

## Treasure Island Pedagogies Episode 14

### Podcast Transcript

00:00:20 Tünde Varga-Atkins

Hi, this is Tunde Varga-Atkins and we are on episode 14 of our Treasure Island Pedagogy Podcast series from the Centre for Innovation in Education at the University of Liverpool. This is where we share our light bulb moments, pedagogies and co-habit our Treasure Islands, a space for precious contact time with students.

Before we start I just wanted to point out that as we had some difficulty with the audio, there is a full transcript available to go with our episode via our podcast blog and website.

Let's make a start. Can I ask you all lovely guests, to introduce yourselves in your own language to give a flavour of your teaching context?

00:00:58 Jaye Mclsaac

[Speaking Māori]

00:01:15 Jaye Mclsaac

[in English] So that's my introduction in the indigenous language of New Zealand in Māori and I told you a little bit about my mountain, the river I affiliate to, my family heritage and what my name is, and wishing you all well.

00:01:30 Tünde Varga-Atkins

Thank you. Shazia?

00:01:32 Shazia Iqbal

Speaking Urdu then Arabic

00:01:54 Shazia Iqbal

[in English] Well, in these two ways I just introduced my name in Urdu, the local language which I know; and my profession in Arabic, obviously now I'm bit half giving the feeling of Saudi Arabia. So I know Arabic now. So in two languages I've just introduced my name.

00:02:14 Tünde Varga-Atkins

Amazing, but both of you have. You know, given off a lovely flavour of where you're working. Yes, thank you.

00:02:24 Charlie Reis

[Speaking Mandarin]

00:02:34 Charlie Reis

[in English] I said hi I'm Charlie and I'm a teacher here at Xi'an Jiaotong-Liverpool University.

00:02:41 Tünde Varga-Atkins

Thank you Charlie. Brilliant. Can I ask you to introduce yourself briefly your original discipline or trajectory and then we will take the discussion from there.

00:02:54 Tünde Varga-Atkins

Jaye, can I call on you first please?

00:03:04 Jaye McIsaac

Hello everybody, I'm Jaye McIsaac and I work in higher education in New Zealand currently as an educational developer education has always been my discipline.

I've *always* been a teacher. I've *always* been connected to teaching and learning, so you could say I've not strayed too far from my original intention.

I have an early childhood education background. I developed an interest, after teaching an early childhood education programme, in a further education College in New Zealand. I became interested in course design and then I became interested in staff development and then somebody asked me if I would go and teach on a staff development course to help people understand what it takes to design a course. And that was about 25 years ago, and I've been working in this field in a range of different contexts internationally and in New Zealand ever since then.

So I have I have been generally, I call myself an educational developer now and I'm a generalist in the sense that I am interested in many, many things to do with learning and teaching. But I my specialist area that I've developed along the way really is course design and curriculum development. That's really where I've been for the last 10 years or so now.

And right now, where I am right now in New Zealand you may see behind me the place where I work which is Māori, the indigenous language of New Zealand. The place that I work at in Māori is Te Whare Wānanga o Awanuiārangi, which means the House of Learning from the family of Awanuiārangi. It's part of the tribal area that I work in. It is a Māori tertiary institution. We provide programmes that advance and disseminate knowledge and research in Māori tradition and custom. It is a very indigenous based institution. The majority of our students are local students. We have a few international students from the USA, but mostly we have domestic students. I work with staff to design postgraduate programmes which is a speciality at the Wānanga. That's pretty much about me and what I'm doing right now.

00:05:43 Tünde Varga-Atkins

Great thanks Jaye, so lovely. I mean you've had from, you know, early age to all adults learning. We've covered everything and it would be lovely if we could maybe link or offer a link to the university 'cause I had every look and I think it's just so interesting your context as well. Thanks Jaye.

Shazia, would you like to introduce yourself next?

