

Treasure Island Pedagogies Episode 16

Podcast Transcript

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Tünde Varga-Atkins

Hi everyone, this is **Tünde Varga-Atkins** and Episode 16 of our Treasure Island Pedagogies podcast from the Centre for Innovation in Education at the University of Liverpool. This is where we share our light bulb moments.

Tünde Varga-Atkins

Teaching props and pedagogies as we cohabit our Treasure Island, the space for contact damaged.

Tünde Varga-Atkins

I have the pleasure of introducing 4 guests today. Doctor Dawn, Irving Bell, doctor **Gary Brown, Sue Beckingham** and Doctor Tanya Diaz Fonseca.

Tünde Varga-Atkins

So can I ask each of you to briefly introduce yourself your original discipline and current role? And how did you arrive here?

Dawne Irving-Bell

Hi Sunday. Thank you for inviting me to this wonderful warm and sunny. Lovely Island I'm **Dawne Irving-Bell** and I work in the Centre for Learning and teaching at Edge Hill University.

Dawne Irving-Bell

I'm a reader and senior learning and teaching fellow there. Prior to being in the Centre for about five years now prior to that.

Dawne Irving-Bell

I worked in teacher education and before that I worked in secondary schools, so that's my my journey fully reversed as to why I'm here today.

Dawne Irving-Bell

Well, thank you.

Tünde Varga-Atkins

Yes, thank you Don and I think we are clinging on to the fact that it's a sunny island because.

Dawne Irving-Bell

It's beautiful here.

Tünde Varga-Atkins

Definitely Gary.

Gary Brown

Hi Tunde, thanks obviously for the invite and my original discipline area is broadly management, but particularly people management. Again, it could unpack that further, but people management is probably the best way to understand where I've gotten moved from. As I've moved through my academic career and my current.

Gary Brown

Role is director of online.

Gary Brown

And innovation in the management school at Liverpool. And I plan to be here on the island with you all.

Tünde Varga-Atkins

Yeah, thank you and.

Tünde Varga-Atkins

Yeah, we're very fitting for innovation to be here on.

Tünde Varga-Atkins

The island with us through.

Sue Beckingham

Hi everyone and thanks again for for the invite from me to come. I currently work at Sheffield Hallam University.

Sue Beckingham

I'm a principal.

Sue Beckingham

Lecturer and have a role as teaching and learning portfolio lead in.

Sue Beckingham

In the department.

Sue Beckingham

Of computing, this is actually my third core.

Sue Beckingham

Yeah, so I left college when I was 18 and I had a place at teachers training college and but panicked because at that point in time going back to the late 70s and there was lots of teachers unemployed.

Sue Beckingham

There wasn't the jobs there.

Sue Beckingham

So I decided to apply.

Sue Beckingham

For a role in a bank and spent a decade.

Sue Beckingham

Working in a boring bank and then had two children and and.

Sue Beckingham

Took on some part time jobs I was a Tupperware demonstrator. I was a play school leader and and then started to work part time for Freemans catalogue mail order. If anybody remembers getting those big books through the the post when you survived by things that way.

Sue Beckingham

That developed into a full time career and I was the lead for Debenhams Direct and we.

Dealt with all the.

Sue Beckingham

Escalator queries that came from from head office.

Sue Beckingham

The Internet hit the scene in 2004 and big style in terms of shopping, and I was made redundant. So I actually started at Sheffield Hallam as a temp.

Sue Beckingham

And so started.

Sue Beckingham

My career in.

Sue Beckingham

Admin had a variety of different roles in the 1st.

Sue Beckingham

Year and and and kept getting sort of promoted.

Sue Beckingham

I was a.

Sue Beckingham

Portfolio manager and then an opportunity to really sort of get engaged with learning and teaching came through the people that was working with the the academics which then.

Sue Beckingham

Opened an opportunity for me to talk to somebody at the university that said.

Sue Beckingham

There's a new role that.

Dawne Irving-Bell

I mean and.

Sue Beckingham

And I went to start working for the head of learning teaching for.

Sue Beckingham

The faculty and that kind of really made me realise that what I've I've always wanted to do was, was teach, and so, yeah, I went on a bit of a mission there to sort of develop my own qualification.

Sue Beckingham

And so it was kind of in my mid 40s before I did. Completed my first Masters degree and then took a second master's degree and I'm now a student. A PhD student at the University of Lancaster.

Tünde Varga-Atkins

Oh brilliant. And So what is the moment when you realised this was your calling? Or was it a gradual process?

Sue Beckingham

I think it was as soon as he started working.

Sue Beckingham

As a temp.

Sue Beckingham

You know I got.

Sue Beckingham

Really interested in the things the pedagogy can't come across these new words and dumb.

Sue Beckingham

The one thing with.

Sue Beckingham

Universities that you realise and appreciate coming from outside is the many, many opportunities for staff development.

Sue Beckingham

And I took every single opportunity that I possibly could. And obviously Google things and talk to people. And you know, that kind of really got me interested in.

Sue Beckingham

Learning, but also being in the shoes of a student myself, it made me.

Sue Beckingham

Realise you know.

Sue Beckingham

How teaching could perhaps be enhanced and so that kind of led into my role as an educational developer and you know, it's kind of blossomed since since then, really.

Tünde Varga-Atkins

OK, thank you so antonya.

Tania Dias Fonseca

So everyone thank you Tunde for inviting me to join you in this island today and I'm from physics of my first degrees in physics and I soon realised that I did not want to spend my whole day in a lab.

Tania Dias Fonseca

That was not for me. I felt that there were so many things that I wanted to do and be with people.

