

Treasure Island Pedagogies Episode 13

Podcast Transcript

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Tünde Varga-Atkins

Hello everybody, this is Episode 13 of Treasure Island Pedagogics from University of Liverpool Centre for Innovation in Education.

Tünde Varga-Atkins

We have got 3 guests.

Tünde Varga-Atkins

And I'm very pleased to say it's a completely global audience.

Tünde Varga-Atkins

And and guest today I'll let you introduce yourself. But uhm, let's start with Ruth please.

Ruth Smith

Hi there, my name is **Ruth Smith**. I am a C lecturing programme lead at the University of Northampton and I teach across nursing programmes and so my background is that I did at Introduct degree at Oxford Brookes which was a BA in adult nursing and then I spent 50 glorious years working.

Ruth Smith

In the NHS, across loads of different disciplines actually, and I think probably what I.

Ruth Smith

Learned through my clinical career as I enjoy nursing and I don't really put my hat in any particular clinical speciality, but always in a hospital.

Ruth Smith

I did lots of different things and then I think I sort of had that leaning and yearning towards education.

Ruth Smith

And so I did a mixed role for a good number of years that was between clinical nurse specialist and also with a sort of practise development.

Ruth Smith

Educational had on and that was a really great thing and it really was a nice way I think to dip my toe in this world of education and I think that probably gave me the influence I think. Actually it's it is education that I want to follow for my nursing career.

Ruth Smith

And hence I've been at the University of Northampton for about 7 years, and so I teach across a number of different pre registration programmes.

Ruth Smith

So there are people who are not qualified yet as nurses, and what that looks like in practise is we have students on a B SC nursing programme and then we have students on an FDC nursing associate programme.

Ruth Smith

So I teach across all of those things and it's the messing associate branch that I lead. And I'm also a professional doctorate students and coming towards the end of my second year and sort of really coming to as they find the things that I'm interested in within that wider sphere of nursing education. And it's really that sort of clinical.

Ruth Smith

Uhm, learning and application of theory to that clinical goal. That's the bit that I'm really interested in and want to explore more about.

Tünde Varga-Atkins

\$1,000,000 question, isn't it? That's really interesting, yeah?

Ruth Smith

Yes, absolutely.

Tünde Varga-Atkins

Thanks, Ruth.

Tünde Varga-Atkins

Yeah, sorry.

Zoe Hurley

Yes Sir. Hi everyone, my name is **Zoe Hurley** and I'm based at the College of Communications and Media Sciences in Science University in Dubai and I mainly teach social media. So introduction to social media.

Zoe Hurley

So I studied English and film from my BA at the University of East Anglia in Norwich.

Zoe Hurley

Which in England, and following that I went on and did a Masters in applied linguistics and TESOL. And you know I was always really interested in popular culture. Also language and issues of power.

Zoe Hurley

Yeah, and and basically I really wanted to see the world so when I I'm quite soon after graduating from my BA.

Zoe Hurley

I started teaching TfL and basically never came back to the UK and so for the last 25 years I've lived in.

Zoe Hurley

Malaysia, Kuwait, Borneo and I've been in Dubai now for just under a decade and you know, I was really interested in in academia and I wasn't sure whether to go in the direction of communication.

Zoe Hurley

Friends or education. So I chose technology enhanced learning because I really thought that it was a kind of interdisciplinary approach where I could bring in both of my.

Zoe Hurley

Interests and now I'm currently in a in a media and Communications department, but I see pedagogy, you know, as instrumental.

Zoe Hurley

To everything I do.

Tünde Varga-Atkins

Thank you and Johannes.

Johannes Wheeldon

Hi **Johannes Wheeldon** I'm a visual criminologist and I work at Norwich University in Vermont, United States.

Johannes Wheeldon

This degree at Dalhousie University in Halifax, NS.

Johannes Wheeldon

And then then I applied to go to Durham University in the UK to do my LLM and international law and European legal studies.

Johannes Wheeldon

A degree that unfortunately doesn't exist anymore, but it was an incredible year for me. I had colleagues who were lawyers from all around the world.

Johannes Wheeldon

He was the only non lawyer.

Johannes Wheeldon

In the programme and.

Johannes Wheeldon

Uh, yeah, Billy.

Johannes Wheeldon

I know I began a lifelong interest in understanding law, but also trying to understand different cultures and so my plan was to go back to Canada and get a job.

Johannes Wheeldon

And I had an opportunity.

Johannes Wheeldon

To do an internship in Latvia as.

Johannes Wheeldon

Part of a.

Johannes Wheeldon

Union programme for the rights of the child, and.

Johannes Wheeldon

I walked into my office and the person I was sharing it.

Johannes Wheeldon

With was a Canadian who grew up literally 20 minutes from my house in Little Nova Scotia.