00:06:04 Shazia Iqbal

Good morning everyone. I'm Doctor Shazia Iqbal. Originally, I'm an assistant professor of obstetrics and gynaecology, but I'm working as the director of medical education at the College of Medicine, Saudi Arabia. Well my journey to being a medical educator, you can say from 'inheritance' because I was born in[to] an educational environment. My mom, my father, my old brother and sister involved in teaching all the time and in education. I was a really keen learner. You can say that that there is a spirit in me for the need to learn something new. Anything new I want to take it as a challenge and adopt it. It's been 17 years since I am in teaching and you know, am [\*Lost connection\*]

...was really interesting and engaging when I found myself in a very much challenging situation [of thinking]: "How can I improve my teaching, or how can I convey my message to my students or learners?" Or "How can I engage my learners in the teaching process or in the whole learning process itself?"

I was very much seeing [that] how different technology or how different technology tools can help in learning in medicine, especially [?] obstetrics and gynaecology. And then I was interested to enhance my qualifications and I did my masters in medical education at the University of Liverpool.

And it was a great opportunity for me to learn from different/diverse aspects of learning and teaching. And then when I joined Vision College of Medicine, roughly about six years ago in Riyadh, in Saudi Arabia, I feel myself lucky in the sense that it was a new medical school where you were facing lots of challenges to develop yourself itself, so I took a lead to develop medical education department at the institution in which I was very much keen to develop curriculum which is MBBS curriculum of undergraduates.

Apart from that, I was very much involved in faculty development. This was a great chance for me to apply all of those knowledge and skills which I learned during my masters course. It was itself for learning for myself as well. I really enjoyed that experience.

So far, I settled with my interests because recently when we looked into different technologies during our learning and teaching process, there is a great role of artificial intelligence in medical education, which is a bit new in medical education.

It has lots of questions, challenges to fix in different kind of pedagogical techniques. This is my basic area of interest that currently I'm working on, i.e. how we can enhance [the] educational process through use of different artificial intelligence tools like virtual reality, mixed reality, through Hololens, and different kinds of tools.

And especially the pedagogy: I am interested in is inquiry-based learning. So far this is my journey that I'm working on and that I will continue with.

00:09:36 Tünde Varga-Atkins

Yeah, thank you! That spirit of learning is very recognisable. It's lovely to hear that you're passing that on to your students as well as all the innovations that you have been engaged with. Thank you Shazia.

Charlie, can you please introduce yourself next?

00:09:53 Charlie Reis

Yes hello, my name is Charlie Reis. I am the director of the Educational Development Unit here at Shawn Zhaotong Liverpool University. And I'm also the founder of CAPED which is the China based Association for partnership in Educational Development.

I very much identify as a teacher rather than as a researcher, so I that's how I fit in with the university and higher ed. My career trajectory was basically: many many years ago I was an elementary school teacher and I really loved professional development. I loved going to school for learning how to teach all of that stuff.

I also enjoyed actual teaching I and so, you know, I keep doing things or kept doing things like designing different courses, experimenting with pedagogies in the classroom, working with students

to do different things, and eventually just worked my way into being an educational developer, which is what I am now. I very much like the work.

My specialty is probably engagement because I very much like working with people and so a natural outcome of this is working in students-as-partners and thinking about how we can actually work *with* them, not *for* them or *at* them to help them learn and to help them change and develop. That's my self introduction.

00:11:21 Tünde Varga-Atkins

Great, so there's a commonality there with Jaye in terms of where you started really. Lovely.

Let's take our boats and row over to our treasure islands. I would love to hear you all describe one of your light bulb moment, one of the many for our listeners today.

00:11:41 Charlie Reis

I can start.

My light bulb moment is really when students started coming back to my classes both as a teacher of actual normal students.

And then as a developer who deals with staff in higher Ed when in different contexts people come back even though they don't have to. I think it really reflects a value.

That that you know they voluntarily want to engage and they find it interesting and enlightening to just be in the environments of either learning or reflecting on practice and that type of learning.

