

## Treasure Island Pedagogies Episode 15

### Podcast Transcript

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#### **Tünde Varga-Atkins**

Hi, this is **Tünde Varga-Atkins** and it's episode 15 about Treasure Island Pedagogy podcast series from the Centre for Innovation in Education at the University of Liverpool where we share our light bulb moments, teaching, props and pedagogies.

#### **Tünde Varga-Atkins**

As we cohabit our Treasure Island special contact time for students.

#### **Tünde Varga-Atkins**

We have three tests today, so can I ask each of you to briefly introduce yourself your original discipline and current role and how?

#### **Tünde Varga-Atkins**

Did you arrive here?

#### **Eli Saetnan**

So I'm **Eli Saetnan**. I'm an academic developer at within the Academy at Liverpool and my current role is I teach on RPG CAP programmes and I have a remit to support scholarship of learning and teaching and across the institution I still working on what that role.

#### **Eli Saetnan**

Actually it's, but I'm I'm doing my best.

**Eli Saetnan**

And but by background and I have no background in education. Before I started this job, and by background, I'm a biologist so ecology, animal behaviour and then animal science. But always in a very teaching, focused role.

**Eli Saetnan**

And that's kind of how I then went from postdoc to post up to what on Earth am I going to do when the postdoc runs out? Well, the thing I know how to do is teaching, and so ended up in academic debate.

**Eli Saetnan**

And kind of via supporting PDR development as well in the beginning and now entirely focused on academic development. And so I've been here for five years, but I still feel like I'm completely new to the whole world of pedagogic scholarship and and academic development, but I'm doing my best.

**Eli Saetnan**

I sort of bug my way through.

**Tünde Varga-Atkins**

I think you're doing a fantastic.

**Tünde Varga-Atkins**

Job of Italy.

**Tünde Varga-Atkins**

Thank you Fiona.

**Fiona Smart**

I yeah, thank you very much for inviting me to be part of this. It's lovely to be here, so I'm **Fiona Smart**

**Fiona Smart**

I'm attached to Edinburgh Napier University as a visiting professor. I was there for seven and.

**Fiona Smart**

1/2 years.

**Fiona Smart**

Working in the department changed its time.

**Fiona Smart**

A number of a number of times, but it was the Department of Learning and teaching enhancement. That was my first role in what you might call educational development, and I fell in love with it. I think everything that came before led me to that place that I never thought I'd be in.

**Fiona Smart**

I'm just really Rich being able to work across an institution in collaboration, working in partnership with with colleagues. Uhm, my my original discipline is nursing.

**Fiona Smart**

I still am a registrant, although not that for much longer actually and it's going to be really hard for me to give that up.

### **Fiona Smart**

Because that's such a part of my identity, so I come. I trained a long time ago 1979 to 1983 as an adult and children's nurse, and then went into education really quite quickly.

### **Fiona Smart**

So I've been working in education since 88 and in higher education since 95, so that's what I mean by all the things that.

### **Fiona Smart**

Have gone before.

### **Fiona Smart**

Led me to educational development and it's just a place of ongoing learning for me. I now work as a learning and teaching enhancement consultant.

### **Fiona Smart**

Which allows me to work in the UK, but actually more often overseas and and it's there that I've learned that actually all of the things that we think separate us are actually the things that unite us.

### **Fiona Smart**

And and I've also tried to learn a bit of Arabic along the way. I'm not doing terribly well, but I do try so so I can say shukron, which is thank you and hand to Tim, I think.

### **Tim Neumann**

Thanks very much Fiona and thanks also tender for inviting me to this really quite exciting podcast session. Yeah my name is **Tim Neumann**

**Tim Neumann**

I am based at University College London or more specifically at the UCL Institute of Education, where I currently am down to three roles.

**Tim Neumann**

Only I had more in the past.

**Tim Neumann**

So I am a lecture on education and technology. I am also the relatively new faculty learning technology lead for the Institute of Education, so I am helping to coordinate or I'm leading on the coordination of learning technology use in the faculty and I'm also the head of the.

**Tim Neumann**

IO E-learning Technologies Unit which is a very small team to look.

**Tim Neumann**

At how we can embed the research into education and education technology that we are doing at our institution. And now I'm based at the UCL Knowledge Lab, which is effectively a small but quite weighty research.

**Tim Neumann**

Department or research centre rather.

**Tim Neumann**

And originally I trained as a sound engineer and was, well, a music producer event producer for a number of years and did some training in the wider broadcast and music industry. And I was also working in a.

**Tim Neumann**

Further education college as a tutor train.

**Tim Neumann**

You know on on freelance basis, but as I was put into in front of people in order to teach without any sort of pedagogic preparation.

**Tim Neumann**

I felt the need to educate myself in pedagogy and educational theories and so on, because I thought I was doing a.

**Tim Neumann**

Very terrible job.

**Tim Neumann**

Even though the.

**Tim Neumann**

Students seemed to to like what I was saying, but it didn't meet my summer, so I did.

**Tim Neumann**

Masters in education technology.

**Tim Neumann**

With an Australian university at the time when.

**Tim Neumann**

I was living in Germany.

**Tim Neumann**

So that was distance education. That was one of the very early fully online courses that I went through and that has prepared me for.

