

Treasure Island Pedagogies Episode 12

Podcast Transcript

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Tünde Varga-Atkins

Hello everybody, this is episode 12 of our Treasure Island pedagogies. It's the University of Liverpool Centre for Innovation in Education, and I'm very happy, pleased to welcome three of our guests on our board. As we are growing.

Tünde Varga-Atkins

Towards our islands, it might be a bit squicky today as I'm told with my chair, but we will get there.

Tünde Varga-Atkins

For the last.

Tünde Varga-Atkins

So we would love to start with introducing our three guests.

Celia Popovic

Sure, so my name is **Celia Popovic**. I'm associate professor at York University which is in Canada near Toronto and my original discipline was English and American studies so literature.

Phil Moffitt

Hello nice to meet you. I'm **Phil Moffitt**. I work at the Royal School of Military Engineering in Kent in the UK.

Phil Moffitt

I'm employed by an organisation called MKC Training. Uh, my specialise in technology and dance. Learning for defences, engineers and facilities managers.

Phil Moffitt

This is actually my second career. I was a practitioner and engineer in defence until I was faulty and built infrastructure, water wastewater.

Phil Moffitt

Uhm, things like hospitals, airfields, disaster recovery and such. My last assignment in defence was as something called the Sergeant Major Inst.

Phil Moffitt

Up there and at the time we were mapping a lot of what we delivered in engineering and management. We were mapping it to a cheat programmes with sponsoring university. So I kind of fell into lecturing in higher education and really enjoyed it. Nice to meet you.

Richard Osborne

Hello so I'm **Richard Osborne**. Currently I'm I'm faculty learning technology lead at UCL in London.

Richard Osborne

Originally I was actually.

Richard Osborne

The psychologist, so I think it's psychology.

Richard Osborne

Funny enough, I saw this technology at University College London, so it's kind of weird to be back at my alma mater and now as a member of staff rather than.

Richard Osborne

As a student.

Tünde Varga-Atkins

Yeah, brilliant and I think we were talking about the coming back full circle which might be a nice theme again today.

Tünde Varga-Atkins

So one of the things we discussed is the lightbulb moments when you.

Tünde Varga-Atkins

When you're teaching and when you feel the students are getting it and we wanted you to share one of probably the many of these that you might have had over.

Tünde Varga-Atkins

Your careers so.

Tünde Varga-Atkins

We would love to.

Tünde Varga-Atkins

Hear your light bulb moments today.

Celia Popovic

OK, so uhm, I was thinking about this and I I imagine that the one I'm going to say is one that many people share, but it was a light bulb moment for me in my own experience.

Celia Popovic

And then I just see it repeating and repeating and that that is the moment when I'm embarrassed to say it because it seems so obvious.

Celia Popovic

No, but the moment when I realised I was told and and realised it for my you know, for myself visibly the the difference between being teacher centred and student centred I I had.

Celia Popovic

Made a

Celia Popovic

Move from being a. You know I said earlier when my first my degree. My first degree was in English and American literature.

Celia Popovic

I then went seamlessly into being a a trainer for a for a company in Birmingham in the UK, teaching people from motor trade how to use computer systems.

Celia Popovic

So go figure you know absolutely no connexion whatsoever, but anyway, that's where I found my life, and it really wasn't for me.

Celia Popovic

I like the education bit. I as I later realised, but there are elements that I didn't. Anyway, I made a shift into becoming a a teacher or instructor initially in Fe College and then in universities and when I was in the Fe College when it just started on successional.

Celia Popovic

You know, very insecure job prospects and all of that, but I also felt very insecure professionally because I thought I don't know how to do this.

Celia Popovic

All I know is how to be a student, so I'll try and emulate what mine structures did. Anyway. I found a course in those days.

Celia Popovic

It was pretty PT shirts and what have you, and it was.

Celia Popovic

A city, what was it called?

Celia Popovic

City and Guilds certificate in adult education and the first in the first class. We were.

Celia Popovic

Enlightened with this notion of being student centred rather than teaching instructor centred and I was it was such a shock for me to really I just.

Celia Popovic

Thought Oh my Lord, what?

Celia Popovic

I've been doing.

Celia Popovic

Oh my goodness, those poor students, you know anyway, so that I I just think that's a fundamental shift, you know and and possibly now people come without already.

Celia Popovic

Ingrained but for me, and this was the early 90s. So you know, I'm a bit.

Celia Popovic

Of a dinosaur anyway? And as I say, I since then I've found in having conversations, but also in teaching sessions and what have you. The number of times that that's a light bulb moment for other people too.

Tünde Varga-Atkins

Yeah, I think other people have mentioned in an earlier episode, but I was just going to ask Phil or Richard is that?

Tünde Varga-Atkins

Does that resonate? So with with your experiences. Did you have similar moments or did you help others to have this moment?

Phil Moffitt

Now I'm with the CV or I actually got it from a a more established colleague in teaching and learning it. It sounds a bit romantic and naive, brightly realised.

Phil Moffitt

That I could learn loads from the students I work with as well. So just like a couple of weeks ago there was.

Phil Moffitt

I mean, there's a really significant light bulb moment for almost all engineers, right? And I'm going somewhere with this, but it's when we finally work out how fluid flows in a pipeline or dot, something called balloon Bernoulli.

Phil Moffitt

Right?

Phil Moffitt

But most of us think when you put your thumb over the end of a garden hose that the pressure goes up right?

Phil Moffitt

But it doesn't. It reduces what increases the velocity of the fluid, so the water goes faster, but a lower pressure.

Phil Moffitt

And I I'd expect anybody when they first confronted with that to do what most of us are now doing and say that's nonsense. That can't be.

Phil Moffitt

Right, and you can almost hear Cox turning inside our heads when he when we finally understand how it works.

Phil Moffitt

So if we take say something like a piece of paper, and if you're listening on the podcast, I'm holding a piece of a four paper on two corners, so the shortest edges, horizontal and sits just in front here lowly don't get paper cuts on your lip, though little smart, I expect. Now when I purse my lips and blow hard, the velocity of the air will increase.

Phil Moffitt

Above the paper. Now if Bernoulli was correct, that will mean the pressure will reduce above the paper and the paper will lift towards the ceiling, right so?

Phil Moffitt

And if you've just seen me do that on the Camry, can try it at home. I assure you the PayPal left, so that's great.

Phil Moffitt

It's troublesome in a really powerful way. It's clearly a threshold concept, and to me that's technology enhance learning wrapped around that as well. It's in action. That piece of paper is a great example of a kind of powerful.