So for me, my lightbulb moment is all about community and connection really, and when you know I see the people again and again, it makes me think, oh I'm making a difference. People don't just have to be here, they want to be here.

00:12:24 Tünde Varga-Atkins

What do you do then? Charlie, can you lead us into your classroom and show us why your students are coming back?

00:12:31 Charlie Reis

Well, I generally don't [...]

I'll tell you a funny story that might illuminate this. A few years ago I told someone in a classroom - this was at XJTLU (Xi'an Jiaotong-Liverpool University) when I was teaching staff - that I thought they were wrong. I felt *soooooo uncomfortable* for days! I felt uncomfortable and I realised, you know, in my over 20 years of teaching, I'd never told anyone that they were wrong before.

I think people like working with me because I try to find what's right in what they said, and I try to be super supportive all the time, except the one example I just gave you. I think it's about environment and I think this is a missing piece that we're seeing some of now. An ethos in a classroom a sense of belonging, a sense of respect and identity, and that you matter, is why I think people come back.

00:13:22 Tünde Varga-Atkins

That's lovely. Shazia, did you want to come in because I know your [lightbulb moment is similar]?

00:13:27 Shazia Iqbal

My light bulb moment you can say is the story of: six years ago when I was teaching. At the end of my session, we used to take attendance manually. And I was counting the number of students that were [present?]. And there were 28!

Really, I was wondering what happened? I never enrolled students; I had only had 25 students from the course [enrolled -- \*audio bad connection\*]. The main thing was that I found out that my senior students who had already done this obstetric and gynaecology course, they preferred to join and utilise their free time to enjoy my sessions.

One of the times I called them back and I said @Oh my God. OK I know that it works permission.

But what's the reason? So I went and did that. When I inquired I found that the way the session engaged students in the learning process through magical stories, real stories of patients, the learning of the knowledge within the stories that really in engrossed and engaged them.

That they loved to learn, the quality of teaching the quality of the way message is being conveyed to them that is super amazing. Then I was wondering when in departmental meeting it was discussed that usually we are worried about the lack of attendance, but Dr Shazia is worried about more attendance because I need to accommodate them in the in the classroom!

That was really very much inspiring and encouraging for me that what is ongoing and, why students [are] like that. This is really motivating for me as well.

But this is the reason I found that students, when a facilitator engaged students in the learning process by giving them empowerment, by giving them a feeling that students could own their own learning. Yes, it does make a difference.

00:15:41 Tünde Varga-Atkins

I mean I was going to say it's a good problem to have and I was trying to find the words. I don't know if you have the 'cause you...As you said, we worry about retention or attrition, but actually increasing the amount of students is -- I haven't, I, I don't know if there's a word for that? That's a lovely example of the success of your engaging students in storytelling and I'm guessing in case studies, lots of case studies.

Jaye, what about your lightbulb moment?

00:16:15 Jaye Mclsaac

I guess mine is related to what Charlie was talking about. I guess my light bulb moment is both a moment and a theme, I think, in in learning and teaching. And mine is taking time for connection. In indigenous terms the word for that is, which really means getting to know each other. One of the things for me - and many times I've had this with students, participants whether they are staff or students (when I was teaching students, younger students) --

It's the aspect of *how* you spend the time with the students that leads to learning opportunities. Right now, where I'm working right now, my experience of working in the wananga environment is that there are a whole lot of rituals and things that are done around getting to know the person. Because relationships are really, really, really important. And actually the idea here is that you put the person of above and beyond the intended learning itself. It's important to take time to listen to the person and in New Zealand that means in indigenous terms; that means where you come from, and how you're connected to the place that you belong to, and that's usually done through nature.

So that's usually connected to a river, a mountain. It might be, it could be, the 'woka', or the boat, from which the family came from.

When people introduce themselves, they always start by introducing themselves in relation to the land. And then the questions from there are about how you might be related to that person. This happens a lot in New Zealand. You find out what your connection is. But the important thing is this whole thing about taking time to connect with the person.