**Tim Neumann**

My current role very well because I bring with me the experience as a distance learner as an online learner.

**Tim Neumann**

And, ah, yeah, I'm very lucky that I had the opportunity to join the Institute of Education back in 2000.

**Tim Neumann**

Life and I've made my way up there through in that organisation.

**Tünde Varga-Atkins**

Brilliant, I think. Again the theme of being learners and how it then it enriches our experience as an educator.

**Tünde Varga-Atkins**

Seems to come through.

**Tünde Varga-Atkins**

Can I ask you now to think of a light bulb moment and just share one light bulb moment with your students and and without listeners today? So this is the moment when you felt felt that they were getting it.

**Tünde Varga-Atkins**

And what made this happen?

**Eli Saetnan**

And when when you you know you it told us about this question ahead of time to prepare, and they just immediately this episode stuck in my mind and and it was years ago and probably about eight years ago, maybe even more from when I was teaching biology first year biology.

**Eli Saetnan**

And and it was when students finally kind of.

**Eli Saetnan**

They had that moment of realising the complexity, so a concept like a species and they think yeah, I know what a species is.

**Eli Saetnan**

I've learned that in biology and high school and and maybe even earlier, and I can identify a species, part of what gets people interested in biology's learning the names of different species.

**Eli Saetnan**

And then I had a tutorial where I basically got them to question the whole concept of species and and it was just exciting to see how they kind of went from being really certain about something to being, not just not confused but being excited.

**Eli Saetnan**

About the fact that science isn't so definite and it's rare to see that usually they just get frustrated with tell me the answer, but actually they got to the point where they went. These are amazing questions.

**Eli Saetnan**



And and that was just so exciting to see and it was. It got the students really fired up and excited about the whole wider topic and and what made it.

**Eli Saetnan**

In a sense, it was a light bulb moment for them and it was exciting for me to see them have that lightbulb moment. But in a sense it was a light bulb moment for me for my teaching.

**Eli Saetnan**

In that this was a a tutorial session where I didn't give a lecture and they just got it be of that sense of like they've I've seen that they got it when I delivered something and I'd given them three papers to read, or each of them read one of the three papers and introduced I.

**Eli Saetnan**

They introduced the paper to the group.

**Eli Saetnan**

And I was just asking questions. I didn't start by giving them answers, I was just asking questions and prompting them to then have a discussion based on the questions I asked and for me that was a sort of.

**Eli Saetnan**

Light bulb moment of this is such an effective way of teaching compared to what I had been doing up until that point of just kind of preparing slides and giving a lecture. So so in that sense it was kind of a double light bulb moment and.

**Eli Saetnan**

I I can't.

**Eli Saetnan**

Say that it then fixed my teaching forever after I had plenty of sessions that didn't work anywhere near.

**Eli Saetnan**

As well, but.

**Eli Saetnan**

It it was an exciting session and and that's just want to add.

**Tünde Varga-Atkins**

Yeah, and and uh.

**Tünde Varga-Atkins**

And and as you say, it's.

**Tünde Varga-Atkins**

Double exciting because it was, you know you both. You both have seen something.

**Tünde Varga-Atkins**

And and and I guess also, what exciting about is that? As you said, it's such a basic or core concept, and you know that you can bring that questioning and criticality to it for students.

**Fiona Smart**

My mind follows on us, I think.

**Fiona Smart**

So a long time ago when I worked at Saint Martin's College, which became the University of Cumbria, there was a very very popular programme.

**Fiona Smart**

There that was.

**Fiona Smart**

It was, it was.

**Fiona Smart**

A breaking ground in in the UK in relation to health care education, particularly nurse practitioners.

**Fiona Smart**

And it was a. It was a face to face programme that just grew and grew like Topsy.

**Fiona Smart**

And remarkably popular, and we needed to develop a distance learning option for it.

**Fiona Smart**

And I smile whenever I I have this memory.

**Fiona Smart**

So we have to think about how we were going to take a very successful programme that recruited really well high student satisfaction.

**Fiona Smart**

People who went on to be able to take up very innovative roles in healthcare practise both in doctors surgeries and in hospital settings.

**Fiona Smart**

A whole range of hospital settings and then we had to do it in distance learning, so I'm forever amused when I remember the fact that we thought it was OK.

**Fiona Smart**

To video record the classroom sessions and send those tapes out to our distance learners and we thought we'd really cracked it when we didn't do video tapes.

**Fiona Smart**

We actually had them on CD's, you know at least it was slightly less cumbersome, but I I kind of smile about that. But the.

**Fiona Smart**

Bit where my eyes.

**Fiona Smart**

Opened was the way that we managed. These distance learners was and we had in excess of 100 in in in a group.

**Fiona Smart**

Was we had them in small groups and we allocated a member of staff to each small group and that member of staff was not a subject specialist 'cause they couldn't be.

**Fiona Smart**

And the lightbulb moment was realising that we can facilitate learning without actually being the expert.

**Fiona Smart**

It's like oh, wow.

**Fiona Smart**

And for me, what changed my practise from there on in so we're in the late 1990s at that point was that when I was then teaching in a face to face situation is I could bring that forward.

**Fiona Smart**

So we often.

**Fiona Smart**

Think about it the other way. How does face to face in form?