Johannes Wheeldon

And I was completely all alone. Didn't speak the language, didn't have any sense, and so we became fast friends and but within about 8 months I was running \$1,000,000 criminal justice reform project with the Government of Latvia and that turned into a two year project to develop the first probation service in that country.

Johannes Wheeldon

And during that time I was.

Johannes Wheeldon

I don't know if I was recruited, I was encouraged to consider a PhD.

Johannes Wheeldon

At Simon Fraser University, near Vancouver and British Columbia, and my dissertation focused on pedagogy around teaching and learning concepts of justice.

Johannes Wheeldon

Between Canadian trainers and Latvian learners and the question was really were people learning what the Canadians thought they were teaching and did. The Canadians have any feeling about?

Johannes Wheeldon

Uhm, what they were trying to do and to what extent it was getting through and it was a fascinating experience.

Johannes Wheeldon

Uhm, so I did my dissertation and I moved to Washington DC where I met my future.

Johannes Wheeldon

Wife in part.

Johannes Wheeldon

And we decided to get out of the city and became country mice and went and lived in rural Washington state, where I taught at a medium

security prison for two years. I taught criminology and philosophy, and, well, anything. Anything they needed teaching it.

Johannes Wheeldon

I was part of a very unique programme with the Community College and we managed to get some funding to do a debate programme.

Johannes Wheeldon

And that sort of spearheaded my interest in debate, so it's been a very long and interesting journey on.

Johannes Wheeldon

I'm an adjunct professor right now at Norwich University. I stepped off the tenure track a few.

Johannes Wheeldon

Years ago to.

Johannes Wheeldon

Work in in the nonprofit world here in this.

Johannes Wheeldon

And during the COVID times, I sort of took a break from university teaching to work at.

Johannes Wheeldon

At our local.

Johannes Wheeldon

Elementary school where my children go to school.

Johannes Wheeldon

I have no idea how it has been in other parts of the world, but here a lot of our substitutes were were older folks.

Johannes Wheeldon

Who had a lot of fears about going back into the classroom and.

Johannes Wheeldon

So for the last year and a.

Johannes Wheeldon

Half I have been.

Johannes Wheeldon

I get a phone call every morning around 7:30. Can I come in today? I've also managed to use this time to do some writing and so I have a book out right now on visual.

Johannes Wheeldon

Criminology and I'm near completion on a book on cannabis criminology so.

Johannes Wheeldon

It's actually interesting to think about these various steps and twists and turns that have brought me to this moment.

Tünde Varga-Atkins

Yeah, and I think what what seems a common or.

Tünde Varga-Atkins

Ghostly, even though it's very different and varied that.

Tünde Varga-Atkins

The human all.

Tünde Varga-Atkins

Mentioned culture and different countries, but whether it's actual nations and countries or whether it's culture.

Tünde Varga-Atkins

Like glue cement with NHS from moving. Any chance to academia and all of all of you put also moved into the doctoral level when you were pursuing the education in your interest in education.

Tünde Varga-Atkins

So thanks, thanks for sharing that. So let's do a bit of rowing to our islands, treasure islands and then grows behind you listeners.

Tünde Varga-Atkins

Can't see, but you've got some lovely lake, so if we get a board and start rowing to our Treasure Island, which is this?

Tünde Varga-Atkins

A place where we come together with students from India learning so we wanted you to share with you a light bulb moment.

Tünde Varga-Atkins

One of your light bulb moments where where your your fight your students were getting it and and if you describe what made that happen that.

Would be brilliant.

Ruth Smith

OK, well I think before I can tell you my light bulb moment. But actually I think my light bulb moment moment is more a slow turning up of the light.

Ruth Smith

You're gonna love picking up, but let me just give you just a little bit of background to, I suppose, how we deliver nursing education.

Ruth Smith

Because ultimately when you're trying to deliver a degree to a nurse, you were trying to give them all of this theory and all.

Ruth Smith

This underpinning evidence.

Ruth Smith

But you also need them to be in practise learning to be to be a nurse.

Ruth Smith

So our degree programmes spend sort of 45 weeks of the year where our students go through those kind of processes of theory blocks and practise block.

Ruth Smith

And then so my interest within about larger programme is there's a real trend in medical education in nursing education for simulation learning.

Ruth Smith

So we have some really terrific mannequins that look just like real people. And we have classrooms here at the university that are mocked up to be like wards and we have things that.

Ruth Smith

Deep in an alarming manner that made my heart still go fast because I have such an association with that increase beeping and so we're able to put our students into some, you know, sort of relatively realistic clinical experiences and.

Ruth Smith

That is a.

Ruth Smith

Actually, it's you know, amazing for our university, everybody does that. That's quite a routine approach to come to clinical learning, but I think the approach that we have developed, and I will confess that it's actually been a kind of an accidental approach to simulation learning. UM, has been through us as tutors.