Phil Moffitt

Banal technology, as Vincent Moscow would call.

Phil Moffitt

So the this idea that impactful technological artefacts and learning do not necessarily flush in Austin Tacious and never before seen they can be everyday and accessible and taken for granted.

Phil Moffitt

And the people I work with at the moment, small group of 20 and 30 something engineers and facilities managers on a vocationally oriented HE programme. They're absolutely geniuses.

Phil Moffitt

With things like that, they've got such diverse backgrounds and experiences, they say are long gone a minute. Is it like this?

Phil Moffitt

They'll pull out something out of a box we've got in the labs or they'll blow up a balloon to talk about gas laws and put it in the fridge and take it out when it's there. Or they'll pass around bendy straws to show the rest of those about thrust and surge.

Phil Moffitt

Or they'll bring out a bike pump to talk about the laws of thermodynamics. They allowed value and pull concepts apart and argue and laugh.

Phil Moffitt

And it's fantastic and it's messy, but they they really do start by that resistance and criticism and refusing to accept things, which is brilliant. And you know, uh, a student showed me that trick with a piece of paper that another student.

Phil Moffitt

Said, Oh yeah, that's why if you turn a shower on right, the curtain billows inwards. It doesn't go out.

Phil Moffitt

Word, that's why the socio political system of a cycling peloton works because they're drafting from each other, not being pushed away from each other.

Phil Moffitt

That's why fixed wing aircraft lift and they you know it's it's fabulous. I don't know. So a boy you can sense I'm getting excited about it, but it all begins with this outright rejection of, I suppose, things that we'd often.

Phil Moffitt

Whole common sense.

Phil Moffitt

And one of them will show the rest of the colleagues and I'll think, oh I'm gonna I'm gonna roblar

Phil Moffitt

I'm going to take that for myself and and, you know, make it real and that's that's what I'd really enjoy. Just jumping on to serious point there.

Tünde Varga-Atkins

Yeah, brilliant. I could see Richard nodding.

Richard Osborne

Well, I'm just thinking, you know it was one way across those. We do these kind of things, don't we say there's people talking about that.

Richard Osborne

I used to work for Western helicopters and so you know, when the same principle, the blades slightly meal on top so it creates low pressure so.

Richard Osborne

The player goes.

Richard Osborne

Up and then I got the flight and before I joined education.

Richard Osborne

So that was another.

Richard Osborne

Life again we all had multiple lives I guess.

Richard Osborne

But no, yeah, I mean.

Richard Osborne

My lightbulb stuff.

Richard Osborne

And I love this simulation thing the modelling thing, and it's not always going to talk about.

Richard Osborne

I mean reminding.

Richard Osborne

Me, I'm I left a cheetah join to become a secondary school teacher to trying to transfer some of my skills and knowledge about and I love Summer Star Wars physics teacher.

Richard Osborne

I love the physicality of summer and the.

Richard Osborne

Modelling and be able to, I'm reminding see if.

Richard Osborne

Celery when you use that, you can't sell them.

Richard Osborne

Put it in coloured water and see the colour rise up. The invisible tubes inside it to show us an invisible structure as one thing I got into into education technology for, I think 2 is.

Richard Osborne

The ability to see them make the invisible visible, I think, is one of the key strengths of what Ed Tech must be doing for us.

Richard Osborne

But for now, from my moment of them you know the light bulb. I was thinking what struck me, training to blame to be a teacher and and going through that process was that moment I call it. I couldn't be that wonderful hum of the classroom working independently.

Richard Osborne

So when you've got to a point where the students are just engaged and active and enjoying themselves, and there's a slight buzz and, uh?

Richard Osborne

Hum around.

Richard Osborne

The room and they are, but it's.

Richard Osborne

Worked, you know?

Richard Osborne

This is this is a good lesson.

Richard Osborne

Because, you know, you can work really hard to structure it and try and get thinkers is going to work and they can fall apart and everybody knows if it happens. But it's a lovely moment when it all.

Richard Osborne

Just pans out and and they they get engaged.

Tünde Varga-Atkins

How do you create that moment? And as as as you said, I think that's also quite important that you need to.

Tünde Varga-Atkins

You know, allow it potentially to fail as well. That's in it. And and it's brilliant if it's working, but I guess it's a it's a moment for us to recognise that.

Tünde Varga-Atkins

OK, there might be moments when it might not always work, but you can always then reflect on it and change things.

Tünde Varga-Atkins

And I think that takes some courage.

Tünde Varga-Atkins

To do that?

Richard Osborne

Well, I mean.

Richard Osborne

I I think.

Richard Osborne

The why going through?

Richard Osborne

This through the work of Gibson affordances ecological psychology, that was my focus when I when I first got into attack, I didn't.

Richard Osborne

I didn't know education, I didn't understand the world technology playing in education and I so I studied. I took a parachute trying working out. Didn't really.

Richard Osborne

Answer all the questions.

Richard Osborne

But I did learn a lot about education, studying for that, and I think I very.

Richard Osborne

Much became my social construct.

Richard Osborne

But then I started to understand all.

Richard Osborne

Those ideas about what it means to learn what it means to educate the whole constructive.

Richard Osborne

Position and I'm picking up on on the ecological side of it for me.

Richard Osborne

I very much like the phrase I think was Einstein's quote about, you know I don't teach. I merely create the conditions upon which people learn. And so I'm, I'm sure, follow that idea.

Richard Osborne

Is that creating the right structures in the classroom? Getting the right people in the right places? Getting the content puts the right kind?

Richard Osborne

Level and then.

Richard Osborne

Reading those networks and those those those.

Richard Osborne

Connexions sort of develop and work together. I mean here at UCR. Maps are looking to be so close into education, so Dan and Laura Conversational Framework is a constant ability hanging on the board next to me.

Richard Osborne

Actually, it's a constant reminder of to me of those flows between teacher between students between peers between content and how those flows.

Richard Osborne

And to keep moving.

Richard Osborne

Happening and how we, as educators, construct that environment.

Richard Osborne

For those those flows to to work as it.

Tünde Varga-Atkins

Yeah, great thank you and feel I don't know whether we did. We cover your lightbulb moments or do you want to.

Phil Moffitt

I I think I pretty much covered it all. It was not that notion really. I kind of jumped onto serious points, but I think there is that notion when you realise how much you can learn yourself from some students you know.

Tünde Varga-Atkins

Brilliant, so I think there's already this vibrant engagement and learning on this side.

Tünde Varga-Atkins

So let's talk about teaching props and pedagogies. If we forced you to choose a teaching proper pedagogy that you would love to take to your treasure islands, what would it be?