**Fiona Smart**

Online, but for me it was online that just allowed my eyes to open to the fact that I didn't have to know all of this and for me the bit of magic that sits in there is a word that we don't talk about that often in in education and I wish we did. Was learning to trust.

**Fiona Smart**

The process and learning to trust students. Because actually if you design it, if you design it to engage the students, actually they will come in and there are ways for you as the non expert to still be credible because you're credible for other reasons.

**Fiona Smart**

And for me that was joy. What I'd like to pretend is that I realised that it was a light bulb moment at the time.

**Fiona Smart**

I'm not too sure that I right at that time felt it, but I know I changed my practise then and and for me it's always allowed me to have.

**Fiona Smart**

Right?

**Fiona Smart**

In the process, think about your design. Spend time with the design and then let it flow. So for me.

**Fiona Smart**

Just join us.

**Tünde Varga-Atkins**

And Soaky as well team.

**Tim Neumann**

Yeah, it what I'm going to say is probably going to sound like we coordinated before the session, but we didn't.

**Tim Neumann**

However, I would like to cheat the system a bit and come offer two lightbulb moments that both tag along nicely to what has just been said before. One thing about is about the teacher identity, the other is about a learner experience.

**Tim Neumann**

From the teacher identity viewpoint, I once was set in a session where the lecturer.

**Tim Neumann**

Well, did his thing. Lecturing, talking a lot, and we had a group of experienced professionals in this classroom who kind of did not quite want that because we wanted to draw on each others experiences. So we.

**Tim Neumann**

Sort of confronted this lecturer and had a really friendly but sort of assertive talk.

**Tim Neumann**

And the lecturer then said I feel I'm not worth your study fees if I don't talk. If I don't talk and don't lecture you, I think what I'm paid for is to talk to you. And yeah, well, give you my knowledge and the expert experience that I bring. But that is not.

**Tim Neumann**

What the learners wanted they wanted prompts in order to discuss and think more deeply reflect.

**Tim Neumann**

In a structured

**Tim Neumann**

Way about their own experience and then listen to others and learn from other people's experiences to build something together and that for me was a light bulb moment in terms of thinking through what it actually means to be a good teacher.

**Tim Neumann**

Which is effectively what we just heard from Fiona. It's not necessary to really search your expertise in the subject matter, no, what is effectively required of you is to be while the conduit, the facilitator, the person who.

**Tim Neumann**

Creates a structure that allows learners to bring in their own experience. Take on new information and mould them all together.

**Tim Neumann**

Collaboratively so my light bulb moment in this moment was to realise that the role of the teacher was really not the sage on the stage, which is something that I've always read about, but there was a situation where we suddenly articulated this in a real session in a real life environment.

**Tim Neumann**

And the other light bulb moment even more from a learner's perspective was effectively going back to what Fiona says about distance learning.

**Tim Neumann**

I even before I did my online studies, I was a distance learner based on the paper based distance learning generation where we would be sent study packs. Really thick books of readings. But then most importantly study guides with activities. What you had to do?

**Tim Neumann**

And I really remember maybe not the first time I received a pack, but the the first time I received a pack from an Australian university who were very, very good at distance learning.

**Tim Neumann**



The study guide was so structured.

**Tim Neumann**

Helped me learn so well that I didn't really miss any teachers and I suddenly saw yeah I can do this on my own.

**Tim Neumann**

I can learn this. I can reflect. There are enough problems that are challenging me that yanked me out of my comfort zone that require me to work, but they are instructions.

**Tim Neumann**

They give me a structure and they are well designed. They keep me entertained and they somehow achieve this little dustov magic of keeping you interested in folk.

**Tim Neumann**

And that's when I realised that while hey you don't need the experts every time any time by your side would also be how important a well structured and well designed set of materials is. The structure can come from the person in the classroom at the moment in time.

**Tim Neumann**

But it can equally come from a set of really well designed printed or online materials without anybody near.

**Tünde Varga-Atkins**

Yeah, I think that seems to be a commonality with not just. It's almost like as you said. I love the magic dust or the magic ingredient on this as well, which the spark.

**Tünde Varga-Atkins**

I guess that keeps interest and early in your example as well, you talked when you talked about the students questioning innocence you.

**Tünde Varga-Atkins**

Getting them to read particular pieces so there there was an element of good design there as well that was helpful to create that experience for the students.

**Tünde Varga-Atkins**

So thank you for sharing and and no problem with cheating team because I know it's very difficult to pick up one or or just a few from from your career.

**Tünde Varga-Atkins**

So let's move on to the next question, which might fit, so I'm sure you will bring some really interesting teaching, props, or pedagogies to the island. So what what would these be?

**Fiona Smart**

Can I cheat math 2?

**Tünde Varga-Atkins**

I think we will have to out of fan team. His team was.

Speaker 1

Yeah, yeah.

**Tünde Varga-Atkins**

Allowed then yes.

Speaker 1

Because otherwise.

**Fiona Smart**

Yeah yeah, 'cause Tim got the other advantage when I thought about this in advance I I went for something which appears a little more sensible and a little more learned, but the one I want to offer first is about using Winnie the Pooh characters when you are getting people to think about themselves.

**Fiona Smart**

And how they work in groups. And I come back to it time and time again.

Speaker 1

How is what?