Ruth Smith

Creating and planning for these learning and scenarios, and we know what we want our students to be able to be exposed to within our classrooms and what we want them to learn. And but we've also developed a technique where we want to.

Ruth Smith

Uh, by time and space for students to work through those scenarios in small groups to look at those scenarios and just spend a bit of time trying to understand what's happening in those scenarios.

Ruth Smith

So patients being admitted with the condition do do we understand what that is? And quite a lot of time I think nursing students have all. Yes, we know that headline. We know that we knew those words.

Ruth Smith

Like we know they exist, but quite what is going on within the body anatomically pathologically at that point, and you know, that's that kind of devil of understanding and what we found through giving them that little.

Ruth Smith

Bit of space is that they were having those questions from those discussions between themselves and but they were starting to begin these rich storytelling or or well I had an experience in placement.

Ruth Smith

There was a bit like that and and that's hoping to layer. I suppose you know that where we started is quite sort of basic understanding of a clinical condition and how they can build on that and.

Ruth Smith

And expand and work as a team to really build that knowledge forward.

Ruth Smith

And then where we come in to actually have a role in our students education is, you know, coming in to see what are you talking about and

how can we help you to make sense of these situations that you'd be placed in and how we can transfer that to the scenario that we want to go through today and and so we've been able to work with our students too, I suppose.

Ruth Smith

Pull on that information, but also to use as an opportunity for teaching, so you think you understood what this condition wants.

Ruth Smith

And let's try and find out more about it. Can we remember back to a different year of study when we were learning about the lungs to remember the pathology? How does that relate to what we're looking?

Ruth Smith

Right here, and that was the the context really with how we planned and developed our simulation learning, and I think I said it was a sort of an accidental approach.

Ruth Smith

Because the way that simulation is normally planned is that a tutor would write a scenario when students would go through it and the assessment tended to be. If you could, you know put it into bench in it.

Ruth Smith

The right time and you're doing a.

Ruth Smith

Good job and.

Ruth Smith

But what I think I was interested in not could you do the right things at the right time, but did you really understand why you were doing what you were doing?

Ruth Smith

Because if there's one thing I've learned from my clinical career is that patients are are not black and white.

Ruth Smith

In fact, they're incredibly grey, so two patients with the same condition. I'm not going to present in the same way.

Ruth Smith

And the way that you enable yourself to deal with that in clinical practise is we can understand those varying Shades of Grey.

Ruth Smith

We're able to apply that and adapt that in a myriad of different situations. And of course, the joy of being able to do that in our classroom is it's really safe.

Ruth Smith

Nobody dies in our classroom and so that's you, know, real real benefit for that.

Ruth Smith

And so then.

Ruth Smith

Thinking about my light bulb was I think I put a slow turning up of my dimmer switch.

Ruth Smith

Is that the?

Ruth Smith

Last couple times we've done this session, there was a real sort of sense.

Ruth Smith

Between myself and my fellow colleagues.

Ruth Smith

And the world that.

Ruth Smith

Was just very very enjoyable we did. We did like that style of teaching and the students were telling us we've learned so much.

Ruth Smith

My head hurts a bit, but it was really enjoyable and so I spent the last couple of years. I suppose trying to sort of pull out a little bit more with the students with colleagues.

Ruth Smith

The evaluation is to quote what was it that was so enjoyable and effective in that approach to simulation? And I say initially there was quite a sort of a warm fuzziness of you know, that was enjoyable. I think I understand things better.

Ruth Smith

And so for myself, it as a nurse electoral actually was really positive to hear, because what I want them to do is to understand what they're doing so that when they are registered nurses, they're able to care for their patients safely.

Ruth Smith

And but then we were able to pull out a little bit more about what it was that made that affected, and I think it was really a.

Ruth Smith

Combination of the pitch of the scenarios they were sufficiently difficult enough.

Ruth Smith

But some students did feel that they were challenged, but also because we had them working in small groups, we were able to individually work with those students to either.

Ruth Smith

OK, you're you're maybe struggling and need a little bit more coaching with this we can work you through it, but similarly you really get this. Let's push you and we can change things within our.

Ruth Smith

Simulated hospital setups make things more challenging to really push those students knowledge, and I think that kind of individualised approach.

Ruth Smith

So that simulated environment was really effective, and then I think the other thing that's come out quite strongly through the evaluation I've done of this simulation approach is it's actually the interpersonal relationships between students and between students and teachers. That has been a, I think, really quite cool in making that.

Ruth Smith

A credible clinical learning environment.

Ruth Smith

So students are, you know, quite keen to say that when they're working with people that they know, or students that they're able to get to know in that environments that they sort of feel that they're able to share those stories and ask those questions.

Ruth Smith

And and then I think the other side of that is that through our approach, and you know the team and I have worked really hard to make it, uh, supported.