Celia Popovic

OK, so this connects to my first point about the students sent in, and I'm not sure I'd interpret it in quite the same way.

Celia Popovic

Uh, as as we've gone back or not, but I disagree with what's been said but just going back to that for me. Student centred is about.

Celia Popovic

Uhm, so when I was in that position of of teaching, you know? And and, by the way, I'm sure this happens to lots of people you know, as a session, or you'd have maybe 24 hours.

Celia Popovic

Notice that what you're gonna do see the the focus was immediately. Oh my goodness. What is it I'm teaching? And it was literature so OK. Well, I know about that kind of, but how good?

Celia Popovic

And it also worked out with. I've got a. I've got to read the book. I've got to be at least a page ahead and you know, does.

Celia Popovic

And then it was suddenly that the light bulb moment for me was is not so much about the what but The Who and how of the teaching and suddenly, and that's what changed my perspective.

Celia Popovic

So my prop for that and something that I sort of I. I didn't get this piece immediately, but it's certainly grown over the years, and that's to question the way that we assess. And how do we?

Celia Popovic

How do we know that we've taught? How do we know the students have?

Celia Popovic

And and and for so much of my life, I've I've I've I've graded by. I've done that by grading papers you know by reading reams of work that students have written, put all their heart and soul into.

Celia Popovic

Or maybe just, you know, did as.

Celia Popovic

A very quick.

Celia Popovic

Job you know, for weeks due to.

Celia Popovic

The other, but whichever it is then I.

Celia Popovic

Read it, I give it grade and I have to say in Canada we don't have double marking. Even so we even have a second person looking at it.

Celia Popovic

That's the end of it, and that then gets returned to the student, and you know, digital age. It's just in a bin somewhere, or it's just living, but no one ever sees it.

Celia Popovic

And so when I came across the notion of authentic assessment, that just makes so much sense to me, you know, rather, than this pointlessness of making people jump through hoops and do this exercise.

Celia Popovic

Because in academia we we valorize writing over virtually anything else and something about I've got to prove to you, the instructor, that I've done what?

Celia Popovic

You want me to do?

Celia Popovic

Like instead we can make this into some meaningful thing, so so, so that's what I've been working on. You know more more recently, so whether that's encouraging students to create a portfolio that they can then use when they're going to get a job in the field, for instance, or whether it's some so this last year, I taught a course on.

Celia Popovic

The way that higher education is represented in literature. So again, I'm my coming back in full circle. You know I'm back in the little bit, you know my masters and doctorate and not in which.

Celia Popovic

Two at all.

Celia Popovic

I I love the course. It was completely self you, you know, kind of it was. It was a benefit to me as much as those jeans. I'm sure 'cause I just loved.

Celia Popovic

It you know, reading more really.

Celia Popovic

These books and we're talking about them, but I was figuring out how could I make. How could I get them to do something that would be in some sense authentic and we can interpret authentic and authenticity in many ways of course.

Celia Popovic

But what I hit on was a a book review and so now we have a website and next year when I teach it again, I hope I'll add to.

Celia Popovic

Yeah, with the students writing reviews of of books in that genre, so it's something that that they can show to each other but can also have some meaningful value.

Celia Popovic

You know to me that's, but it just seems to. The more I think about it, the more I feel it's disrespectful to make people doing some of the things that we ask them to do, you know?

Celia Popovic

Memorise the periodic table, work out these multiple choice questions and and there'll be 10 in there that I didn't teach you, but that's just to trick you. I mean, these are all things that I've heard teachers.

Celia Popovic

Say you know.

Celia Popovic

Why, why you?

Celia Popovic

Putting a MCI multiple choice question on this topic yet at all? Well, that's to separate the good ones from the bad ones I I remember being so shocked by that and it just feels.

Celia Popovic

As I say, there's a lack of respect in there somehow, but also pointless anyway. So authentic assessment, that's my, that's my thing.

Tünde Varga-Atkins

And I think I was going to ask about defining authentic assessment, 'cause it can mean different things to different people. But I think you've.

Tünde Varga-Atkins

Done a lovely.

Tünde Varga-Atkins

Lovely job of your understanding.

Tünde Varga-Atkins

Uh, or your your use, Richard, do you want to go next? 'cause I know that you have done things in where where you? I think in your case it was called work based assessments.

Richard Osborne

Yes, absolutely. And I was going to mention that 'cause when we first met we were both on projects I think and exploring aspects of assessment.

Richard Osborne

I was doing, uh, authentic assessment. To be honest. I mean, yeah, these days I tend to refer to it again using the classic term authentic assessment because it's.

Richard Osborne

So weather better understood as a concept and we we just try to define it using certain dimensions. But yeah, it's I'm totally agree with Judy.

Richard Osborne

I think even in my faculty and it's.

Richard Osborne

The homework for math and.

Richard Osborne

Physical sciences you know, traditionally a.

Richard Osborne

Heavy exam based you know approach.

Richard Osborne

For assessing summative assessment.

Richard Osborne

Well, yeah, we actually have a new strategy.

Richard Osborne

We're going here right now, which looks at authentic assessment, where the key themes 'cause we want to get you know, more authenticity in

there and see how it links through to the the world of work and and and make sure these things are meaningful and they put these sounds.

Richard Osborne

Great yeah, I mean, I wonder how we can lead into what we're doing after I'm gonna have a chat later.

Richard Osborne

Movie, but the I actually want to talk about assessment as well in terms of my prop, but I was thinking more formative again.

Richard Osborne

I think you know.

Richard Osborne

Thinking walk tools could I take?

Richard Osborne

And with my entekhab, one hub is.

Richard Osborne

Actually thinking it might be.

Richard Osborne

Nice to take some formative assessment tools.

Richard Osborne

I use happily as a teacher and still recommending these. Now you see how we use mentimeter?

Richard Osborne

Example there's plickers Gooch, you know, and I.

Richard Osborne

Like what I?

Richard Osborne

Like about these tools is there's always something.

Richard Osborne

For a purpose I mean.

Richard Osborne

Yahoo. Classically, I know some people think it's nuts, but if you've got a flagging class.

Richard Osborne

At 5:00 o'clock on on in.

Richard Osborne

The afternoon and.

Richard Osborne

You want to wake them.

Richard Osborne

Up, it's not a bad tool like where socrative.

Richard Osborne

Can be good for tracking individual performance.

Richard Osborne

And seeing how?

Richard Osborne

Well, individual students are, you know, developing or.

