like no, you don't understand. Sometimes you don't agree with the content that you have to design.

Camille Dickson-Deane

I didn't get it for quite a while and then he he just saw his eyes just slowly open and then he went like holy cow, I'd never thought of my work that we have been designing for years and I've just always accepted.

Camille Dickson-Deane

And I said we do, but sometimes there's content that's going to come across your face and you're gonna go like I don't know if I can design.

Camille Dickson-Deane

This, but you have to be a job.

Right?

Tünde Varga-Atkins

Wow, that's brilliant. You know bringing that metaphor, or you know that to to make that differentiation and and I guess for you is to to drive that understanding of that. This is a difference. Yeah, thanks Camille. I think we will, the snake.

Tünde Varga-Atkins

Handling picture exactly we want to.

Tünde Varga-Atkins

What about you? You back out to LA?

Becca Ferrari

Yeah, I'll go. I'll go next so I do a lot of I I I work with engineers, you know right now my learners are stuff but I have my learners are also students as

well and I've spent the last, you know, 656 years teaching undergraduate and postgraduate students as and as engineers.

Becca Ferrari

We obviously we teach them academic content, but we're also trying to, you know, to produce people that go out and I'm gonna work as professionals and a key part of that is actually the development of their professional skills, their professional competencies, you know, work in digital learning. Some of those are digital. Some of those aren't, UM, but one of the things that.

Becca Ferrari

Students have often.

Becca Ferrari

Struggled with his own. Was perhaps understanding, you know why I was getting them to do some of the things that they were doing.

Becca Ferrari

'cause actually in terms of our degree programmes, we don't necessarily make it that explicit in terms of their professional skills development. So I had a real light bulb light bulb moment with my some of my students when I started actually to give them feedback on.

Becca Ferrari

The development of.

Becca Ferrari

Their professional skills, not just the feedback on the academic stuff that.

Becca Ferrari

They were being you.

Becca Ferrari

Know some actively assessed on, but actually some slightly more informal feedback just on those.

Becca Ferrari

Those sort of those those softer skills, their professional skills and that could be team working. You know collaboration.

Becca Ferrari

You know, planning all those sorts of things that.

Becca Ferrari

You know, we take, we always, we take for granted, but you know, without giving them that framework previously without actually giving them some feedback on it.

Becca Ferrari

How are they ever gonna?

Becca Ferrari

Really sort of judge how they were doing and actually developed. So for me that was a that was a great one for my for my students and that's something that I'm looking that we've sort of expanding on much more widely.

Camille Dickson-Deane

Did you get any pushback Becker?

Becca Ferrari

The students are from the staff.

Becca Ferrari

No, no, not not not at.

Becca Ferrari

All, I mean we, you know I.

Becca Ferrari

Think it's, it's always the it's been there, sort of implicitly.

Becca Ferrari

I think with with with engineers is that they have.

Becca Ferrari

These professional skills and and it's even within our accreditation requirements, right?

Becca Ferrari

We have to be able.

Becca Ferrari

To say that we're.

Becca Ferrari

We're teaching them, but what we don't have to be able to say is.

Becca Ferrari

Actually, to go through that.

Becca Ferrari

Tick box and say and this is where we're assessing it and and then actually to me, what's the point of assessment if we're not going to give them feedback, right?

Becca Ferrari

You know assessment.

Becca Ferrari

With our feedback.

Becca Ferrari

Is from a learner perspective is pretty pointless.

Becca Ferrari

It it meets image requirements in other ways, but for a for a learner without understanding where they've got to, how they've developed, you know whether that be you know, self assessment or whether that be you know peer assessment or success assessment from an instructor and some feedback.

Becca Ferrari

There's there's very little. There's very little value, so it's actually something that as a as a as a department as a university we're building on a lot more, not just from my work from the work of many other people as as a university, we're actually coming up with our almost digital capabilities framework now, which will span the whole of our degree.

Becca Ferrari

Programmes at the University of Nottingham. We're launching the first part of that this year.