Ruth Smith

Neatly, almost non hierarchical relationship between ourselves and students is that they enjoy the challenge but they feel it in a friendly way rather than a digitorial telling off sort of way.

Ruth Smith

And and I think they I enjoy the kind of motivation that we are able to give them, and the encouragement and the support.

Ruth Smith

And also I think they listen. They enjoy listening to the stories that we tell them about our clinical experiences.

Ruth Smith

So we're having this scenario today, but all I had an experience like this in practise and this was that situation and I think it sort of comes back to those kind of communication skills of storytelling and.

Ruth Smith

You know serving experiences and and that kind of peer encouragement and support that really meant the light bulb ping.

Ruth Smith

I think for myself and colleagues as we kind of got deeper into come into our simulation approach, and then I suppose when I just unpick that a little bit more and think about, well, why, why?

Ruth Smith

Is this effective? And I think it's you know it's thinking about.

Ruth Smith

You know there's different learning styles that even students were able to pick up on because of this, and seeing this and doing and then listening.

Ruth Smith

So I think that is quite a rounded approach to planning those learning activities and and then I think the other sort of thing that's quite interesting. These students have retrospectively been able to tell me about how well we did that scenario.

Ruth Smith

Well, guess what a few weeks later and practise I had somebody just like that and I knew what to do because I remembered having seen it in the class.

Ruth Smith

Stream and again as a nursing lecturer. You know those are the things that make it really important because you know that what you're doing has been halfway good because they've been able to apply that to a real patient and a much safer approach to do that, because what they've been able to learn in the classroom with.

Ruth Smith

Us, so I think that's my dimming upgrade.

Ruth Smith

And I'm like my brief story.

Speaker 1

Yeah, yeah.

Tünde Varga-Atkins

That that works so well, you really gave us a really comprehensive insight and and there's so many things that you setting up and and also just the how it worked and your evaluation and the.

Tünde Varga-Atkins

The the relationship that you are establishing through this approach and I mean does it resonate with either of you?

Tünde Varga-Atkins

Johanna from Zoe.

Zoe Hurley

Yeah, definitely I. I think you know Ruth is emphasising real world learning experiences and facilitating you know a non hierarchical structure.

Zoe Hurley

To the classes so you know, I think ultimately I don't know so much about nursing, but I imagine they really developing confidence and you know efficacy. Positive efficacy to believe that they can go out there and and actually, you know, help people.

Speaker 1

For yeah yeah yeah.

Ruth Smith

I I absolutely agree with you, and I think there's a real when you're in a learning role.

Ruth Smith

I think there is a feeling when your.

Ruth Smith

Clinical practise.

Ruth Smith

That maybe should I should I do this? It should.

Ruth Smith

Or should I ask somebody permission, but that confidence that they're either able to do it, or they know how to phrase the right questions I think hasn't been another part that's been.

Ruth Smith

Maybe useful for them.

Johannes Wheeldon

I like the idea of this combination of problem based learning and and simulation and create. You know my my partner is a is a physician.

Johannes Wheeldon

And which means I get to download.

Johannes Wheeldon

All healthcare responsibilities to her which is wonderful as a lot.

Johannes Wheeldon

Of time and space.

Johannes Wheeldon

But to to understand what that sort of training needs to do so that you're going through this internal checklist that laypeople don't even see and to have students.

Johannes Wheeldon

Had that opportunity within a supportive environment to be faced with that challenge and have it be OK to make a mistake and then process through that mistake.

Johannes Wheeldon

I just think it's incredibly valuable and it's going to. I think it's going to touch on some of the things that have have meant a lot to me in terms of my journey as an edge.

Ruth Smith

I think actually, that point of, you know, even when you see a clinician in practises, they're just doing and actually in others, as those are benefited this approach.

Ruth Smith

If you don't have the time to work out why they're doing so, that when they are with sick people and they are just doing, and that's what.

Ruth Smith

You want, isn't it?

Tünde Varga-Atkins

Exactly, you're honest. You want go on then and share with.

Johannes Wheeldon

Sure, so so I will share an experience from the from the prison.

Johannes Wheeldon

Uh, it was a medium security prison in in Eastern Washington state and the the job was to teach Community College courses and.

Johannes Wheeldon

Uh, I don't know if all Americans have this view, but at least I I have this view that everyone in England is incredibly educated and very well

prepared to speak and debate and have intelligent conversations and use just the right word at just the right time. And but I did not have experience debate.

Johannes Wheeldon

As part of any of my formal education.

Johannes Wheeldon

And I actually stumbled across it as a way to engage the audience because I was working with with folks that were incarcerated for a variety of reasons and had had had lots of negative experiences in the classroom. But just to have them show up and make that choice.