**Fiona Smart**

And so I work with the the 8 main characters and get people to think about who they most think they resemble or or and and quite often it is that you are not purely it. You're not purely rabbit, for example.

**Fiona Smart**

But also within that to think about the upside of the character and the downside of the character and why.

**Fiona Smart**

It is that.

**Fiona Smart**

You have people that you prefer to work with.

**Fiona Smart**

So if you're trying to persuade students to come into group work, for example, why it is that they find some groups much more difficult to work with.

**Fiona Smart**

In, because there's either too many rabbits or too many tiggers.

**Fiona Smart**

Or or whatever.

**Fiona Smart**

But also I've used it.

**Fiona Smart**

When getting people to think about.

**Fiona Smart**

What interviewing and why it is that we want to interview why we want to accept people into a post that's actually quite similar to us, rather than thinking about the diversity of the team and the strength that comes from diversity.

**Fiona Smart**

So Winnie the Pooh. Come for me has often been a way to go back to and inject fun into conversations it informally and informally.

**Fiona Smart**

I I've used it with staff members as well to say good heavens above that's very owl. You know you're now terrifying people.

**Fiona Smart**

My more learned answer is the six thinking hats. I have a really bad tendency to think black.

**Fiona Smart**

And if if my interactions with students or colleagues hasn't gone well just to put the Black Hat on and just sit there and give myself a really hard time but forcing myself to put the yellow hat on and to see the see the sunshine where all I can see is.

**Fiona Smart**

Gloom has been a revelation for me, and even now I will use it. I'll use it with myself. I'll use it with other people, so all of these reflective models that are.

**Fiona Smart**

Sometimes quite hard to penetrate from a language point of view. For me, the six thinking hats and the imagery of putting a hat on and only being able to think in that.

**Fiona Smart**

Way while that.

**Fiona Smart**

Hat is on has been such a tool for me so it would have to go to the island with me, but I'd like to sneak Winnie the.

**Fiona Smart**

Pooh in as well.

**Tünde Varga-Atkins**

I think under the hat they would probably, so some of them will fit on the hand.

**Fiona Smart**

Or in the pouch, it could be in kangaroo pouch.

**Tünde Varga-Atkins**

If it's if it's got.

**Tünde Varga-Atkins**

Honey, it might not fit, but.

**Eli Saetnan**

Yeah, this is true.

**Tünde Varga-Atkins**

So for for those listeners who might not know about this, six thinking hats, well, how would you describe it?

**Fiona Smart**

So I'd I'd highly recommend it, so Edward de Bono in in 1984 could be 1985 and and the precis is that people have a preferred way of thinking.

**Fiona Smart**

And you tend to go to that way of syncing because that's what you've learned and it becomes you'll go to.

**Fiona Smart**

So like me, being black in my syncing and tending to see the negative umso what he describes as six thinking hats.

**Fiona Smart**

And so the.

**Fiona Smart**

First one being the description of the situation, the last one being So what are you going to do?

**Fiona Smart**

And in amongst that, black for black, yellow for the brighter side, red for emotions, and green for other possibilities.

**Fiona Smart**

So although I use it as a reflective tool and I've used it as a reflective tool with others, it wouldn't be described as such.

**Fiona Smart**

It's to do with how people think and preferred ways of of of thinking that actually can entrap you in a way that is not helpful to you so.

**Fiona Smart**

I think it could have been a reflective tool, but actually he wouldn't have described it as such. But yeah, I've got a well thumbed copy which is always a good recommendation of a book that's almost falling apart, so yeah.

**Tünde Varga-Atkins**

Brilliant and I can't help us but when when you do?

## **Tünde Varga-Atkins**

Use the Winnie the Pooh characters with students and group work. Is there any characters that's more prominent or less prominence when?

## **Fiona Smart**

Well, I think there is the.

## **Fiona Smart**

That how you think you are, how you present to others and also the ideal character, the one who you'd like to be.

## **Fiona Smart**

I've always wanted to be owl, you know. I've always wanted people to look at me and go. She's wise, but it it hasn't happened, so that's fine.

## **Fiona Smart**

I know I'm piglet.

## **Tünde Varga-Atkins**

How do you know?

## **Fiona Smart**

Because I'm always told I'm Piglet because I've got real piglet tendencies, which is the piglet is the one who wants to please people. The one who wants to get it right but actually can get caught up.

## **Fiona Smart**

In trying to please different people and in so doing isn't true to self. So I actually have presents that have been bought for me with Piglet on them so I I do know there's quite a lot of piglet.



**Tünde Varga-Atkins**

So if someone is listening, please buy Fiona now.

Right?

**Fiona Smart**

Yeah yeah yeah? Oh yes, you.

**Tünde Varga-Atkins**

Muggers and how often?

**Fiona Smart**

Know for all? UM, but I, I think.

**Fiona Smart**

Uhm, I.

**Fiona Smart**

I think because it's fun, you actually can play around with the whole idea of who you would like to be, who you think you most resemble, and those wonderful mixes of people. And, and I think it does depend on who you're talking to. If you're talking to.

**Fiona Smart**

People in caring professions. You know they they almost think they need to be kangor. Well, actually you don't all need to be kangor at all, but but I think it's most helpful for understanding the people who you least like working with.