Becca Ferrari

It's called the digital. Students will move through, which is about really preparing our students, giving their students the sort of the professional learning skills that they need to engage in digital learning in this new sort of online, blended, flexible world and then moving through to what they need for research projects and finding what we call the digital graduate, which is really about.

Becca Ferrari

One of the skills they're going to need as they go out into the world of work, so we're making it a.

Becca Ferrari

Lot more explicit in what we're doing now, which is fantast.

Tünde Varga-Atkins

I was gonna ask you mentioned self and peer assessment as well because I'm guessing in professional contexts as well.

Tünde Varga-Atkins

Being able to giving feedback. You know whether whether whenever your team working with other people or and and also just generally. I guess that's also a transferable skill in a sense. So have you had some experience?

Tünde Varga-Atkins

Is about that when students you know how they receive these kind of feedback or whether they they might have to give it to other people in that team.

Becca Ferrari

Yeah, so it's it's quite a. It's quite a tricky 1 isn't it? I'm in terms of particularly in terms of sort of peer assessment and peer feedback.

Becca Ferrari

There's there's sort of there's two schools of thoughts, or almost on this. There's one where they're actually perhaps working together in a group in a team, and it's on something. Yes, it's collaborative, but they're being assessed as a group and you get a very.

Becca Ferrari

Particular dynamic there, I think when they have to peer assess because at the end of the day that assessment is going to.

Becca Ferrari

Affect the other people Marks and it's gonna to a degree. It's gonna affect their mark as well when everything gets weighted so there's.

Becca Ferrari

There's peer assessment, but often that isn't necessarily linked with feedback, so I think there's also that more sort of continuous thing around being able to, you know, work as a team, work as a group of students, and feedback on what each other.

Becca Ferrari

Doing as you're working towards a common goal.

Becca Ferrari

And that's something that we you know, we again we try and help students with again quite informally, but that can be through even things like you know, Coach, you know coaching on how to work as a team.

Becca Ferrari

So we do. We do things, and certainly in our department where actually we go do things like, you know, Myers Briggs or 16 personalities where we get students to actually, you know, you know.

Becca Ferrari

Assess themselves, understand the different personality types that they have in the team, how they.

Becca Ferrari

Might interact with each other.

Becca Ferrari

For how different people are gonna engage and what that actually means, 'cause you know again for engineers when they go out into the professional world, they they're gonna be sitting on their own working.

Becca Ferrari

They're going to be working in big teams with people from lots of different backgrounds from different cultures. You know, understanding how to interact, how different people interact, and how they communicate. Again, it's.

Becca Ferrari

All really important.

Becca Ferrari

Things that you know. The softer skills we don't assess them on, but if we can help them develop those, give them some. You know feedback on that I think.

Becca Ferrari

Is really really valuable.

Tünde Varga-Atkins

And have you had some experiences? You know when I don't know student reception of that feedback, 'cause I guess it it.

Tünde Varga-Atkins

It must be so valuable, you know, but you mentioned Myers Briggs or it meant you know when they discover something about themselves that perhaps they didn't know or they get confirmed that they can indeed do a skill that they perhaps.

Tünde Varga-Atkins

Didn't think they knew.

Tünde Varga-Atkins

Or so yeah, in in in the spirit of the light bulb moment, is there anything?

Becca Ferrari

Yeah, it's the yeah. I think the spirit is.

Becca Ferrari

It's almost like.

Becca Ferrari

It's almost for them. It's the recognition that.

Becca Ferrari

Everyone is different.

Becca Ferrari

It's OK to be different, we don't.

Becca Ferrari

All have to be good and we all shouldn't be good. It's not useful if everyone excels at the same things and work in different ways, and I think it's that almost that. Self acceptance of themselves and at that time.

Becca Ferrari

That space to reflect and go. Oh this is me and this is how I do things and this is other people and.

Becca Ferrari

That's over there and that's how they do things.

Becca Ferrari

And then what we?