In my experience of working internationally as well as nationally here in New Zealand, there are different rituals and different ways of doing that. In New Zealand right now we would do that by introducing ourselves. If I just take the example of how we introduced ourselves at the beginning of us which is pretty much all about our career trajectory. Where we've come from, it tends to be about us as the individual, but when I work with students here [in wananga] and with staff here, it's about the family they come from, where they feel their roots are, who they are related to, which is sometimes quite frightening, because it's only a small country in New Zealand, and you know there's just one degree of separation. And also why finding out why people are there to learn in the 1st place, which is really important to do that at the start of any learning opportunity. You see so, and that's called practising something called 'manaakitanga' which is all about showing hospitality and warmth and kindness by listening to the person about who *they* are well beyond what I call the intended learning that's set out for them.

It's sort of related to what you were saying, Charlie about connection and relationships and rituals is one way in which we do that. Here I've got other examples but yes, it happens it a lot and it makes a huge difference to how people engage -- I think you use the word engagement, Charlie. How people engage in the learning environment is really, really important.

00:20:32 Charlie Reis

Jaye, I have to say I totally agree with you and I love everything you're saying. I think you said 'how you spend time with students' that's what leads to opportunities for learning and I think that is so so important. These days, when we're talking about blended learning, or we're dealing with online learning with COVID, this togetherness has been changed and a bit disrupted.

And you know when I talk or hear about the future of education, I think there's something very special about togetherness and pedagogical spaces. So I really like that too. I've always seen that with my students that if we make a connexion, and if we are welcoming the intended learning outcomes are trivial compared to what they have achieved. You know they just do *mind blowingly* good work when they want to.

It seems to me that if there's a secret to teaching, I'm not sure if we have one or the other, but it might be creating the right environment.

00:21:35 Jaye Mclsaac

Yeah, yeah.

00:21:36 Tünde Varga-Atkins

Jaye it would be just lovely to have you speak about the sense of belonging. Because sense of belonging seems to have been quite a big requirement [during Covid times]. It's exactly what you were talking about, the bit that seemed to be missing for students and how you create that sense of belonging. I just loved hearing about how it happened and I love the idea because in a sense, it's their whole student rooted to the community and belonging somewhere. If someone feels that belonging, as Charlie said, then it's easier to create that learning environment.

Sorry, I interrupted you.

00:22:26 Jaye McIsaac

Oh no, sorry. I think I think one of the things is; you could actually link this to a very old theory of learning which I think I might have been introduced to at Teachers college many years ago when I was training to be an early childhood educator and that's this whole humanistic approach, you know, looking at the whole person and thinking about how personalised and social learning is as important as all the other sorts of learning that we have planned and intended for people.

Speaking about COVID, it's been a real challenge for us at the wananga to be operating. Aside from all the practicalities, because most of our classes are run on the basis that everybody comes together and they often stay together for two or three nights, so the learning goes on. It's like what many of us would know as a residential course. Everybody eats together. Everybody sleeps together. Everybody learns together. You can imagine in COVID times this has been a real challenge 'cause actually for Māori students that's the most important aspect of learning is coming together and being together the whole time and that's something that's been impacted by COVID.

We've had a very big transition in New Zealand, too with every all know the challenges for students with trying to manage working online. But for many of our Māori students who are used to learning in a collective collaborative environment where everything is done together to suddenly move to working on their own, individually, isolated, and it's all about them on their own. That's been a huge shift and quite difficult for many students.

So that sense of belonging is sort of front and centre of everything that's done in in the teaching and the learning environment that I work in. And the other thing that comes out of that going back to what Charlie was saying is the spending time includes things like asking questions and being curious. You know those things are really, really important. We know they're important for learning and teaching leads to all sorts of things, critical thinking, problem solving, all of that stuff.

So, so yeah, it's a mixed picture: collaborative learning in COVID times.