Johannes Wheeldon

Uhm, was a win in many ways, but then to take the next step and and find ways to reach that population and and and really engage them in in thinking through.

Johannes Wheeldon

And yes, it was all men. This is a a men's facility. Reach them in and engage them in conversation.

Johannes Wheeldon

Uhm yeah, I was at a loss I I was completely at a loss and and so just you know necessity is the mother of invention.

Johannes Wheeldon

I I, you know, engage them in conversation and I found that a lot of them had very, very strong ideas, but struggled to take the perspective of anybody else.

Johannes Wheeldon

And that to.

Johannes Wheeldon

Me became an opportunity and So what I started doing because I was there and I would see these guys semester after semester.

Johannes Wheeldon

I would sort of start a process where they had to make a good argument on any topic they wanted. They had to find good sources and they had to organise their argument within a framework.

Johannes Wheeldon

That I sort of gave them an argument of fact and argument of value. Something you believe, an argument of policy, something that's going to weaken. Institute to to make this happen in other place.

Johannes Wheeldon

And once they were able to do that, the next challenge would be to have them argue against the thing that they just said mattered most to them.

Johannes Wheeldon

And I will.

Johannes Wheeldon

Never forget a student who really, really struggled with that. The topic was something that was very important to that person and.

Johannes Wheeldon

To even consider the opposite of the argument that that student had made was a fundamental challenge of who they were and the first class in which I encouraged them to.

Johannes Wheeldon

Do it, they couldn't do it.

Johannes Wheeldon

And what was great about the experience is that I was able to see that student a full year later, and when I was asked that person to give to take that next step and argue against a position they they felt strongly about, they were able to do that. And and.

Johannes Wheeldon

Just at it's very elemental.

Johannes Wheeldon

Idea that education is about expanding perspectives beyond the narrow frame that.

Johannes Wheeldon

You were born where?

Johannes Wheeldon

They're conditioned with or that your life experiences have set.

Johannes Wheeldon

You up for.

Johannes Wheeldon

Uhm, influenced how I thought about the power of debate within within pedagogy. And I I've really become convinced that.

Johannes Wheeldon

We need to.

Johannes Wheeldon

We claim reasonable and reasoned argument as a means to get us out of the various masses that we find ourselves in, and part of that.

Johannes Wheeldon

Is acknowledging the role that emotion plays in a lot of these things and often goes unstated.

Johannes Wheeldon

And I just think by acknowledging how passions can overtake reason, we can at least begin to allow for the other parts of argument to come through and touch us. And so for for me, seeing that student being able to make that step just really.

Johannes Wheeldon

I guess, uh.

Johannes Wheeldon

Mate made me.

Johannes Wheeldon

Feel like the value of education was more than just the degree was more than the piece of paper or going through the prescribed series of closeness for X or Y.

Johannes Wheeldon

But it is this personal thing that allows us to grow as people and and that really stayed with me.

Johannes Wheeldon

And yes, many light bulbs were.

Johannes Wheeldon

Going up.

Tünde Varga-Atkins

Yeah, I mean I'm sure you live many, many light bulbs in in the prison and and.

Tünde Varga-Atkins

Beyond that, I I.

Tünde Varga-Atkins

Was just gonna call on Zoe because you talked about the power. You know the issues of power and it seems to again resonate with that.

Zoe Hurley

Yeah, I think.

Zoe Hurley

It's really interesting hearing about Johannes his experience in a prison because sadly I would say a number of learning institutions have certain similarities to two prisons, and you know, really interesting to hear you trying to advocate for your students to to.

Zoe Hurley

Voice their own opinions.

Zoe Hurley

Before I go and talk about my light bulb experience as a parent of teenagers who are completing their A levels and GCSE's at a British curriculum school, I'm just I just find it remarkable how much education in the British curriculum seems to have gone back.

Zoe Hurley

Backwards towards rote learning.

Zoe Hurley

And often when I attend my children, parent teacher meetings and what I'm told is that they my kids don't necessarily need to understand what they're learning.

Zoe Hurley

They just need to be able to memorise it and then reproduce it in the exams and so there's very little space for voice.

Zoe Hurley

So it's not about their opinion or listening to anyone else is. It's about learning the the formula. Even for subjects like history and English so.

Zoe Hurley

In terms of my teaching, I think that every semester I have the same kind of light bulb moment. It's more like I, I guess, disco lights.

Zoe Hurley

That might be a bit of an exaggeration, but and what happens is that the students and myself realise that they are the most important.

Zoe Hurley

Resource in the learning equation.

Zoe Hurley

And you know, I teach social media, so it's a critical theoretical and practical approach to creating social media campaigns.

Zoe Hurley

And you know, I'm sure I can teach them about the pre history of social media. I can teach them about the current.

Zoe Hurley

Theory I can talk about images, platforms, affordances and you know the.

Zoe Hurley

The conventional curriculum that you might have anywhere in the world.