Becca Ferrari

Can help them with is OK? Well how do?

Becca Ferrari

You balance that how?

Becca Ferrari

Do you work together to achieve that common goal?

Becca Ferrari

Be that you know a design project or you know what. Whatever it is they're trying to do. Something, they make, uh, you know something that they're doing in the lab.

Becca Ferrari

So yeah, I think it's it's really about that understanding of.

Becca Ferrari

Self and that reflection I.

Tünde Varga-Atkins

Think that's lovely because I guess in in this.

Tünde Varga-Atkins

Stage of you know, students being anxious or you know just about whether they're doing well enough and and so that must be quite reassuring as well.

Tünde Varga-Atkins

When they they get that message.

Becca Ferrari

It is, yeah, I'm I'm, you know I'm not going to lie, it's been.

Becca Ferrari

It's been harder to do a lot of this stuff online, because to do this other stuff effectively, you know it's.

Becca Ferrari

But always the best way for us is to have them in a room and to make that connexion you know in person and be able to do it. But it's great that we've still been able to, you know, we've been able to use.

Becca Ferrari

Teams, and we've been able to continue doing this work and and actually we found that having had experience of doing this sort of thing over a few years, you know working with students in groups be that you know, formally through assessments or just in in more informally in terms of the work that we do. It's set our students in good stead.

Becca Ferrari

As well, so if we look at our students that were in their third year, 4th year when the pandemic hit, they actually coped really, really well.

Becca Ferrari

We were really, you know, we were really proud and really happy with the way.

Becca Ferrari

That they managed to make that pivot.

Becca Ferrari

'cause they were able to, you know, rebuild those Connexions online. And obviously it helped. They already knew people in in in.

Becca Ferrari

The real world as it were.

Becca Ferrari

But they they've really.

Becca Ferrari

They've really taken the bull by the horns, and you know and applied those skills that they developed and developed them further to be able to, you know, be successful in this digital world.

Tünde Varga-Atkins

Great and it will be lovely to hear more about your digital students. And then yeah, that will definitely follow that. Thank you, Becca.

Tünde Varga-Atkins

Do you know what about your lightbulb woman?

Nokuthula (Thula) Vilakati

Yeah, mine has been working with some lecturers in.

Nokuthula (Thula) Vilakati

Redesigning their courses so that they are.

Nokuthula (Thula) Vilakati

Accessible to students and.

Nokuthula (Thula) Vilakati

Uh, we have worked in various through various.

Nokuthula (Thula) Vilakati

Uh, portfolios or projects? I remember 1 where.

Nokuthula (Thula) Vilakati

We designed a course on quality assuring blended learning.

Nokuthula (Thula) Vilakati

And we were now offering the course online.

Nokuthula (Thula) Vilakati

And this was in 2019 before COVID and what happened was during the first week, when the students from different East African universities way.

Nokuthula (Thula) Vilakati

Taking the course.

Nokuthula (Thula) Vilakati

Uh, being oriented on getting started with the course. There was very low participation like at some point we noted that only one student was actually.

Nokuthula (Thula) Vilakati

They're actively engaging.

Nokuthula (Thula) Vilakati

With introducing themselves and so.

Nokuthula (Thula) Vilakati

One, so we went back and asked a more experienced colleague who's been running this six week course on facilitating online. And then she looked at what we had put in there for.

Nokuthula (Thula) Vilakati

And he picked it very quickly that there is no way your students will begin to engage.

Nokuthula (Thula) Vilakati

And with the tasks before they have formed, deep human
Connexions. So for us, as a team who have code designed this course, it
was a light bulb moment to say wow, and so we had to go back
and actually ask them informally.

Nokuthula (Thula) Vilakati

Questions like what they are interests we which have nothing to do with
their portfolios of being quality assurance directors.

Nokuthula (Thula) Vilakati

And so on.

Nokuthula (Thula) Vilakati

So and ever since that time and then came COVID and erty emergency
remote teaching. And then we realised that if we approach blended
learning the way we from content, and you know it just doesn't work until
people warm up to each other.