00:24:59 Tünde Varga-Atkins

Yeah, and I was gonna say it reflects some of the UK [context]. You can find some of this in for example in the Oxford/Cambridge model when you've got the colleges and the dinners together and then, Charlie, I've heard so many times international students cooking together and solving maths problems and discussing their examples - that eating together and problem solving together spirit.

00:25:29 Charlie Reis

On international students, definitely when they go abroad, you know they understand one another, so of course they're going to hang out together and food is such a social thing in China that yes eating together is super important. It's important culturally. If someone wants a special relationship with you, they'll ask you to dine with them, whereas I mostly eat at my desk at work because I'm of that style.

But yeah, it's really important and I think you're alluding to something else about our students, Tunde, is that they are really collaborative and social in learning, but you don't see that standing in front of the classroom 'cause they're doing this after the class using social media and other forms of connection.



00:26:15 Tünde Varga-Atkins

Having talked about lightbulb moments and creating this space for students to learn. So now we are on the islands having these moments for the students.

So I would like now to ask you what teaching prop or pedagogy. And again, I know I'm a bit harsh to ask for only one: what would you take to your islands?

00:26:38 Jaye Mclsaac

For me: I'd be taking a cushion. Because in collaborative learning here [wananga], there it's really 2 bits, a couple of reasons for that. One is so the students can sit comfortably wherever they want, so that is a feature of wananga learning as you sit wherever you like, there's no straight lines. It's all mixed up and people will move around they will move around until they get comfortable.

The other thing the cushion represents to sit wherever people want is to show that the space for learning needs to be flexible and accommodate a wide range of student learning needs. The students need to decide what they need in that learning space supported by the structure that we provide. But essentially it's up to them to find a way in which for them to be comfortable. A cushion is absolutely mandatory! If I was going luxury, the whole hog, I'd say a pillow, but I'm happy with the cushion. I'll go with the cushion to represent both the informality of using the space and the flexibility in terms of the learning.

00:27:57 Tünde Varga-Atkins

Great because we had cushions or pillows for luxury items for off-duty teaching, but I love appropriating items *for* teaching. And again, we've talked about environments. I love this as a symbol of agency on part of the student and the flexibility.

Thanks, Jaye. Shazia?

00:28:21 Shazia Iqbal

I would love to take a bucket of beautiful balls. These balls are stories of wonderful experiences which I have gone through in my 17-year experience with clinical practice as well as teaching practice. So it [the bucket] will be full of balls and I would love to throw these balls to my learners and when they catch it, I would like to take it back with me. And, these coming back balls will be very much thought provoking questions by them [students], which I really enjoy because when I tell them something, it gives them an ability to think critically to analyse the situation and then this is the point where I don't need to teach them the content of the topic because this this starts by simply them telling me. So that is a really enjoyable moment for me in a way that they understood what I wanted to say. For instance in obstetrics, I might be teaching the mechanism of a labouring patient makes. This part is really very much challenging for the undergrad students to understand. Especially cardinal foetal movements in the birth canal is very much difficult.

However, if I tell them a story, OK, this patient came at this time, then this happens, we induce this patient or we have complication with the labour or then CTG was abnormal or something happened. Now it is time for Caesarean Section, why?

So they prefer asking questions. Asking question such as 'why?'. [Then I say] 'I think these are risk factors in this patient that's why we did this. I think this should have been done.' So it really provokes them. It makes them furious and out of this ferocity there's a great question.

So that is the point we are really hoping. That yes, they are engaged now. They are in the process and they are understanding. And that made me assurance in a way that I feel that where are the



misconceptions and where I need to focus more. That is the point which I need to square or at which point, yes, that's this much they have already understood well. So the level of your questioning really helped me during that process, experience. Apart from that I love that sometimes they ask me so many challenging questions. This is really such an amazing experience by using those stories of the patients and introducing my knowledge and content in those stories: they don't realise that they are in a teaching session or they are imposed to sit in the classroom but they just need to enjoy the whole learning experience.