Zoe Hurley

But my students. So I teach a women only university and students have to scan in and scan out, and it's very high security and many of them are the first people in their family to go to university. And you know, do Dubai. The UAE was a country that was.

Zoe Hurley

Formed in 1971 and it's a recently literate society, so some of my students, grandparents, you know, can't necessarily read or write.

Zoe Hurley

So it's a big deal for the students to to be there, and while I'm trying to teach them social media every semester, I a number of students in my class are already very sophisticated content creators and I've got one one student, for instance. Or she's a graduate now.

Zoe Hurley

And she's got 1.7 million followers on YouTube. A number of them. Have, you know?

Zoe Hurley

That you know they are micro celebrities in the region and so I just you know, so right away from the beginning I do tell students that you've got your skills and you know it's not for me to tell you what to say or how to say it you need.

Zoe Hurley

I want to give them the confidence to have a voice and and to to kind of give it a go and.

Zoe Hurley

Another, uh, really pertinent example is one of my students is a.

Zoe Hurley

A disability activist and in the UAE, people with disabilities are called people of determination and she organised a A youth circle at the the World Trade Centre in Dubai and managed to invite the Minister of Education.

Zoe Hurley

Some leaders of universities, the media and hosted this incredible. You know this dialogue between these key stakeholders and and students with disabilities.

Zoe Hurley

And then that was also promoted across various social media platforms. So you know, I, I just was in awe of this particular student, and many of them and learned a lot from them.

Zoe Hurley

So you know those are that that hopefully those different lights go on in each course that I do.

Zoe Hurley

And then it comes.

Tünde Varga-Atkins

OK, so we have all.

Tünde Varga-Atkins

All got these amazing lightbulb moments, so let's talk a little bit about we going to the islands and I I'm I'm going to be strict to just ask you to mention one. Teaching proper pedagogy that you would take with you when in our boats. We just have a little space.

Tünde Varga-Atkins

Not too much, although you can bring you know big things.

Tünde Varga-Atkins

'cause it's a magic ball.

Tünde Varga-Atkins

And So what would you bring to the island to make that special learning time?

Tünde Varga-Atkins

Possible with students.

Ruth Smith

Well I think for me the thing that has got me out of so many holes in this whole COVID pandemic teaching work world has been a little handy web resource called padlet.

Ruth Smith

That's a, uh, almost like a virtual notice board and you know you can leave post it notes on it and students can add post it notes on it.

Ruth Smith

And and the reason I.

Ruth Smith

Love it is. It's just so user friendly.

Ruth Smith

I can I can add things without really any lessons on either my students can as well, but the childish thing that makes it a.

Ruth Smith

So positive for me. I mean, I want my Treasure Island is the ease at which I can add gifts to my teaching resource, which is a newfound skill that I just think I need in my academic world.

Tünde Varga-Atkins

Can you elaborate you? You mean you have already found this skill that you have or.

Tünde Varga-Atkins

Is it something?

Ruth Smith

Well, I I didn't, I didn't know I needed to be able to add gifts to my teaching resources, but now that I can add gifts to my teaching resource, I'd possibly do it far too much, probably to get my youthful students, and but I do think I'd.

Ruth Smith

Give really, cheerfully.

Ruth Smith

Took up a teaching resource from the words.

Ruth Smith

And resources and documents that you do otherwise be paid.

Tünde Varga-Atkins

Have you notice that students like it or what what's what? What's the feedback?

Ruth Smith

Yeah, well they see. I think they lightly paddle it. Similarly because of the ease and and their way in which they can add their own documents and

colour other pictures and those sorts of things. So I think it's incredibly sort of, you know, versatile and.

Ruth Smith

Platform, finally, they've given me no feedback about my gifts whatsoever, so maybe that's just a personal joy for me. I don't know.

Tünde Varga-Atkins

I think it's definitely a skill. I mean, some of my colleagues are amazing, they just seem to find the perfect gift for any moment.

Tünde Varga-Atkins

I mean, I, I also find that is quite a cultural reference, so it's interesting you have talked about going to Latvia. Obviously Zoe you are in a, you know in in.

Speaker 1

Ah yes.

Tünde Varga-Atkins

You have travelled lots of different cultures, so it seemed it would be interesting.

Tünde Varga-Atkins

To figure out how it.

Tünde Varga-Atkins

Works in that intercultural context.

Tünde Varga-Atkins

But OK, any other?

Tünde Varga-Atkins

Teaching props or pedagogies.

Zoe Hurley

So it's funny that that this question is being asked because I've actually been invited to go to the island of Socotra, which is officially part of Yemen, and it's considered to be one of the.

Zoe Hurley

The most remote underdeveloped and biodiverse places on Earth, so I had to actually think about how I would carry out research and and related to pedagogy.