**Tünde Varga-Atkins**

And I guess so now Treasure Island with special contact. I mean students again you. You'd rather have the islands full of the all the characters than one island with all piglets or all we needs or.

**Fiona Smart**

Correct, and that's where.

**Fiona Smart**

I'm sorry I I know I'm taking up a lot of.

**Fiona Smart**

Time here, but.

**Fiona Smart**

I first came across it as a way of using it when I taught a tiny group of students. There were eight of them.

**Fiona Smart**

And they were really hard to work with. Really, really hard. And you'd think that you with eight students would be, you know, joyful that it was anything.

**Fiona Smart**

But till you realised that five of them were real rabbit like wanting to organise wanting everything sorted, wanting it this data.

**Fiona Smart**

To the point where they would only sit in the same seat, and if you try to move them that rigidity.

**Fiona Smart**

So there were.

**Fiona Smart**

Five rabbits, one kangaroo, and I can't remember the others.

**Fiona Smart**

And I actually.

**Fiona Smart**

Used it, I didn't say you know, you're all rabbit.

**Fiona Smart**

What I did was brought it in from the side and got them thinking about how they didn't listen to each other and wanted to take over and wanted to organise and all of those things so so I think it for me being playful and being serious is actually something. Maybe it is my nursing background. I'm a children.

**Fiona Smart**

So I would reach through the past.

**Tünde Varga-Atkins**

I think there.

**Tünde Varga-Atkins**

Is something about using tale stories in teaching that can have that? As you say, that playful seriousness quality.

**Tünde Varga-Atkins**

That has really dig down.

**Tünde Varga-Atkins**

Keep yeah, OK.

**Tünde Varga-Atkins**

So yeah, so.

**Tünde Varga-Atkins**

We've got two lovely props on my island. What else shall we take in our boards?

**Tim Neumann**

Well, that that's a tough act to follow because I think we've reached the pinnacle of creativity in this discussion already. I can't stop Winnie Pooh.

**Tim Neumann**

So but yeah, so I'll. I'll bring the discussion down to more mundane levels or learned levels, so I would.

**Tim Neumann**

Like to start by nominating constructive alignment. Even though that's not a thing to take on the island, but I'll have to a thing to take with me at the end of what I'm what I want to say here. So constructive alignment is as a pedagogy is for me, kind of the.

**Tim Neumann**

Ultimate that we that I tend to strive for. Going back to John Beaks. I think in Australian again I'm very influenced by Australia, the Australian way of thinking because I studied at 2 Australian universe.

**Tim Neumann**

So yeah, constructive alignment. I'm sure most listeners will be aware, but it's trying to bring learning outcomes, activities and assessments together in a way that they essentially support each other and build on each other so that you reach this alignment.

**Tim Neumann**

In order to yeah, give learners good guide guidance through through a course with measurable SuccessFactors and so on. And well I, I just think it's so important to.

**Tim Neumann**

Yeah, look at all of these three components. Outcomes or objectives, activities and assessments altogether, because often from my own practise I observe that assessment is somehow tacked on as a summative piece at the end as an exam, or as an essay.

**Tim Neumann**

Whereas it would work much more meaningfully if you built it into the teaching process into the activity.

**Tim Neumann**

Hence I started a new Masters module on learning design for Blender online education. Recently we just finished the second run of it.

**Tim Neumann**

Well, I've really tried to put these principles into practise and I really thought long and hard about the learning objectives, which is not an easy thing to do if you.

**Tim Neumann**

Want to do it properly?

**Tim Neumann**

But then I also brought part of the assessment forwards and.

**Tim Neumann**

It's built it into the activities so that there is actually not this this.

**Tim Neumann**

Barrier between these two between activities and assessment anymore. So activities become assessment and they also.

**Tim Neumann**

Become a preparation for then what for organisational reasons we still need to have a sort of capstone thing, final essay and so on. But yeah, this at our institution then suddenly counts as innovation in this.

**Tim Neumann**

Whereas it's in my view just a logical conclusion of following the principles of constructive alignment. So think this through heart and then what helps with that in terms of more practical tools.

**Tim Neumann**

Is setting expectations. This is what we do with the learning objectives, the learning outcomes and hence it's so worthwhile spending time on them.

**Tim Neumann**

And and when I'm asked to what kind of tips I would give to give to others, then I have to mention one tip because my colleagues are quoting me on

this now, which is trying to give learners an estimate of the time that they are supposed to spend on a task.

**Tim Neumann**

Which is something that is perhaps not obvious for those people who mainly do classroom teaching, but for those of us who are heavily involved in distance education or now online education which is now everybody, thanks to what happened over the past two years.

**Tim Neumann**

Uhm, well we we need to give the learners.

**Tim Neumann**

Structure again that helps them to organise their own time and giving them an estimate. Estimated time of how long it takes to go through this specific activity, like this discussion activity should take you 30 minutes on answering. This reflective question should.

**Tim Neumann**

Take you only five minutes and don't spend any long.

**Tim Neumann**

Now, because and you are overthinking things so and giving learners really these time estimates attached to each of these activities is terribly helpful and not just for the learners, but also for me as a designer. As a learning designer. As teacher. Because I then suddenly have to think.

**Tim Neumann**

Through how learners are supposed to learn and how long they are supposed to spend time for, and this offers me then.