Apart from that, yeah you during this process I try my best to create an immersive environment. As you know I told you that I am really into augmented reality and virtual reality tools. So I use those tools. The videos help me a lot, because what I can't explain without showing students videos.

So a video that you can say that. And now these days [I also use] mixed reality tools, hololens, is being very much used in the lab and classroom. I try my best to create the same environment, which makes students feel that they are there with the patient. Then they don't find it difficult to understand and grasp concepts. They can then plan and think critically and try to keep looking to provide evidence, then can look into the sources and access them. I see myself as a facilitator. I don't put words in their mouths, rather I make them think. This is where I see ... they are grabbing it [ownership for learning] and we are in the right direction. This is how I try my best.

00:32:57 Tünde Varga-Atkins

In your classroom you might be physically throwing these balls? Is that what happens?

00:33:06 Shazia Iqbal

Yeah, exactly so I tell some different kind of stories, I play with those stories, I sometimes tell in-depth stories, it's very much emergency situation. So that they can think about all aspects. Yeah exactly and this is really enjoyable for students because then they think that yes, they feel by themselves that they are working with the patient themselves and they have to approach it as safe-management, and the quality of the care towards patients and take patients holistically. And you know, sometime it's very interesting when I try to create an immersive environment I sometimes I have to use my acting skills. Acting like a patient who is full of pain at any level. Sometimes you know you say patient, yes you will deliver normally, but sometimes it's an emergency situation and attendants deny 'Oh my God, why? Why Caesarean section?' Sometimes I have to show emotions of these relatives just to make students think that this, this happens. We have to learn communication skills at higher order. We need don't know how to relay bad news. I try my best to use all those tactics to create an immersive environment for students where they can feel themselves that they have some experience in direct patient management, so it's a really amazing experience of this.

00:34:38 Tünde Varga-Atkins

Yeah, I mean that's brilliant. As you said, you know, stimulating the environment and again, just that's ball throwing literally in their court to then come up with the questions is so helpful. Thank you.

What about Charlie? What's your teaching prop or pedagogy?

00:34:54 Charlie Reis

Well, my teaching prop actually came from a different lightbulb moment since we started. For me when I saw the Ako Aronui, which is the Māori version of the UK Professional Standards Framework, or UK PSF that Jaye actually designed, and this was about 2018, I saw it online and I just said, of course, why haven't I done this yet?

And so I created a version of the UKPSF, that's the entire framework, but it's aligned to quotes from Confucius' Analects. I did it because I wanted to respect my learners and the culture that I'm in [at XJTLU]. And show that you know it's not just a UK approach, but it's a framework for learning that we can engage with from different disciplines.

So for me it's very funny to be on the panel or on the island with Jaye because of this because her work directly influenced mine at a distance. But I really like this framework because it is Confucius. I do a lot of work with Chinese philosophy in terms of theorising learning and teaching and making it global or relevant to the people around me. It's defined a lot of my career in some ways in the last four years. I'm quite happy with that.

00:36:14 Tünde Varga-Atkins

Can you give us one example, Charlie?

I am so happy, as Jaye said, there's probably 1 degree of separation in New Zealand, so we just proved that as well.

00:36:28 Charlie Reis

One example would be looking at K5 or K6 [in UKPSF], the implications of quality assurance and quality enhancement. Confucius has a quote 'If you don't attend to what's far away, you will have trouble near at hand'. The idea is we have to think about global standards or international standards so that we understand that we're teaching well and that we can have comfort and confidence in approaching what we do.

What I'm seeing is quotes that don't map on exactly [to UKPSF], but I like that as well because I like the idea that this is interpretive. And people will have to engage in a different way to really get through. One self-criticism I have about my framework is that it's not as conceptually deep as, say, the Ako Aronui in terms of traditional concepts, and if you look at, say, the work of Confucius, there are themes that I wouldn't necessarily adopt everywhere, like filial piety and so this can be problematic in light of some contemporary values so. It's a very pragmatic approach to Confucius rather than trying to find the historical truth of Confucius.