Zoe Hurley

So what are you supposed? Yeah, so.

Zoe Hurley

So what what I'm proposing is taking a solar powered instant cameras with and this. This is the kind of hypothetical part with unlimited film, and rather than going and and documenting and photographing.

Zoe Hurley

People of Socotra, women of Socotra, which is who I'm going to be focusing on, like perhaps earlier ethnographers might have done.

Zoe Hurley

I plan to give out 12 cameras to 12 university aged women and ask them to document their current experiences because.

Zoe Hurley

And while there's a lot of talk about empowering women and closing the gender gap through education, it seems to me that a lot of the.

Zoe Hurley

Frameworks and definitions of empowerment are quite universal and from the few pictures of soqotra women that I've seen, there are other challenges like being able to collect water every day in some kind of makeshift.

Zoe Hurley

Cups and and buckets. So I think by giving people cameras you could actually see what's important to them and you can get their perspectives overall.

Zoe Hurley

So Visuality is not universal either, and you know, although all cultures have visual elements, their meanings mean different things.

Zoe Hurley

So yeah, instant camera with unlimited film.

Tünde Varga-Atkins

Yeah, participatory yeah, no Raffi. Yeah brilliant thank you Zoe and I I hope you can send us a postcard or a an electronic postcard. Would love to hear how.

It's like.

Tünde Varga-Atkins

Yeah, Johannes, what's your teaching proper pedagogy?

Johannes Wheeldon

Well, now I just want to talk about Photovoice and all the wonderful possibilities of that, and I I just so intrigued and excited by that potential. And I I love the application of it and how you're thinking about it. I think it's incredible.

Johannes Wheeldon

Uhm, I I.

Johannes Wheeldon

I'm not, I feel like.

Johannes Wheeldon

I have to up my game here.

Johannes Wheeldon

A little bit.

Johannes Wheeldon

Here well, I I I'm terribly.

Tünde Varga-Atkins

Judgemental Island I think.

Johannes Wheeldon

Not good, but allow it.

Speaker 1

Don't have to.

Tünde Varga-Atkins

'cause what we can do is we can barter and Co create with our objects so it doesn't matter.

Speaker 1

Perfect.

Tünde Varga-Atkins

Yeah, you cannot share the items.

Learn fast.

Johannes Wheeldon

So I'm I tend to be quite literal, so for for me it would have to be a multi-purpose uh, tool or technique. So I I think.

Johannes Wheeldon

I would bring the pedagogy of visual mapping to keep with visuals because I think.

Johannes Wheeldon

On this this island there will be lots of time for for teaching and trying to understand one another, but we're also going to have to.

Johannes Wheeldon

Map it out.

Johannes Wheeldon

We're going to need to know where there's coconuts or good fishing ground, or where there's a snake pit, or we might need to come together to figure out how we're going to make decisions and.

Johannes Wheeldon

And we're going to need a means to see how each other are describing not only where we are, but our interactions with one another. And so I'm imagining a visual mapping platform.

Johannes Wheeldon

That would instantly allow us to send our personal map to a larger map that we could all see and and we might use it in a variety of ways, from from conveying information and presenting information to also sort of interrogating what we think and.

Johannes Wheeldon

What we mean?

Johannes Wheeldon

And how we're all going to get along?

Tünde Varga-Atkins

I love that so this Co constructing or understanding and perception. So not just mapping your own, but then also making it so that everyone is on the same.

Tünde Varga-Atkins

Page in that sense, and.

Tünde Varga-Atkins

Yeah, I love that. Thank you that that's brilliant.

Tünde Varga-Atkins

We've got some good stuff.

Tünde Varga-Atkins

What is not subject objects technologies.

Tünde Varga-Atkins

The island.

Tünde Varga-Atkins

So let some.

Tünde Varga-Atkins

You know you describe fantastic journeys and you know a whole. You know 4-5 carries worth of different contexts, but you you also need some time, especially in this period of COVID of of relaxing on the island like and just we draw in a corner and do things that.

Tünde Varga-Atkins

You like doing off off duty, so the luxury items is why I'm interested in what luxury items shall we sneak into the boats? That's just for you.

Ruth Smith

Well I can envisage my tropical islands and there's blue sea and there's white sand and there's peace and quiet and palm trees and I can envisage those coconuts and there's plentiful fish in the sea.

Ruth Smith

But the thing that worries me about this trouble paradise is that the food might get a bit boring after awhile, and so I think what I would like to bring.

Ruth Smith

Will be a good stash of salt, pepper, herbs, seasoning. Just you know, Spicer porkfish diet or coconut soups as we go through and that way we.

Ruth Smith

Can just stay forever.

Speaker 1

Ha ha.

Tünde Varga-Atkins

So I think that's that sounds great.