Nokuthula (Thula) Vilakati

And feel like they they had a common purpose and so that's that's been a
passion for a number.

Tünde Varga-Atkins

That's great and it links with Rebecca was talking about that. It's much
easier to learn together if you do have those Connexions. And so we we are
on this Treasure Island with students, and they're learning. They've got lots
of light bulb moments. So as an educator, what are the teaching props or
pedagogies?

Tünde Varga-Atkins

That you can't do without and again, it's quite strict because we're you must have loads, but we're just asking you to highlight one of these that you would love to take to your treasure islands to make this lovely learning happening with the student.

Nokuthula (Thula) Vilakati

And this is a pedagogy that I've just been exposed to again, and thanks to being a student, and during this time and also involved in in a project here at the university where I'm doing my PhD. By the way, I work for the University of Eswatini which is.

Nokuthula (Thula) Vilakati

Closer to way I'm doing my PhD currently at the University of Cape Town in South Africa. So I mean both with this project student project or where the students are.

Nokuthula (Thula) Vilakati

Engaged or they've been recruited to support lecturers with educational technology so they we call them Edtech advisors. And the project is a universal design for learning project. So I work with them. One of the sessions where while we were training them.

Nokuthula (Thula) Vilakati

It was on the pedagogy of discomfort, and I learned so much from it that you know there are these.

Nokuthula (Thula) Vilakati

Issues in higher education that, uh?

Nokuthula (Thula) Vilakati

Affect teaching and learning such that some students then attempt to be seen to be deficient and they don't kind of belong in higher education. So this is what the pedagogy of discomfort tries to to to deal with.

Nokuthula (Thula) Vilakati

To say, let's bring in the issues of religion, race, you know and everything else and let us confront these issues.

Nokuthula (Thula) Vilakati

An agenda, issues and so on, as well as some you know so that.

Nokuthula (Thula) Vilakati

As we learned together in forming these deep human Connexions, we need to also engage, you know, in an authentic manner with one another.

Nokuthula (Thula) Vilakati

So that's what I liked and the lady The Who was facilitating the session. What she helped me understand better more than.

Nokuthula (Thula) Vilakati

Before is that you can't, you know, and this is what I've been doing myself as an academic developer. Is that you come to facilitate a session, but you are also lecturing to people?

Nokuthula (Thula) Vilakati

So it doesn't work. What he did was to bring scenarios.

Nokuthula (Thula) Vilakati

Real life scenarios covering a spectrum of these issues. Then we engaged with those and she was giving all the participants a lot of room to to to engage and and and voice out. They are deep seated. You know, yeah.

Nokuthula (Thula) Vilakati

Responses or perspective on the perspectives on.

Nokuthula (Thula) Vilakati

These issues, which

Nokuthula (Thula) Vilakati

Directly affect teaching and learning in higher education, thanks.

Tünde Varga-Atkins

Yeah, I mean that must be such a fascinating debate to be part of, and definitely a learning experience. Yeah, thank you, Tula.

Becca Ferrari

I'm trying not to cheat here and include multiple ones 'cause they everything just rolls together, but for me, I mean for me, my real sort of my I guess one of the key sort of pedagogical approaches that I I always as I go back to. I guess again and again that I keep pulling from my toolbox is always around this sort of.

Becca Ferrari

Project based on, you know real world problem scenario based learning for our students and and that can be in a class with or.

Becca Ferrari

I hate to say it. Classes with 100 and 8200 students that can be working with a small with a small group of say, you know 567 students, but uhm, I think where you can give students.

Becca Ferrari

Like a really.

Becca Ferrari

Sort of causing.

Becca Ferrari

A problem or scenario that they can look at rather than just, you know, teaching them and giving them the information.

Becca Ferrari

Giving that giving.

Becca Ferrari

Them that that problem that challenge and then getting them to discuss and come together and work together to come and come up with a solution. And and for engineers it's about.