00:37:52 Tünde Varga-Atkins

I love this idea and then again it comes back to the theme what we were talking about that he respecting the learning and the history and the tradition.

And it makes me also reflect that a lot of the work that educational developers we do is about translating between different languages, or disciplinary languages. When we're trying to explain educational concepts or there is a lot of filtering and understanding where people are coming from so that you can relate to it better and respect [their] tradition or disciplinary thinking.

00:38:32 Charlie Reis

I think at times we're also dealing with different, very different epistemologies and theories of knowledge and when we're organising, learning and teaching, a lot of togetherness, a lot of structures or tools [are there] to help us start these conversations and recognise one another, I think are essential. And I think both Shazia and Jaye were also saying these things or similar things.

00:38:53 Jaye Mclsaac

For me one of the central themes around what we've been talking about, and Charlie just highlighted it with the Confucian adoption of the UKPSF, is this whole notion of what a values-based thread is that runs through our learning and teaching. In New Zealand we have every learning

institution, every tertiary learning institution, these classic organisational values which we all know what they're about. But actually in New Zealand we have, in indigenous terms, and I'm saying this partly Charlie because of what you said about the Ako Aronui framework which was actually all about thinking about the values that matter in education here. And what's their relationship with, in this case, with those dimensions on the framework and the things that I've been talking about. I mean, the two examples would be for us, the *manaakitanga*, which I mentioned before, it's about respect, care, show, care for your visitors and the second one is *kaitiakitanga*, which is protect and support. And they're the very laudable values but there is a challenge though, with a values based approach to learning and teaching. And I'm just picking up what you said there, Charlie, because they are so broad and they are so all encompassing to help our students to be able to -- where it resonates for them in the disciplinary context is really challenging.

It's really, really challenging and that was one of the challenges we found with the Ako Aronui framework. When you have a values-based approach, because a lot of those values are socially defined, and then of course you've got the whole -- where people identify they come from and the layers of that. So a values-based approach to education, as well as getting to know the whole person can sometimes be quite overwhelming to work with both for the students and for the staff. I'm just I'm raising that one really as a not quite a health warning but you know, it's something we have to look out for.

00:41:17 Charlie Reis

I totally agree. One of my favourite values from Confucius is the love of learning. It's a major thread of the Analects, and I'm not a Confucian. I'm much more of a different type of person.

We don't have that in Western values. There's no way you could measure it. We wouldn't put it on a list of values, but it's so important in some ways, regardless of how you present yourself to create that environment where people want to learn or the conditions for the possibility of learning have to do with you know this type of approach, I believe.

00:41:52 Shazia Iqbal

Yeah, so I would like to add both of your points of views, but just the feeling of belonging in the whole educational process is very important. Because despite the incredible support their students are put in the situation where they start thinking until unless they feel themselves part of this story, they don't learn much. They don't enjoy much. And they don't experience that they are managed to learn all of these key points out of the story. So feeling of belonging in educational experience is very much crucial for learners.

00:42:40 Tünde Varga-Atkins

So I think we got that sense of belonging is very important. I was going to ask you and we have in a sense, moved into this phase of creating our joint islands because we have been talking a lot about the common themes: the values based [education], the spirit of learning or the love of learning, the sense of belonging creating that environment, which respects tradition and values. Is there anything else that you want to throw in or barter with each other or adds to this mix up already? It's already shaped to be a brilliant environment for learning with all these characteristics, is there anything else that you might want to add to co-create our joint islands?

00:43:28 Charlie Reis

I think we should make a meal together because of what Jaye said about coming together. It would be very interesting and very nice for us to all sit down and enjoy something informally to get to know each other in our island.