Richard Osborne

That's the case would be.

Richard Osborne

So you can take targeted intervention.

Richard Osborne

Clickers is a.

Richard Osborne

Great little tool 'cause.

Richard Osborne

You don't need student devices, they just hold up a QR code effectively or something similar.

Richard Osborne

And you as a.

Richard Osborne

Teacher can then get a whole class.

Richard Osborne

Summarised well Formatively assessed.

Richard Osborne

In an instant so well, I see if you can get a.

Richard Osborne

Class face.

Richard Osborne

To face but yes.

Richard Osborne

I think my tools might would be these formative tools as well. I did take.

Richard Osborne

Come to my desert island treasure hunt so.

Tünde Varga-Atkins

Yeah, great thank you Richard and fail. What would be your teaching proper pedagogy that you would take?

Phil Moffitt

Yes, Sir, I was just busy rewriting that multi choice exam. I've written on something I haven't thought.

Phil Moffitt

I'm joking, of course. I don't entirely understand those points about assessment. I mean engineering is locked into the age of the exam.

Phil Moffitt

You know it's it's, it's horrible. Some of the stuff you see. I'll see this from the other side of the fence as well as an academic accreditor or the professional engineering institution. Some of the QA things.

Phil Moffitt

To get academic accreditation or you know over the line for some of these courses.

Phil Moffitt

They're asking them to do things which are the pedagogically. I think the three of you would go wild if you saw some of the.

Phil Moffitt

Stuff that they're insisting on so I do get it.

Phil Moffitt

I mean, if it's any consolation slowly and surely enough of us are resisting and saying, come on. It's 2021. We don't. You can't put 200 engineering students.

Phil Moffitt

In a quiet room for four hours with one pen and a piece of paper, they're not 'cause that's not as you know, as you would probably describe it authentic anyway, let alone pedagogically sound. You know, for for many other reasons.

Phil Moffitt

Uhm, I think related to some of that stuff we were discussing earlier. I'd I'd probably take a pedagogy rather than a prop. I'd like to take expansive learning.

Phil Moffitt

Uhm, we're learners. Kind of strive to overcome existing embedded practises by being free to criticise and resist. Initially, that's all they do, of course questioning.

Phil Moffitt

Analyse in modelling, examining testing and implements. In reflecting and consolidating a as a kind of iterative cycle and sub iterations.

Phil Moffitt

Within that, the reason I wouldn't take necessarily what I'd call a prop with which to me sounds like something physical, is just because I reckon there'll be loads of teaching props around us.

Phil Moffitt

I think we could use the environment around us to learn about asset management, sustainability, embodied carbon climatology, thermodynamics, ergonomics and each other.

Phil Moffitt

I think at some point fairly soon we'll be.

Phil Moffitt

Having a healthy debate about ethics, when resources get a bit constrained when we get to know each other a bit better, but I think when I've looked to get stuck into if I was looking earlier about, you know Richard Stack Trump's.

Phil Moffitt

I was reading about seniors going remote projects in Toronto. You say, I reckon. Expansive learning will help us. You know it's an alternative.

Phil Moffitt

So this pretence of managerial consensus that we see in a lot of developmental strategies, this this notion, that I think, is ridiculous, that everybody has to consent to everything for something to succeed.

Phil Moffitt

Read expansive learning, kind of flips that on its head really. So sometimes with that pretends a consensus we miss out on sort of lucrative problematic exchanges and the dissenting arguments, don't we? Which clearly us for a very free to have, but some students aren't, and those dissenting voices.

Phil Moffitt

Not loads of value. I do think a lot of HCI's are at risk of silence in dissent and of missing out.

Phil Moffitt

On the Erie Oweenge, Strome calls expansive learning, a way of learning what is not yet there. And and I think, you know, our immediate concerns on this island would probably be things like shelter, water, food, and exploring, or island in safety.

Phil Moffitt

But there will be plenty of problems we just haven't thought about when were washed up, I suppose, and it would be.

Phil Moffitt

I think it'd be a bit disappointing if if all four of all people didn't start by having a little argument and a disagreement and questioning each other, plants and an expansive learning had also opened up that those dialectic.

Phil Moffitt

So you know the dialectic of distance. The closer we examine this predicament, the less clear actually becomes. All that great stuff.

Phil Moffitt

So sorry, it's a long answer, but my answer is expansive learning something.

Tünde Varga-Atkins

Yeah, that's brilliant because I guess isn't that what we do in higher education as well to to get students into?

Tünde Varga-Atkins

Critical thinking and looking at the what's not there as well as what's there, but I.

Phil Moffitt

It's totally civilian.

Tünde Varga-Atkins

Don't want recharge Celia.

Tünde Varga-Atkins

What do you think to what?

Tünde Varga-Atkins

Would could could we do?

Tünde Varga-Atkins

Things with expensive learning. How to describe what you.

Celia Popovic

Yes, I actually expensive like that's that's a new term for me. So until uhm figuring out in part I think. But that is that's what we do. I don't know.

Celia Popovic

I mean, in terms of English State chairman and I'm not. I'm not a literature professor, an education professor, but but I, you know, whenever I get the chance, I bring in literature, because that's always that's been.

Celia Popovic

It's not just my what I've studied it undergrad, it's been a guiding principle for is not the right word.

Celia Popovic

Is not it?

Celia Popovic

Right, this just informed the way that I think, and you know my, that's my go to place and I'm trying to understand the world is to look at how other people have seen it.

Celia Popovic

Because, you know, it's been like obviously we all have one life to live, but if you time you read a book, you're you're immersed in another life or lives, and so it gives you other perspectives. And I loved what?

Celia Popovic

Phil said about what was that about learning what we?

Celia Popovic

What doesn't yet exist? So you're creating something you and in fact you know in some situations your discipline is growing as you're as you're engaging with it and education.

Celia Popovic

When I think about it, it's a very relatively new subject on the block you know, and educational development even more so.

Celia Popovic

And I'm that education development is also my area of research and interest, so I can see how both education broadly and educational development has built on what's gone before, but created while creating something new.

Celia Popovic

So definitely I I I'm I'm I'm a little more into that thank you fell for that.

Celia Popovic

Uh, there's a new Ave to to another set of glass lenses through which to to look at at life, but almost the Treasure Island. Yeah, I mean, goodness now we're getting into interdisciplinarity. We're getting into.

Celia Popovic

Who question we could be getting into questioning? What's knowledge? What's you know epistemologie?

Celia Popovic

All of that.

Celia Popovic

We can, we can really get ourselves some back to back to basics.