Becca Ferrari

A solution and that's.

Becca Ferrari

The thing they always really struggle with is actually.

Becca Ferrari

One wide solution.

Becca Ferrari

It's not about is this right? It's about is this something that works that meets the criteria? You know, getting them to even come up with the with the criteria by which they judge their solution to say.

Becca Ferrari

Whether it's you.

Becca Ferrari

Know a good enough solution or not, but I think there's there's problem based moments and there's problem based.

Becca Ferrari

Approaches I think certainly for me are always are always the ones that are the most. The most valuable to those students. To my students anyway.

Tünde Varga-Atkins

Great thanks Becker, so yeah. I mean those things as.

Tünde Varga-Atkins

Well will be.

Tünde Varga-Atkins

Very useful on the Treasure Island. Should we?

Tünde Varga-Atkins

Need to come up with any solutions there.

Tünde Varga-Atkins

But definitely some similarities with tools in the fact that you know you are having students to discuss the scenario and include that prior each.

Tünde Varga-Atkins

Right?

Tünde Varga-Atkins

And then crazy.

Becca Ferrari

I think yeah. I think ones that really draw on their different perspectives. You know we have quite diverse cohorts of students, you know.

Becca Ferrari

Particularly have there.

Becca Ferrari

For example, we have a lot of their other.

Becca Ferrari

Students will come from.

Becca Ferrari

Our you know our overseas campuses in Malaysia and China and come and spend some time with us and in environmental engineering. Actually that can make a big difference because the practises in those countries.

Becca Ferrari

And sometimes incredibly, incredibly different. And what thoughts of what's thought of as you know, good environmental practise in one part of

the world is very different to another part of the world and and the challenges, and actually almost the reason that they've taken their course.

Becca Ferrari

You know, in the 1st place might be very different. So for example we have students that come from China that have been exposed to an awful lot of you know pollution from mining.

Becca Ferrari

You know from you know rare earth processing or an awful lot of air pollution and and you put scenarios in front of them, for example from there's one that I use around an incinerator that's based in it in.

Becca Ferrari

I think somebody somewhere in Eastern Europe and and about a sort of a rates of you know child child cancer that were caused by pollution that came from this incinerator and they have a very different perspective on that and bring a very different element of flavour to the discussions with their peers.

Becca Ferrari

Perhaps the UK, and I think it's it's those things where you can really force them.

Becca Ferrari

When I was.

Becca Ferrari

Given the opportunity, the platform to discuss their different perspectives, I think really helps bring that sort of that.

Becca Ferrari

You know that different approach to the solutions that they.

Becca Ferrari

Come up with.

Becca Ferrari

Which I find really nice. Yeah, and I.

Tünde Varga-Atkins

Mean that was what a really interesting.

Tünde Varga-Atkins

Surprise for me when I.

Tünde Varga-Atkins

Was doing my PhD on on.

Tünde Varga-Atkins

Engineering is seeing this human and social elements that is quite important in engineering so.

Nokuthula (Thula) Vilakati

There you.

Tünde Varga-Atkins

Are science, it's always located in a culture in a social political?

Tünde Varga-Atkins

Simon and as.

You see?

Tünde Varga-Atkins

If you're asking students develop their own criteria or come up with one solution. They will really have to situate that even wherever that solution needs to be.

Tünde Varga-Atkins

So I I thought that was it for me. That was a light bulb moment about the engineering, just to see that human social elements.

Tünde Varga-Atkins

That goes into it. Thank you, Becca. So what about coming up about your teaching? Proper pedagogy?

Camille Dickson-Deane

Right, so my toolbox also is problem based. You would believe because I was just trained that way. But when you combine the problem with two layers pedagogy it becomes about meaning and relevance.

Camille Dickson-Deane

And I like to work with stories, so I always have a story to tell my students. I always give them a story that they can link what they feel or what their experiences with an option for something similar so they can draw connexion and then we could all transfers that together. So I've talked about UM.