00:43:41 Jaye Mclsaac

I agree with that. So here food is also very important, Charlie. Almost every single day. Food plays a part and the idea behind the food, aside from enjoying the food, is actually for it's about creating a space where people can sit down and get to know each other without any other agenda. Which of course, when we're in a formal learning environment, that's the agenda. But what we call the 'kai' time, which is maori word for food. The sharing of the food and the eating of food is actually about creating a space where people can be themselves. That's the whole point of it. We all know how much learning goes on in informal spaces.

I've been at the wananga for two years. And I learned more from being in kai time than I have learned in any other aspect of my work. That's where I really got to know what was going on in the organisation, so you know what mattered, the values, the things that mattered. I think that's quite -- -if we go on our island creating a space where people are not pressured to be in a formal learning environment, but still learn something about each other which could contribute to their learning. That's significant for me.

00:45:03 Tünde Varga-Atkins

So 'kai time', definitely.

00:45:04 Jaye Mclsaac

Yeah, yeah.

00:44:56 Tünde Varga-Atkins

OK, so let's talk about: you've all been working very hard and it's time to relax off duty. What would be your luxury items that you would like to take to your islands? Your little corner when it can be your 'me time'.

00:45:12 Charlie Reis

I love hammocks and islands screamed to me. Oh, get a rope hammock. String it between some trees, let the breeze move you as you relax. So that would be my luxury item.

00:45:25 Tünde Varga-Atkins

Brilliant, I'm sure that can be organised, Charlie.

00:45:30 Shazia Iqbal

Yeah, yeah, you know, apart from obstetrician and gynaecology, I have set up an artist and I would love to take my canvas and lots of watercolours and lot of painting tools with background music because I'm learning the piano and I'm beginner for that. I love music. That would be my luxury item. I would love to create an interaction between medicine and art, because they have a spirit and deep connections, if we go in more depth in medicine, you will see that everything is spirituality and art. When you see fallopian tubes, [??retinas??], I'm so sure like these are beautiful flowers. These are beautiful island. So I create that amazing pictures or images which correlate medicine with my art.

00:46:32 Tünde Varga-Atkins

Oh, that's a lovely image and I love how you even in your off time you still thinking about your passion for your subject. But I think there is so much literature and examples about how, for instance, getting students to draw things can then help, because it then prolongs observation and their observation skills: they recognise things that they might not otherwise notice. I love your idea of connecting science and medicine with art.

00:47:02 Shazia Iqbal

And allow me to add: it is so much meditative when you start creating something. It is [like a] feeling in your body and mind, a feeling of calmness. So much soothing feeling, relaxation. So it is in dual way that yes you are going in depth in medicine but at the same time yes you are thinking in other way around. And it is a way of how you are trying to make connections that how art is really helping in relaxing your mind and real thinking. It is a way to enjoy.

00:47:48 Tünde Varga-Atkins

It's so important in this era of mental health becoming quite more prominent in society. So that's a lovely idea. Thank you, Shazia. How about Jaye?

00:48:01 Jaye Mclsaac

Yes, well mine is music as well, but it's quite different from Shazia's because I am a huge ABBA fan so I would have to take my whole ever collection including the most recent album that I love.

00:48:29Tünde Varga-Atkins

Yeah, you must have just happy with the recent reunion!

00:48:37 Jaye Mclsaac

Yeah, very very . Because pop music is great for dancing, so that's the other reason is to have dancing music, which is a way to unwind from all the thinking we do as teachers constantly thinking. So yeah, for me it would be my ABBA music collection.

Tünde Varga-Atkins

Lovely and again dancing. It's a bit like similar to eating. It's when you can release your –when you can be yourself and enjoy. And it's a social thing as well (it can be). Lovely, you can have your ABBA collection Jaye.

OK, so we've reached the, thank you so much for this fascinating discussion. It's time to sail away from our islands now and together. Thanks to our listeners joining us, if you enjoyed the episode and you would like to listen more, please subscribe and follow this podcast on your preferred platform. You can follow us on our blog at Liverpool Uni CIE. And that's it from us goodbye for now. And finally a big thank you for our guests today to have joined us.

All: bye!