Tünde Varga-Atkins

Yeah, definitely. And now encelia you. You also have started or you've you've done a lot on putting some really useful resources together for educational developers and.

Tünde Varga-Atkins

On the PADLET and on your site.

Celia Popovic

Yeah, the educational developers thinking aloud, uhm, you'll notice the type of anybody that listens to Radio 4.

Celia Popovic

BBC Radio 4 completely ripped off.

Celia Popovic

I'm thinking aloud law retailers think thinking aloud anyway. It's a yes website what it started out. Being a a book my colleague Fiona Smart, who's at Edinburgh Napier and.

Celia Popovic

I'm very conscious that there's very few texts available, particularly for people starting out in educational development, so we wanted to create a primer and then as we got into it, we decided that really a book wasn't really what we wanted. A website offered is a lot more.

Celia Popovic

Potential to likely to add.

Celia Popovic

And to grow the site but also to give some sort of interaction. So every page there's room for people to comment. Not not that every page has a comment on it, but some page.

Celia Popovic

Just have promoted engagement. Yeah, I'm just trying to bring together another way that we created that was we we didn't.

Celia Popovic

We did write.

Celia Popovic

Quite a lot of it because it was our project we, you know we wanted to give the time to it, but we invited and and were approached by others who were willing to contribute. And as we move forward we're hoping for more. More of that. So it's a.

Celia Popovic

A community effort if you like, so it's both four and by and about educational develop.

Celia Popovic

Then yeah, I.

Celia Popovic

Mean also that helps with. I'm not sure I answered you the the problem that you.

Celia Popovic

Gave me there today.

Tünde Varga-Atkins

Yeah, no, it's just really I. I guess it these ideas. Yeah, it's it's a good resource for for colleagues as well, and I think it's in that spirit of sharing, isn't it?

Tünde Varga-Atkins

Yeah, so I mean I was gonna leave our luxury item but before that I I think I'd like to ask.

Tünde Varga-Atkins

If we wanted to depict an archipelago of our islands and what sort of learning might be going on there or.

Tünde Varga-Atkins

Is there a way where our collective islands could barter between us?

Celia Popovic

So last year I was involved in a teaching a course. It's a capstone course.

Celia Popovic

Offered to students across the university. So we had students from bought 5 different discipline areas all working together on on different projects.

Celia Popovic

But what I found most interesting about it was it wasn't just the students that were from a different the different disciplines. So with the instructor.

Celia Popovic

And we worked together and in in a Canadian. Well, certainly my university. I shouldn't be too. You know, I haven't worked in other universities in Canada, but I'm pretty sure it's similar.

Celia Popovic

The way that the teaching is done is different from my experience with the UK, and that is that the individual instructor is given a course which you probably call a module, I think.

Celia Popovic

And and and then the individual instructor has complete responsibility for that for that course. So those 50 students or 200 only half over a term. Let's say you decide everything from the content, the activities, the assignments, everything. And you probably don't get any. There's no second grading. As I said before, so no blank.

Celia Popovic

Everything is down to you, so suddenly to be in an environment where you've got, I think, actually we had ten of us all together working together on a on a on a course was really interesting and and I thought it would be easier than it was. Partly because my previous experience was to work often as a programme part of pro.

Celia Popovic

Mt and when I was in the UK but it was, it was difficult, but it was fascinating to see the different the differences and so we had engineers in there.

Celia Popovic

For example, we had people from health people from education, arts, literature, the lot, and the different the the confusions that we would have.

Celia Popovic

Well, we thought we were talking about the same thing, you know and using the same language and we went something totally different and it took a while off and there were several occasions where we got really quite frustrating because we didn't realise.

Celia Popovic

That when we thought we were talking about.

Celia Popovic

The same thing.

Celia Popovic

We weren't and everybody perspectives, you know we're.

Celia Popovic

We we just didn't.

Celia Popovic

It didn't occur to us that you know when we talked about. You know whatever it was that there that there would be a different way of seeing it. So it was so interesting and then to see the students working in teams as well and working.

Celia Popovic

Those same difficulties and and one of the biggest ones was down to this notion of what's fact and fixed and definite. And what's the answer as opposed to.

Celia Popovic

How do we? How do we want to explore this issue and what alternatives might there be? And you know, there's there is no fixed notion of knowledge.

Celia Popovic

There is no right answer. Well, the engineers saying yes there is. If I've got a bridge that falls down, that's not right, is it? You know, whereas a literature person saying you can't tell me that Tolstoy meant just that.

Celia Popovic

Because from my perspective it means this, you know so anyway, yeah, so I think we could have got potential for lots of enlightenment and probably loads of sulking and crassness, which is all also part of it.

Tünde Varga-Atkins

I think it's what Phil was talking about and advocating as well.

Tünde Varga-Atkins

That that's so interesting I think I'm. I think that's, uh, evokes in me anyway, that some of the PG sort of gcap or other programmes people have.

Tünde Varga-Atkins

And I, you know, some of those experiences when you get educators from different disciplines together trying to work out how they can look at approach education from a scholarly angle.

Tünde Varga-Atkins

And I think it leads to the same discussion about what's knowledge, what's fact, what? How can you make judge? Yeah, what about you return or feel?

Richard Osborne

I'm just gonna link into that.

Richard Osborne

Casey, the practise was an interesting idea, just maybe starting to wear out severe. We're looking at their betting. Mainly come and talk to us extra years ago now and he talked about going to a wine party, but lots of people who knew about wine and he was talking about the way he understood all the language in all the words. Sorry he understood, but none of the concepts really.

Richard Osborne

Like how come this glass of wine has?

Richard Osborne

Got legs, it hasn't got legs.

Richard Osborne

I just explained it very well and I did that. People use the same language but in the community of practise you use.

Richard Osborne

In specialist ways, which you don't really necessary.

Richard Osborne

Yeah, so that was again I I picked up on that one. I I like you. I haven't heard of expansive blinding before, so I'm going to look this up to it, but it.

Richard Osborne

Sounds really interesting.

Richard Osborne

Yeah, I mean.

Richard Osborne

Yeah, it's it's related to your point actually about interpretation of facts and knowledge and.

Richard Osborne

What do we know?

Richard Osborne

You know, even in my discipline and my my work with the you know, the chemist and a physicist, and thought.

Richard Osborne

But we were nationally of the day and we were.

Richard Osborne

Talking about you know, well, yeah.

Richard Osborne

We they're all just models, you know.

Richard Osborne

And the students don't get that. Sometimes we have to educate the students that these are just models because you know, we used to have the prom pudding model. For example in science.