Zoe Hurley

Yeah, that does sound good and I think I agree with Ruth that I think Mother Nature will provide most things that we need on the island in terms of coconuts for water and utensils, pineapples and seaweed for vitamins. And we could use branches to make Spears.

Zoe Hurley

But personally, what I would have to bring up is a giant 44 poster bed with multi play Nets and feather pillows and a feather duvet because I've actually spent a lot of time on these kind of islands in in Borneo and in the Philippines, Indonesia and.

Zoe Hurley

I I would like to be able to be really comfortable and to lie back on on my beautiful bed and have people come and join me and we take lots.

Zoe Hurley

Of photographs and we.

Zoe Hurley

We could add them to the visual mapping and the photo. Everyone could have their own, you know? Yeah, photo narrative so we could share our stories.

Tünde Varga-Atkins

Oh, I love this huge bed.

Tünde Varga-Atkins

Zoe, thank you for giving us this insider information about Island living. I think that's very useful.

Tünde Varga-Atkins

Johannes, what would you take?

Johannes Wheeldon

There are two things that I'm passionate about. One is playing a hockey or as as you all know.

Johannes Wheeldon

It ice hockey.

Johannes Wheeldon

And I play about four times a week.

Johannes Wheeldon

Uhm, if it's a good week. So I I, but I don't think that's gonna. I don't think my skates and stick are gonna be of much use on our island so I.

Johannes Wheeldon

Will have to bring my other passion which is music, so I'll be bringing a guitar and I'm hoping to exchange a song or two or maybe lessons for some seasoning.

Johannes Wheeldon

And at least one night every once in a while in that big bed because.

Johannes Wheeldon

Uh my I don't.

Johannes Wheeldon

Know maybe I can, maybe the hammock. Oh maybe I can situate some sort of hammock situation that will.

Johannes Wheeldon

That will work out, but.

Johannes Wheeldon

We're gonna need to come together and sing a song or two.

Johannes Wheeldon

Uhm, maybe folks want to extend their learning to an instrument. So a guitar with strings that never break.

Johannes Wheeldon

Maybe I will be on my list.

Tünde Varga-Atkins

Yeah, or then and an endless.

Tünde Varga-Atkins

Supply if it's solar.

Tünde Varga-Atkins

Powered some yeah you need. Unless my opening that.

Tünde Varga-Atkins

Sounds low, sorry, sorry.

Zoe Hurley

Yeah, can you sing Yohannes?

Johannes Wheeldon

I can sing.

Johannes Wheeldon

A little bit. I can sing a little bit.

Johannes Wheeldon

Come on.

Johannes Wheeldon

One of the one of my COVID projects was releasing the dreaded self album.

Johannes Wheeldon

Uhm, which I managed to complete original songs and my kids would tell you that they're really happy that.

Johannes Wheeldon

That process is over.

Zoe Hurley

And I think this is.

Zoe Hurley

Our photo stories. You know the musical, the audio track and great food that's really well seasoned. You know we won't need Netflix. We won't miss it.

Johannes Wheeldon

I think you're right, I am sleep.

Ruth Smith

The mother had.

Ruth Smith

Nice time at Island and tell you.

Johannes Wheeldon

I am slightly worried about the gifts that Ruth is going to send though.

Ruth Smith

It's fine because I think that those cameras are just taking stills, so there'll be no gifts whatsoever on this island.

Tünde Varga-Atkins

Are you happy?

Zoe Hurley

Well done.

Ruth Smith

We need the kids.

Tünde Varga-Atkins

Yeah, you can capture loads of lovely gifts with the sun, the spices going in in the air, the guitar. Yeah, sounds idyllic I think.

Tünde Varga-Atkins

And, uh, yeah. Well done on on your musical extracurricular activity. You want us as well. I think. I'm sure kids are harshest critics, so don't don't pay attention to.

Tünde Varga-Atkins

Them just enjoy it.

Johannes Wheeldon

Well, they did.

Johannes Wheeldon

They learn some new words during the mixing process. Let's put it that way. But it was, uh, it was a labour of love and I'm really glad it's done and.

Johannes Wheeldon

Yeah, it's done.

Tünde Varga-Atkins

It's a music the best intercultural way of connecting.

Tünde Varga-Atkins

You know that.

Tünde Varga-Atkins

That so I think that's a nice UM angle.

Tünde Varga-Atkins

And maybe I mean you could maybe hop onto a, uh, no Arctic island to do some of your ice hockey. I don't know whether that's possible.

Tünde Varga-Atkins

OK so thanks.

Right?

Tünde Varga-Atkins

Everyone I I.

Tünde Varga-Atkins

Really enjoyed this conversation and uh, every time I just want.

Tünde Varga-Atkins

To stay on the island.

Tünde Varga-Atkins

So thank you everybody and then goodbye.

Johannes Wheeldon

Goodbye all, thank you.