**Tim Neumann**

Turn the perspectives.

**Tim Neumann**

Of what learning is going to be like? Am I overloading learners and my under loading learners and so?

**Tim Neumann**

On and so this little thing of giving learners time estimates is surprisingly insightful and effective, so bringing this all together.

**Tim Neumann**

The thing I would like to take on the island is a tool that would help me with all of these things with the constructive alignment with a time estimate and so on and.

**Tim Neumann**

By pure coincidence, obviously not a coincidence. We actually have such a tool at UCL. I mean, I'm part of the team who is looking after the learning design.

**Tim Neumann**

Our online tool, which is an online platform where people can well design learning, ultimately create lesson plans. A few ones that can be one of the.

**Tim Neumann**

Outputs, but you string your activities together and create your alignment because you also have to enter learning objectives and so on.

**Tim Neumann**



And the physical manifestation of that that I can bring on the island would be the set of ABC cards.

**Tim Neumann**

Many people will have heard of the ABC workshops and these ABC cards. They are effectively coming from Diana Laurillard's conversational framework, which is also the basis.

**Tim Neumann**

Or the learnings assigner. So the best physical manifestation of the learning style that they can take with me is the set of ABC cards.

**Tünde Varga-Atkins**

Lovely and and.

**Tünde Varga-Atkins**

They are also colourful and they also six of them, so that matches fit Fiona's thinking hat.

Speaker 1

Oh yes.

**Tünde Varga-Atkins**

Excellent, but yeah, thank you team that I think all all those things you said are so useful, especially now and and student expectations and students knowing how much or what to do and why it's so important.

**Tünde Varga-Atkins**

Yeah Ellie, would you like to add anything to our boats to play the treasure islands?

**Eli Saetnan**

I think I might go a bit more abstract than than what people have suggested so far though, rather than a physical object.

**Eli Saetnan**

And maybe not even a pedagogy as such, but.

**Eli Saetnan**

What I would like to have more of whether I'm on an island or.

**Eli Saetnan**

Not I guess is uhm.

**Eli Saetnan**

Confidence in asking questions and I I think it kind of comes down to back to some.

**Eli Saetnan**

Of the.

**Eli Saetnan**

Topics that we mentioned earlier.

**Eli Saetnan**

Like Fiona said about trusting in the process and and the idea that you can teach outside your area of expertise and which is basically what I've done my whole teaching.

**Eli Saetnan**

Career is being thrown into teaching things I know nothing about and.

**Eli Saetnan**

I kind of started out thinking, Oh yeah I can. I can teach anything because I can learn it ahead of the students. So when when you're teaching first year undergraduate, it's kind of.

**Eli Saetnan**

I I I can learn fast enough to stay ahead of the students, and but then I had a bit of a wake up call when I was teaching so.

**Eli Saetnan**

Post that.

**Eli Saetnan**

Turned into a teaching fellowship with because my professor and bought himself out of the teaching and said I can give you a three year contract if you take over my teaching and I went. Yeah, sure, I can do anything. This is my Winnie the Pooh, by the way of.

**Eli Saetnan**

You know, if you say, do you want A or B? Oh say yes please, I'll take both.

**Eli Saetnan**

So I did the research on the teaching and the what he was teaching was equine nutrition, amongst other things, companion animal nutrition. And like I've done basic biology, how hard can it be?

**Eli Saetnan**

Turns out it can be quite hard, but what was hard about it wasn't the content material, the topic, or even the learning design. What was hard about it was having the confidence.

**Eli Saetnan**

And being able to stand up in front of students and have the confidence to trust in the process. Even though the students didn't trust in me.

**Eli Saetnan**

So for most of the students it was fine, but for the equine students they saw through that immediately that you're not an expert. I didn't turn up smelling of horses. I didn't have pictures of me on a horse.

**Eli Saetnan**

And they hadn't seen me a bit at the equine yard on campus, you know. And it was like they immediately saw me and thought you know nothing about horses and don't believe a word you say.

**Eli Saetnan**

And I had to kind of try and find the confidence to step into that classroom anyway. And go.

**Eli Saetnan**

I'm nothing deck wine like I haven't grown up riding horses, but I do know this content material. I do know how to teach.

**Eli Saetnan**

And I can take on this course whether you trust me.

**Eli Saetnan**

To or not?

**Eli Saetnan**

And interestingly, my professor said he got around that.

**Eli Saetnan**

But basically, slipping in a photo of him next to a horse in this very first lecture, he's not a deck. One person either, he does ruminant nutrition but and they believed because they'd seen that picture. They kind of went.

**Eli Saetnan**

Oh yeah, and they could excuse him for not riding 'cause he was absolutely massive and no horse could have taken him.

**Eli Saetnan**

But yeah, they didn't believe me.

**Eli Saetnan**

So it was a.

**Eli Saetnan**

Sort of.

**Eli Saetnan**

If I could bring somehow a bottle like a little Alice in Wonderland glass of.

**Eli Saetnan**

The confidence to trust in the process, the pedagogic process, and.

**Eli Saetnan**

That kind of questioning.

**Eli Saetnan**

You know I can teach anything because I understand how to get ask questions to get you thinking and learning and questioning.

**Eli Saetnan**

Then that would be the thing to take with me and I think I'm I'm getting.