Richard Osborne

And then we, you know, had the Rutherford model and then.

Richard Osborne

Then they've got quantum.

Richard Osborne

Mechanics and stuff and the guys explained to me.

Richard Osborne

Now this is.

Richard Osborne

When WAVY, I mine understanding I got things a little or no more.

Richard Osborne

But they're saying now all that stuff.

Richard Osborne

Now rubbish and.

Richard Osborne

We have another way of understanding this and.

Richard Osborne

Say OK so.

Yeah, that just bottle.

Richard Osborne

After model and interpretations and they help us to gather some kind of knowledge about the universe in time.

Richard Osborne

Read both bits bit about together in ways that are useful for us. Don't we know which is eventually what the purpose of?

Richard Osborne

This thing is cool I suppose.

Richard Osborne

But they, but it's only the latest interpretation of.

Richard Osborne

What may or may?

Richard Osborne

Not be true isn't even in in learnings in education itself.

Richard Osborne

You know, we've got our own history of behaviours and cognitivism, constructing

Richard Osborne

That you name.

Richard Osborne

It and then so on and so.

Richard Osborne

Forth in cats.

Tünde Varga-Atkins

And I think silly. It's also what you said about it's. It's a moving bus or whatever the metaphor is that the discipline itself is changing, so you were teaching.

Tünde Varga-Atkins

And as you said, which of these things get added to it, then it's always beyond. I mean, feel I was just wondering about expensive learning. Could you give us maybe a little?

Tünde Varga-Atkins

Inside or an episode and a learning episode.

Tünde Varga-Atkins

Would that might be useful for any listeners who haven't come across this term before? How that might look?

Phil Moffitt

Yeah, I mean it it's quite theoretically laden wherever gave you an an example actually applies to some of the stuff I was sleeping, fuel scribbling furiously while we were talking there about you know things like communities.

Phil Moffitt

Of practise in this notion that.

Phil Moffitt

Legitimacy is applied to some but not others or not, and I know that in a in a way that's not how everybody uses it, but some are at risk of that, particularly in my field I have.

Phil Moffitt

To say and.

Phil Moffitt

And I like this idea that, uh, you know, both Richard and Celia at suggesting where we we acknowledge.

Phil Moffitt

Uhm, sometimes we do the least worst job in. In lecturing we we can't possibly do anything but expose the fact that some of these models are partial and the reductionist.

Phil Moffitt

System knowledge itself is probably going to have a half life. I think they struggle particularly with that in medicine, don't they?

Phil Moffitt

And things like environmental health were right at the start. They even have to declare to a lot of students, you know, by the time you've finished a lot of what we've told you just simply won't be best practise anymore. And I think it's a shame that more of us.

Phil Moffitt

Don't do that. The idea of expansive learning is we've got this kind of iterative cycle a spiral actually, so it won't come back to the same point. It'll go kind of further in or further out, so it's more of a spiral.

Phil Moffitt

Then a cycle it. It is difficult to initiate, but in my view it's worth the additional effort and the first bit is.

Phil Moffitt

It's kind of empowering people to come.

Phil Moffitt

It's a question.

Phil Moffitt

No, so it's kind of related furry thing that we've been speaking about in a way that we resist and criticise there.

Phil Moffitt

Actually, the expressions of of what anger strong would also call transformative agency, though. So the transformative agency from the learners perspective will be resistance and criticism as they are questioning.

Phil Moffitt

The the knowledge that's kind of being.

Phil Moffitt

Exposed us up.

Phil Moffitt

And then we.

Phil Moffitt

Aggravate any contradictions in those so it is Mark system that there's use, use value and exchange value contradictions.

Phil Moffitt

In some of this knowledge. So, for example, should a student truly question something and exhibit what they think? Or should they maybe keep quiet so that they might perform better?

Phil Moffitt

In that classroom, that would be a kind of typical use versus exchange value, I suppose from an epistemological.

Phil Moffitt

4% from an engineering sense. Should they just knuckle down and try hard so that they can get a better living for themselves?

Phil Moffitt

Or should they actually say? Actually, I don't think Halo carbon refrigerator refrigerants are a good idea because they damage the environment, so there's always that kind of useless exchange by the primary contradiction.

Phil Moffitt

Going on.

Phil Moffitt

What we can then do in an expansive cycle, even though it's a spiral, is.

Phil Moffitt

We can kind of start to analyse any proposals we can then model them, typically using a a model of an activity system.

Phil Moffitt

So we have that production in that activity system, a top triangle if you like. So we've got people trying to achieve an object, but they're mediated by artefacts. If that kind of.

Phil Moffitt

Makes sense, it's not really a conversation for radio. I have to say.

Phil Moffitt

Yeah, but in this mediating triangle we've got people on one side. We've got what they want to learn on the other side of the baseline, if you like.

Phil Moffitt

And the top point of the triangle is both of those mediating artefacts, which can be tools, and they'll shape the world, and they can be signed, and they'll shape the mind. So as an example, if you're learning Alto.

Phil Moffitt

Put timber.

Phil Moffitt

A soul will shape the world.

Phil Moffitt

Right, but as you're cutting that timber you're learning about the propensity of grain to split, which is shaping your mind and not a very simplistic notion. I'm sure Richard and see they would, you know, be able to come up with.

Phil Moffitt

Similar applications in their own world which are.

Phil Moffitt

Uh, a bit more epistemologically robust. What we do then?

Phil Moffitt

Is we examine?

Phil Moffitt

What we've come up with. We test and implement it.

Phil Moffitt

We reflect on it and then we continue arguing and debating and all that great stuff. And then as we're consolidating, we'll be coming back to the start point of that.

Phil Moffitt

Cycle, but on a slightly different point, so we're kind of iterating into or out of the model.

Tünde Varga-Atkins

Yeah, I think. Thanks Phil. I think you did a really good job explaining, I guess in in my mind it.

Tünde Varga-Atkins

It's also if we if we keep in the rowing to our Treasure Island pedagogies. We spoke a lot today about. I suppose equipping the students to be able to do the rowing.

Tünde Varga-Atkins

And we might understand drawing or how you know we might say raw this way, but really, students might be going a different way, and it's almost stepping back and letting control.

Tünde Varga-Atkins

And I I just can't imagine that drawing can take them in different shapes as well. And I think that will be the beauty of it and then feel you can also inexpensive.

Tünde Varga-Atkins

Learning you can also teach them about.

Tünde Varga-Atkins

Uh, where we are going?

Tünde Varga-Atkins

Why are we?