Camille Dickson-Deane

Doing project management under intense circumstances and designing solutions when you under intense circumstances.

Camille Dickson-Deane

Uhm, things like doing. Designing a programme when you say I don't know if you guys remember I don't know how old you are but.

Camille Dickson-Deane

I'm not going.

Camille Dickson-Deane

To give away my age and the right Y2K problem.

Camille Dickson-Deane

I was just talking.

Camille Dickson-Deane

To the student about a Y.

Camille Dickson-Deane

2K problem and they.

Camille Dickson-Deane

Were like the.

Camille Dickson-Deane

What and I'm like, I don't know.

Camille Dickson-Deane

So I had to explain to them, I said do you remember friends sang this song 1999 well right and at that age.

Camille Dickson-Deane

We had a problem.

Camille Dickson-Deane

That the the programming the programmes that we created the software would change everything to zeros and it wouldn't have a number to go on to make 2000 and they were like the word the white and I just realised this group of students will not relate to that. But guess what?

Camille Dickson-Deane

They will relate to something like, UM.

Camille Dickson-Deane

Kovit they will relate to something like that was recent like the the the the.

Camille Dickson-Deane

The flu that we had in South America that came up that was affecting the kids, the.

Camille Dickson-Deane

See big Paris because it's more recent like my daughter did not know anything about Zika virus. She's been like what?

Camille Dickson-Deane

All she knows is COVID.

Camille Dickson-Deane

Now I just told her about 911. She goes. When did that happen? Why did it happen?

Camille Dickson-Deane

Then she goes.

Camille Dickson-Deane

Oh, OK, but now we have.

Camille Dickson-Deane

Corvette and I go like.

Camille Dickson-Deane

But still it's a big thing and she goes no, this is bigger, so the relevance and the way of dealing with solving that. What you call back our problem.

Camille Dickson-Deane

I think it has to be in rooted in some kind of base of foundational that has some kind of.

Camille Dickson-Deane

Pull until at their value system.

Camille Dickson-Deane

Else you will not get anywhere, and if you can't have that in your toolbox, you will trail because nobody will be listening to you. No one will respond to you and the information will just bounce off of them.

Tünde Varga-Atkins

So I mean you heard me 'cause my one of my last my in the question when when we have almost like painted our islands or created our island.

Tünde Varga-Atkins

Two love it pedagogies of discomfort pack of it scenario or project based learning and Camille with storytelling and making things relevant.

Tünde Varga-Atkins

So I think we already got really rich experience across your three islands pull together. Is there anything that you if if we imagine this in an archipelago or violence?

Tünde Varga-Atkins

Anything that you might want to add to it.

Tünde Varga-Atkins

You to make it even better.

Tünde Varga-Atkins

Or ready for the future.

Camille Dickson-Deane

I I would try and arrange.

Camille Dickson-Deane

At my ranch I I used this this theory a lot and a lot of people said you know it's a negative Terry and I were like yes it's one. It's negative base, but cognitive dissonance. I believe that without cognitive dissonance no one would learn.

Camille Dickson-Deane

And a lot of people don't understand the basis of that theory that you have. The learning is not it's. I mean you can't leave when you're happy.

But you.

Camille Dickson-Deane

A lot, no. When you negatively ensure negative.

Camille Dickson-Deane

And a lot of people don't understand that. That's what cognitive dissonance does. It makes you fight in your brain to understand the different part ways of understanding.

Camille Dickson-Deane

And I use that a lot especially.

Camille Dickson-Deane

For adult learners, which you.

Camille Dickson-Deane

Know it's hard to teach us, right?

Nokuthula (Thula) Vilakati

We've learned we've.

Camille Dickson-Deane

Learned to walk. We didn't learn to struggle.

Camille Dickson-Deane

I always say look at.

Camille Dickson-Deane

The baby learning to walk.

Camille Dickson-Deane

They get it.

Camille Dickson-Deane

You, you're already.

Camille Dickson-Deane

Working, you don't want to learn to walk again.

Camille Dickson-Deane

Because you're ready.