**Eli Saetnan**

Better at, you know doing that. But if there was a way of bottling it that you could like, you know when when people are starting out you could give them that little bottle and go trust it.

**Eli Saetnan**

You can work and and.

**Eli Saetnan**

Then over time you kind of see it working and you start to believe it.

**Tünde Varga-Atkins**

Interest, so that's an interesting theme about credibility and how you can gain that and what does it comprise? Does it comprise credibility as a subject expert or the teacher educator, or something else you know? As you said, that photo, could you know?

**Tünde Varga-Atkins**

Did the job.

**Eli Saetnan**

I'm finding the same again now when I'm teaching.

**Eli Saetnan**

Academic practise I'm teaching about learning and teaching in higher education. I've been doing this for four or five years.

**Eli Saetnan**

And at at.

**Eli Saetnan**

What point do I get to the point where I'm seen as an expert?

**Eli Saetnan**

Well, for most people they don't know my background necessarily, so they just assume I'm teaching it because I am an expert and but I know I'm.

**Eli Saetnan**

Quite new to it, so one thing I did was go and do a masters a bit like you said to him you went and got a masters in education so I I did our masters in higher education but.

**Eli Saetnan**

I'm finding that I'm drawing on other ways of giving myself credibility in front of both academic colleagues. So for instance, when they question.

**Eli Saetnan**

Pedagogic research or pedagogic approach is saying, oh, it's very sort of airy fairy humanities or social sciences because they are from the natural sciences.

**Eli Saetnan**

I can say I understand. I'm also from the natural sciences and I know how hard it is to kind of buy into those things and that kind of gives me a bit of credibility or.

**Eli Saetnan**

And it's kind of finding other ways of giving yourself credibility without being a subject expert. So I guess this is what you were saying Fiona. And about that experience as well of teaching outside your expertise.

**Tünde Varga-Atkins**

Yes, so we have got three lovely islands with constructive alignments, structured learning confidence in a magic bottle.

**Tünde Varga-Atkins**

Uhm thinking hats, we need to pull characters, sorry.

**Tünde Varga-Atkins**

I'm I'm the that's.

**Tünde Varga-Atkins**

That's reducing what you've just said, Fiona.

**Tünde Varga-Atkins**

It's more about you know how the things that help us with some reflecting on our role as learners and and how we relate to each other and learners. Is there anything else?

**Tünde Varga-Atkins**

Or or is there anything you might want to mention or barter with each other?

**Eli Saetnan**

I I'd quite like to borrow those call cards off 10 and I think.

**Tim Neumann**

That we can all share what we've brought.



**Tim Neumann**

Because I want.

**Tim Neumann**

To play with the Winnie the Pooh cards.

**Fiona Smart**

Become just listening there is it. It's something about connectedness, isn't it? You know you were saying about our islands and how do we come together?

**Fiona Smart**

And it's it's that will to connect, you know with with three different people here, four different people with with you gender, but.

**Fiona Smart**

But how is it that we it's the willingness in your heart? Isn't it to actually reach out and be part of something more than yourself, which I know sounds really, you know.

**Fiona Smart**

Bit West Coast, California in there but but somehow that we're not alone and that actually we can have conversations where you know, I I've taught tried to teach sciences myself and I, you know I really struggled. I remember having a complete blackout, teaching genetics ones.

**Fiona Smart**

So so you know that there are things that connect us that don't even seem to connect us. And and I suppose within all of that, I'd love to take to that space.

**Fiona Smart**

The readiness to talk about when it doesn't go well. We we we so often talk about when it does and and that word failure has such a negative connotation to it.

**Fiona Smart**

So actually, maybe we could connect through the things when it doesn't work to actually see it differently and.

**Fiona Smart**

Or sometimes just to accept that it doesn't work and and it and it was a failure that you're not a failure. Maybe that's what I'm trying to say.

**Tim Neumann**

It connects very well with Iliad Point on the confidence, isn't it? And and what I would like.

**Tim Neumann**

To add is.

**Tim Neumann**

The sense of identity and your own confidence in your identity or your I did tease.

**Tim Neumann**

As plural, rather because what we've heard from all of us today is that we really need to adjust to different situations to different people, or sometimes asserting our.

**Tim Neumann**

Sort of expertise, even though it might not be in the subject matter, and we've all established that the subject matter expertise is not the central point.

**Tim Neumann**

If you're on education lists, but that requires really a good grounding in whatever else you can do in your educational.

**Tim Neumann**

Backgrounds and the confidence of being able to apply it. So for me the sense of your identities and jumping from roll to roll in to those roles that are required or for the different context.

**Tim Neumann**

And then being open for new influences in order to, well, learn from others in order to help you adjust.

**Tim Neumann**

Well, that is again very abstract, but I think that is something that could help bind us together on that island.

**Tünde Varga-Atkins**

I think it's what you said, Fiona, that connectedness and really linking team. Yeah what you just said now is that with that you're searching for things that are common and things are different and you're and you're really only searching for difference so that you can understand me and work with it. So whether it's.

**Tünde Varga-Atkins**

The subject or the identity or whatever we were talking about that and but then at the end of the day, it's about because you want to connect and make sense of it.

**Tünde Varga-Atkins**

OK, so we've been working hard on on the islands, so let's talk about relaxing a little bit. So what luxury item would you bring or take?