Tünde Varga-Atkins

Going and so there is so so many yeah I I'm sure I could take the analogy further, but let's yeah.

Yes, I.

Phil Moffitt

Under these systems you know just. I know, I know, we need to move on, but analisa Sonnino also writes a lot about expansive learning and a double stimulation as well, which is one of the techniques to get learners you know, really engaging.

Phil Moffitt

She uses this analogy of forward anchor in as well, so you can kind of, you know you can throw an anchor forward of a boat and then use it to pull you towards the anchor and that kind of know so. But there are a lot of similar analogies. It things to learn.

Tünde Varga-Atkins

As if especially for the sportscasts, thanks Phil. Thank you, so now we've we've described lots of engagement. There's lots of teaching you've been excellent educators, clearly passionate about your work. So what would be your luxury item?

Celia Popovic

OK, so this would be mine, so this is some missing so.

Celia Popovic

As I've grown up.

Tünde Varga-Atkins

Filthy pattern for those who haven't seen.

Tünde Varga-Atkins

It and what's it gonna be?

Celia Popovic

Not a good example for Pro Plus. Yeah, I just held out some farewell meeting. I'm making a cardigan. It's taking forever.

Celia Popovic

Uhm, so I'm. I'm quite. I've been quite emboldened by some of the, UM, reclaiming of of traditional female crafts.

Celia Popovic

You know there's always people who knit. It's always been a bit disparate. And by the way, it's not just women in it, but you know traditionally and stereotypically.

Celia Popovic

It's basically a woman's love.

Celia Popovic

You know area and you know in the language we use, you know when people say, you know you should stick to the knitting or you know get back into your knitting.

Celia Popovic

It's kind of disparaging or I've always missed it, and I've always up until fairly recently I've tended to keep that fairly quiet.

Celia Popovic

You know just what I do privately, but during the lockdown, almost as soon as it started. Actually I thought.

Celia Popovic

I was going to be so isolated. I certainly am. I was at my cottage in.

Celia Popovic

Just northeast of Toronto had gone there for.

Celia Popovic

A week and left.

Celia Popovic

I stayed there for months and months and then the months became years anyway, I didn't have a big supply warm knitting needle, so I kind of got a feeling of, you know, a sort of trial run for this Treasure Island and being stuck somewhere.

Celia Popovic

And and then this seems like kind of kept me sane. I think if if if I did remain saying and the thing about missing it's you know part for those things I just.

Celia Popovic

It's it's something you do on your own, but in the in the pandemic has set up or invited people from Cedar and EDC, so those are the educational development professional groups in Canada and the UK with motifs of identities I suppose.

Celia Popovic

And I had about over 60 people say yeah, I want to do.

Celia Popovic

That so. Anyway every week now.

Celia Popovic

We meet for two hours and do crafting it kind of expanded a bit, but the whole thing with the knitting. I'm thinking more and more about it and I like stretching analogy, but there's something about.

Celia Popovic

Missing, that's that's an individual thing, but you produce an artefact, right? Even if it's something that's never used, you know you give it to you to to one of your children and they never wear it. I'm calling out my own kids on this.

Celia Popovic

Or it becomes a beloved sweater or whatever. But it's very private. But that's how teaching is as well. I think you know, I think that we we're very isolate can be very isolated.

Celia Popovic

And on our own, even though we're working with other human beings, you know, and it's when you get together and start comparing patterns, comparing wolves, you know you can eat.

Celia Popovic

It's not a difficult leap to take that to comparing approaches to teaching or content, or you know, I don't. Even we're talking, you know, rich and full talking about the different.

Celia Popovic

Software and so on. You know that all that all of these things like when you start talking to other people, suddenly the whole thing just changes.

Celia Popovic

And now now I might make some Aaron or I might do some other technique that I've never thought about, or I've discovered there's even a different.

Celia Popovic

Type of fibre. I didn't even know was there, you know? Anyway, so you can take these things too far, but I do think that there's an awful lot in there that could be explored in terms of what you fight, what is valued by society, what things are considered trivial and unimportant, and when looked at through a different lens might be really, really important.

Celia Popovic

Bills to.

Celia Popovic

So I'm also I just like doing it so.

Tünde Varga-Atkins

Yeah brilliant I think and also what you said is the power of the community as well. But also we've come back to the importance of language.

Tünde Varga-Atkins

I don't know how in Canada, but Gary limiting, have you seen some?

Tünde Varga-Atkins

Of the goals.

Tünde Varga-Atkins

Here you know you.

Tünde Varga-Atkins

Obviously have it can become a form of activism as well. Missing, yes.

Celia Popovic

Absolutely. In lots of ways so that guerilla knitting us where people go.

Celia Popovic

And knit or crochet and cover trees or fences. Or, you know, just public spaces with missing.

Celia Popovic

I've never really.

Celia Popovic

About never really appealed to me, but simply because I'm selfish about my stuff.

Celia Popovic

It's going to be out there in the rain and it's just going to get you know, birds on it. And I don't know. I'd rather have something I actually wear, but but there's that, but there's other.

Celia Popovic

Face it, it's activism as well. For example, when Donald Trump became.

Celia Popovic

President come on, just get the words out, can I?

Celia Popovic

When when he became president and some of the the you know, some of the the the marches by women when wearing the pink hats that they were all hand knitted and people who couldn't go created that their hats and sent them to other people who could. So again that sort of sense of of a collective.

Celia Popovic

Uh, my statement that other people that many people could contribute to, even if they couldn't be there physically.

Tünde Varga-Atkins

Lovely and I think again the pattern. I mean, there's lots of talk about pedagogical patterns. Diana Laurie ads work and not, you know, learning design that physical manifestation of of learning design is is a lovely but yeah, obviously it's just a lovely thing to do as well. So I think we definitely can let you have knitting.

Tünde Varga-Atkins

On the islands.

Tünde Varga-Atkins

What about Richard, uh, Phil?

Tünde Varga-Atkins

What about your luxury items?

Richard Osborne

Yeah, that that's the missing thing too. 'cause it's one way, isn't it? You can't go back I suppose. Can y'all?

Richard Osborne

It's very hard to read and it's like learning. There's like this thing, something we struggle with. Research don't mean to learn because once you've done a learning so now you you can't just have another control.

Richard Osborne

Group it doesn't work the same way.

Richard Osborne

Right? Anyway, I'm off topic. I've put down the woods for mine because I like breidjing for mushrooms, so I I want some woods somewhere I can disappear too.

Richard Osborne

So I I just to be there yesterday with my family and we found some some lovely chanterelles and magic mushroom.