Camille Dickson-Deane

Get it so that fight, I think is what we need to kind of instil in in most of our learners. To really get the best out of them in terms of learning.

Camille Dickson-Deane

And I think that is my wrench. I would throw into my little toolbox.

Tünde Varga-Atkins

I love that.

Becca Ferrari

I love that and you know what that's.

Becca Ferrari

Something that I.

Becca Ferrari

Feel that as someone that's where my learners for the last 18 months have been academic staff as well, and we've been, you know.

Becca Ferrari

So getting them to you know, to to relearn to rethink how they deliver their own teaching that cognitive dissonance has been has been clear and actually it's you know, some of some of the academics.

Becca Ferrari

Some of the colleagues that have had the biggest you know, being almost you know, the biggest sceptics of some of these things where they've had that cognitive dissonance.

Becca Ferrari

They almost become our evangelists now.

Right in certain ways.

Camille Dickson-Deane

That's right.

Nokuthula (Thula) Vilakati

Yeah, they.

Becca Ferrari

There's some of them are the ones that made the biggest change, the one that said they would never do anything differently.

Becca Ferrari

That there was only we had to. You know, the only way to teach was to stand up and to lecture.

Becca Ferrari

You know the sage on the stage, and that's how it was and.

Becca Ferrari

That was the.

Becca Ferrari

Best way of doing things you know, but you're right, it's that it's that cognitive dissidence.

Becca Ferrari

And it's that.

Becca Ferrari

Discomfort, isn't it, and you know.

Becca Ferrari

And always being for them, it was actually being in the position of the of their learners and realising and actually going wait a second, no?

Becca Ferrari

I can't I.

Becca Ferrari

Can't I can't just talk at them for two hours because someone just put me in a teams meeting for two hours and I've hated it and I've gone off and I've done something else. And you know, so you're right, I love that I love that.

Camille Dickson-Deane

I actually had a call. I was doing some professional development with an academic and I told her why you doing these steps because you know you need to give your students ability to voice your opinion and she was just her body language moved from being relaxed at being very tense.

Camille Dickson-Deane

And she goes, I must.

Camille Dickson-Deane

Control them, I must tell them what to do. I must walk them through and I go like it's not military camp.

Camille Dickson-Deane

No, you don't. They have a choice to learn. They have a choice to reject what you're saying and they can see, you know, hogwash. I don't believe you.

Camille Dickson-Deane

And that she cried. She left my office, crying. Three weeks later, she said, I just sat back and let them do and they told me that was the best.

Camille Dickson-Deane

Class they ever had.

Camille Dickson-Deane

Really, I just said she said it.

Camille Dickson-Deane

Was so difficult to let them just do.

Becca Ferrari

Well, we lose control then, don't we?

Becca Ferrari

You know, and we we we want to feel in control, but actually does that make the best learning?

Becca Ferrari

Experience for our for our students.

Camille Dickson-Deane

Which we are in control, yeah?

Tünde Varga-Atkins

Good question. I'm guessing that he told us a human connexion or or that creating that safe environment is very important as well.

Tünde Varga-Atkins

So we have the cognitive.

Tünde Varga-Atkins

Dissonance, but in an environment where.

Nokuthula (Thula) Vilakati

Where you've you know you've.

Tünde Varga-Atkins

Made that safe learning space for them.

Tünde Varga-Atkins

Great, OK, so you've been working very hard teaching the students. You obviously have got lots of lightbulb moments that you've shared and and we'll be doing those so now it's time to relax. And probably on a bit of a corner in the island. So what would be your luxury?

Tünde Varga-Atkins

Thing that you would like to relax off duty when you're not teaching. You know to replenish yourself.

Tünde Varga-Atkins

Well, I'll go I'll.

Becca Ferrari

Go first if no one else does. For me it's my allotment so I love growing vegetables and things like that and I think it was.

Becca Ferrari

It was March this year. We took over an allotment. Just you know, 10 minutes walk away from us and it was an absolute mess when we got it. Actually it was.