**Tünde Varga-Atkins**

In into your boats to roll with.

**Tünde Varga-Atkins**

To the island.

**Tim Neumann**

I I thought this was a really good question and I I had a proper thought process. First of all, quite selfishly, I wanted to bring my sourdough starter or musical instrument and so on, but no, I'll leave it at home. Instead, I'm following the spirit of the discussion that we just had, and I.

**Tim Neumann**

Bring a set of cones you know like you use on sports.

**Tim Neumann**

Views or maybe.

**Tim Neumann**

Traffic codes I.

**Tim Neumann**

Don't know any type of cone that you can put anywhere in order to do some collaborative mass movement choreography.

**Tim Neumann**

Because in my other sort of private life, I am part of a performance group where we do mass movements.

**Tim Neumann**

So making great shapes, large scale shapes with dozens or even hundreds of people, and I think we can do this together with the other Islanders and have some fun.

**Tünde Varga-Atkins**

So have you gotten what? What shapes have you made team?

**Tim Neumann**

Well, it it's most well a lot.

**Tim Neumann**

Geometrically, everything that looks good when groups act in a way that makes an impression of being coordinate.

**Tim Neumann**

But with easy methods methods. So you can create human gates that open up and down. You can create a triangle squares, or you can really try to hurt other people by forming human chains and circles and.

**Tim Neumann**

Create rings start in the centre with everyone one together and then branch out to create a circle with a hole in the middle, a doughnut or so. So lots of things to do with mask choreography.

**Tünde Varga-Atkins**

Brilliant, I would do wonder what shape we would like to make and I like the idea that it's moving so you can display.

**Tünde Varga-Atkins**

More movement or motion.

**Tim Neumann**

It has to be the dynamic it has.

**Tim Neumann**

To be.

**Tünde Varga-Atkins**

And I I know in the past someone did bring a Wot C drawn to the island, so we could probably take a really good footage of it.

**Eli Saetnan**

Me uhm yeah. I I guess if I was shut selfish and what I would bring would be my knitting which is always here next to me and and I'm always meeting I I'm attending the conference this week as well.

**Eli Saetnan**

So whilst listening to talks I'm, I'm knitting and.

**Eli Saetnan**

But if I.

**Eli Saetnan**

Would be slightly less selfish, but I'm still selfish.

**Eli Saetnan**

'cause I love eating cake is I would bring some coffee and cake.

**Eli Saetnan**

Take because what I found is that the best.

**Eli Saetnan**

Like the best learning experience is, you know when you attend a workshop all day. Actually a lot of the learning happens in those relaxed conversations over coffee and biscuits and.

**Eli Saetnan**

That's where you digest the stuff that you've taken in from the the kind of more structured session. That's where you have those moments of recognising similarities or differences across institutions or disciplines or languages or whatever it is, and.

**Eli Saetnan**

And so, although it is relaxation and enjoyment, it is also I would say that the most important part of of the learning process is having those breaks.

**Eli Saetnan**

But those informal communal conversation breaks and they always go better when there's coffee and cake, which is what's been the frustration over the last two years.

**Eli Saetnan**

When we're just online and you can't share a coffee and cake and the conversation can't start with oh, isn't the coffee terrible here at the university and go yes and then it built like it can build from there and you never know where that conversation leads.

**Eli Saetnan**

From that starting point and you can learn something, and it's not necessarily anything related to the reason you're there in the 1st place, but you always learn something.

Speaker 1

So true.

**Fiona Smart**

OK, I think so. This is partly selfish.

**Fiona Smart**

But I actually.

**Fiona Smart**

Think there would be a mutual benefit.

**Fiona Smart**

But I'd have to attach it to an abstract of hope. I'd like to bring a flat coat retriever with me.

**Fiona Smart**

I love the dog breed flat coat retrievers. They are known as the Peter Pan of the dog world 'cause they fail to grow up.

**Fiona Smart**



Uhm, yeah, they're just full of bounce. And you know, if if we're going back to Winnie the Pooh, they are Tigger.

**Fiona Smart**

They they can't, but there would be need for hope because they're not known for having that great long lifespan and they they've been too closely bred, so they tend to get cancers.

**Fiona Smart**

Uhm, so I think I'd have to have a flat coat retriever and when I was fed up with them because they've been bouncing all over me, I'd just lend them out round the island and.

**Fiona Smart**

And I think it would be good for people blood pressure and various other things because we know about all of that research.

**Fiona Smart**

So yeah, I'm going to take a flat coat retriever aubrives 2 in the.

**Fiona Smart**

House at the moment.

**Fiona Smart**

I have five dogs and two of them are flat coat retrievers, so that's my yay for the.

Speaker 1

For the.

**Tünde Varga-Atkins**

Great bright brilliant. I think that's definitely it's gonna enhance our feeling and togetherness and love and hope on the island.

### **Tünde Varga-Atkins**

Brilliant, thank you so much. I think I think. How can we top that? Some some animals on the island with us with humans. Brilliant combination. So it's time to sail.

### **Tünde Varga-Atkins**

The way to our islands together. So thank you to our listeners to joining us and if you enjoy the episode or want to listen more please subscribe to our podcast on your preferred platform. But goodbye for now and finally a big thank you for our guests today.