Richard Osborne

And I find this no, it's worn out benefits of being out in.

Richard Osborne

Nature so it's good.

Richard Osborne

To be out in that fresh air.

Richard Osborne

Wandering around in the trees.

Richard Osborne

But there's something.

Richard Osborne

About mushrooming do it should just get to me. It's hard it's I self taught myself. It's can be really dangerous if you don't know what you're doing, you know either.

Richard Osborne

One mushroom will.

Richard Osborne

Die and there's lots of science.

Richard Osborne

Behind it because there's the structures of mushrooms are so fascinating. Also different but they don't. There is lots of structured lots of pants, again Paulina.

Richard Osborne

I mean, I think, but whenever I was just reflecting this yesterday, why what?

Richard Osborne

Why after love it? I love the fact that they.

Richard Osborne

Didn't think I can never finish it.

Richard Osborne

It's like it's it's not something I could have a master because there's just too many mushrooms and there's too many words, too many places to go, and that's Kyle. Makes it pleasurable. If it was something I could master and probably get obsessive about that.

Richard Osborne

I need the things on that tablet.

Richard Osborne

Thing, which is what's going on.

Tünde Varga-Atkins

Brilliant and I guess it will be brilliant skill on the island as well. How do you self teach yourself, especially when you might have two mushrooms looking quite similar there?

Richard Osborne

Yeah, it's a tricky 1.

Tünde Varga-Atkins

How do you take the risk or not?

Richard Osborne

Well I mean I self talk but I have been to lots of talks and met with experts and had chats and book books and studied and you know, you learn lots of course from from substrate in that way.

Richard Osborne

I mean around about different structures. You know, like different groups and families, and then you mean. But the best advice I ever got was thinking do.

Richard Osborne

This is learn all the bad ones.

Richard Osborne

First, the mixture you know.

Richard Osborne

So 'cause you know that's the worst thing?

Richard Osborne

When I saw Deathcap yesterday, Wilton Deathcap will absolutely kill you. It's not a joke, so yeah, make sure you know what the bear ones are and then things like chanterelles. You can't really go wrong with them, so yeah, it's, but it's nice thing too.

Richard Osborne

To learn, I've.

Richard Osborne

Always every time I think I've taught.

Richard Osborne

Science class at 1.

Richard Osborne

Point with new students. I always talk about mushrooms and schedule these off them as well as enter.

Tünde Varga-Atkins

Well, it's good to know what's good for you and what's not good for you. So definitely useful, thank you.

Tünde Varga-Atkins

What about you feel?

Phil Moffitt

Up luxury ice. I'm going to lower the intellectual tone with my choice of that. I was gonna say one of these old classics on teaching and learning on the shelf behind me.

Phil Moffitt

That that kind of.

Phil Moffitt

Radiant nature.

Tünde Varga-Atkins

Go play.

Phil Moffitt

Umm I was. Uhm I was trying to pick one just before we started the call and I came up with this cultural psychology by Michael Cole.

Phil Moffitt

Just 'cause I referenced it a lot and I love reading his work, but every time I'll pick it up, I find another bit of gold dust you.

Phil Moffitt

Know, but then I thought or luxury item.

Phil Moffitt

And and I can't go without Jeff Wayne's musical version of the War of the World. I don't think it was.

Phil Moffitt

The first album I ever bought are saved and saved and saved my wages and then asked if I could use my grand record player to listen to it, so I'd really like to take that on something to listen it to it on if possible.

Phil Moffitt

I know vinyl isn't going to be the most practical choice. Maybe if I could ask you Sunday for a solar charged or micro hydro charged.

Phil Moffitt

MP4 player or something like that if that's all.

Tünde Varga-Atkins

Yeah, I think as.

Tünde Varga-Atkins

Long as it's hand chargeable or something like that, although I know we have allowed people to take Wi-Fi to the island just because that's how we do teaching now and so hopefully you can syphon off some of the Wi-Fi but.

Tünde Varga-Atkins

Definitely for gadgets it's better to have them sustainable and.

Phil Moffitt

There will be loads of trade deals to do, though weren't there? I love that saying you came out with from an island to an archipelago.

Phil Moffitt

So I'm I listen to some of those other.

Phil Moffitt

Calls, particularly the earlier ones, and I don't not just amongst ourselves on here, but there be a lot of trading with all those other islands over there to learn of those Islanders.

Phil Moffitt

Interviewed previously.

Speaker 1

Yeah, yeah.

Tünde Varga-Atkins

Is there anything that you would want to so I think already your luxury items would make a lovely ensemble, so meeting with some music and a bit of foraging before and after. I think that that sounds like a lovely autumnal weekends.

Phil Moffitt

Like was roaring about in one of those.

Phil Moffitt

Early ones there was discussion of one of the Phantom heads for dentistry. I think a lot of Islanders have taken chocolate, so it seems like there'll be a bit of chocolate to try.

Phil Moffitt

And yeah, we will be greater than the sum of the parts, weren't we? I supposed I honestly think I could get hold some water for everybody relatively quickly.

Tünde Varga-Atkins

Do you like coffee?

Tünde Varga-Atkins

I said

Phil Moffitt

I honestly think I could get sanitation and shelter set up, but I'd have to ask for help with creative things food.

Phil Moffitt

For the soul poetry.

Phil Moffitt

I'll be rubbish at things like music and art and asking people about feelings and none of you will ever want to see me dance however long with her.

Phil Moffitt

My dancing is not the bigger threat but his eyes. But if I knock up a shelter with water and on suite for each of us, hopefully I could swap that for some food for the soul I think, and even just sitting watching CD in there.

Phil Moffitt

Would would suit me. I used to watch people knitting up. It's like it's magical to watch, isn't it? It's absolutely phenomenal.

Celia Popovic

Yeah, I did hear somebody describe it as a. I think it was their partner said that that the person was initially was a witch because they took two sticks and some wool and they just Majid it into a sweater, you know?

Tünde Varga-Atkins

So I think we I'm definitely going to have a lovely experience, brilliant learning and lovely learning experience and a lovely down time on this island.

Tünde Varga-Atkins

So thank you so much, all of you for coming on to the podcast and loved our discussions and.

Tünde Varga-Atkins

And let's roll away. Go, go, go forward and backwards on the island with the anchors in different places. Thank you all so much for coming.

Celia Popovic

Thank you so much that was such fun.

Phil Moffitt

Thanks very much.

Tünde Varga-Atkins

Bye bye.

Richard Osborne

Thank you then.