Becca Ferrari

Full of like you know, broken glass.

Becca Ferrari

And rubbish from I think there was stuff in there for my thinking before I was born in like the early 1980s there was, you know, bits of demolished greenhouse and all sorts of things, but it's literally being the most.

Becca Ferrari

Just wonderful space for us. Over the last few months to be outside to be away from technology. You know all weather you know down there with my partner and my my my oldest daughter.

Becca Ferrari

It's been. It's been, it's been so nice so that would be that would be my luxury item where it's quite a big one 'cause it's a space and we.

Becca Ferrari

Can I can feed us all as well in everything that we've done?

Becca Ferrari

I mean, I don't know.

Tünde Varga-Atkins

Yeah, it's more than.

Tünde Varga-Atkins

Welcome, So what did you have you got Becca?

Becca Ferrari

Oh gosh, where do I start? We've got. We've got cucumbers and tomatoes, and you know, lettuces and salads, rhubarb, raspberries, carrots, Swedes, turnips, beetroot.

Becca Ferrari

No, with cabbages, potatoes, corn, strawberries, keep going squashes, everything.

Tünde Varga-Atkins

So you have not seen Garden of Eden or some amazing treasure gone. Yes, yeah. So the.

Nokuthula (Thula) Vilakati

It's not much this year.

Becca Ferrari

Feed is all on our Treasure Island.

Becca Ferrari

Do the wedding maybe?

Tünde Varga-Atkins

Come you?

Camille Dickson-Deane

I'm struggling here because I I can tell you what my heart would tell it. Then I'll tell you what my head would say. My heart would say because what a lot of people don't know is I used to dance professionally for quite many a number of years. So my heart will tell you I'll be the entertainment.

Camille Dickson-Deane

Right?

Camille Dickson-Deane

I will get his own dancing and everything, but then my head will go. You can't do those things anymore.

Camille Dickson-Deane

It's been years, right? So uhm, what I do right now and I do to love with my daughter is I do a lot of crafting and a lot of arts we do.

Camille Dickson-Deane

We find a lot of mixed media arts. You know, different oil paints, charcoal and and put it together with her idea of glitz and glam of everything has to have sparkly.

Camille Dickson-Deane

English romance

Camille Dickson-Deane

To make the life go better, so I guess I'll decorate it with space. Hopefully there very soon.

Camille Dickson-Deane

Uhm colour scheme.

Tünde Varga-Atkins

Lovely, I think we would we.

Tünde Varga-Atkins

Would probably have to tell you not ever give up your heart passion, but I'm.

Tünde Varga-Atkins

Sure you can.

Tünde Varga-Atkins

Fit both of them on the island so.

Tünde Varga-Atkins

Yeah yeah tomorrow.

Nokuthula (Thula) Vilakati

I also struggled.

Nokuthula (Thula) Vilakati

Because it during COVID uhm my daughter and I we share an apartment here in Cape Town and before we were not into cooking but now we we think it's just a way of you know.

Nokuthula (Thula) Vilakati

Bringing fun into our lives and.

Nokuthula (Thula) Vilakati

So we've been experimenting with a few.

Nokuthula (Thula) Vilakati

Dishes, so I think one that I would take would be the way of making a steamed bread where we put in vegetables and spinach, carrot and cheese. So we we really enjoying that a lot and we keep experimenting, monkeying with the.

Nokuthula (Thula) Vilakati

Something new and fun.

Tünde Varga-Atkins

Brilliant now with our.

Tünde Varga-Atkins

Backers produce, you will experiment even further with more that will still have lovely meal times. Helping on the allotments and dancing and crafting on.

Tünde Varga-Atkins

The island sounds amazing I.

Becca Ferrari

Want to live on this island?

Tünde Varga-Atkins

Right, thank you all so much. It's time to say our goodbyes and roll roll towards our island maybe or away from the island. But thank you. I really enjoyed having this conversation and thank you for contributing and.

Right?