Tania Dias Fonseca

And in one session in one of the classes, some professor asked us if we wanted to do an outreach session in a school, and I volunteered and I realised like, oops, actually I do like to to be in the classroom and I felt that the classroom was a place or.

Tania Dias Fonseca

At least the opportunity to make changes and to, you know, have an impact in the world. So I've decided to become a secondary school teacher.

Tania Dias Fonseca

As so not the only one here. Currently I'm a senior lecturer at Kingston University in learning and teaching and I lead the programme introduction to learning and teaching for early academics. I've joined Kingston in 2016 after.

Tania Dias Fonseca

15 years or so of secondary school teaching of being an educational project manager and with the community as well. And uh.

Tania Dias Fonseca

At least ten years of teachers training. So in formal and informal, formal and non formal teaching teacher education, I've been in different

universities, teaching and teaching teacher initial education and and now I'm here in Kingston.

Tania Dias Fonseca

Since did well now since 2016 and.

Tania Dias Fonseca

Always open to learn a little bit more about learning and teaching, but always having.

Tania Dias Fonseca

Very present that my role as an educator is to contribute to the development of skills, citizens skills. So I see my students not only as students, but as people that can also change the world. Make it a better place, I would say.

Tünde Varga-Atkins

That's brilliant, and so my my next question. We'll be asking you.

Tünde Varga-Atkins

About the lightbulb.

Tünde Varga-Atkins

Moments and you will probably have many of these as you have described your various trajectories.

Tünde Varga-Atkins

But if you could pick out one lightbulb moments for our listeners today from where you felt that your students were getting it, whatever that point.

Tünde Varga-Atkins

Well then, what made that happen?

Dawne Irving-Bell

I mean mine really. I mean, it's interesting to see people's trajectories and things, so my my lightbulb moments really the first time when I really got excited about.

Dawne Irving-Bell

Teaching students was was in schools. You know, making those breakthroughs I worked in some very challenging schools in tough inner City City area.

Dawne Irving-Bell

So most of my career route whilst in the secondary sector and working with young people who came from very difficult, challenging circumstances. You know when you've actually made a difference to them.

Dawne Irving-Bell

In their lives, that's what got me excited. And and when I was and and I'll save some of the things you know that like I used to teach technology education with some art and some design as well so.

Dawne Irving-Bell

And get children, whereby I remember when we were making a little cabinet like a jewellery box and this girl and I won't do the Scouse accent at.

Dawne Irving-Bell

This particular young

Dawne Irving-Bell

Lady, but she was getting very irritated as she'd made this box and and I said look, you need to make it the other side.

Dawne Irving-Bell

Because they're not.

Dawne Irving-Bell

Will show on the outside, so put that on the inside so when we varnish it and she just got all exasperated.

Dawne Irving-Bell

And started swearing quite a lot and jumping up and down and I'm like what what's the matter? I don't know why you keep buying it with these things in, So what do you mean, these not things? Why do you keep buying this wood with the knots and I'm like, well, that's where the branch.

Dawne Irving-Bell

Comes out of the trunk of the tree and.

Dawne Irving-Bell

There was just this moment.

Dawne Irving-Bell

Where not just her but.

Dawne Irving-Bell

Half the class just went.

Dawne Irving-Bell

And I won't do this Coast accent, but it's like what Cardi B what you mean this this?

Dawne Irving-Bell

Comes off trees.

Dawne Irving-Bell

I mean.

Dawne Irving-Bell

My **** right we have to go backwards here, you know 'cause we we just assume sometimes don't we that.

Dawne Irving-Bell

People are with.

Dawne Irving-Bell

US and I think that's one of my lightbulb moments to help as well.

Dawne Irving-Bell

Never to assume that the learner is at the same stage as you. Sometimes you do have to go right back to basics to explain things that you.

Dawne Irving-Bell

Think they possibly already know?

Dawne Irving-Bell

And then you can build on that from there, you know. But yeah, we should stop buying wood with knots in because it's, you know, it messes up the design so.

Dawne Irving-Bell

But yeah, so that's one of my.

Dawne Irving-Bell

Moments so from there.

Dawne Irving-Bell

Really, and when I moved into I did a lot of teacher education while there was in the secondary school and then obviously had some opportunities to move into full time.

Dawne Irving-Bell

Higher education initial teacher training.

Dawne Irving-Bell

And I did think I've missed the children and, uh, due to some respect, but when you make a difference to a child life and their family life and they get the GCS or their a levels and they get to college, that's one thing.

Dawne Irving-Bell

But when I moved into higher education and I was working with Iran a a flexible, PGH many years before.

Dawne Irving-Bell

Home with, you know when I have blended learning, flexible learning and we use technology and the very first iterations of web, CT and webinar on Blackboard and a lot of my the.

The the.

Dawne Irving-Bell

Students I worked with were from different, had difficult backgrounds and and the the best.

Dawne Irving-Bell

Ones were there.

Dawne Irving-Bell

They put their families first for many many years and this was their second chance at a second career and they would come and the difference would make to their lives if they especially they come from difficult backgrounds and their divorce, and they were on their own.

Dawne Irving-Bell

And we have children. They were really trying to make a difference for them and their family to get them through the programme.

Dawne Irving-Bell

Sometimes the flexible PGC allowed them to have been technicians in schools and had been teaching for years.

Dawne Irving-Bell

You know, but actually haven't had that opportunity to get the proper qualification to get the pay and the teachers attention and the service and

the holidays that they they really should have done so to make the difference with those students was was phenomenal.

Dawne Irving-Bell

So that's that sort of light bulb moments all all the way around there. I hope I've answered that OK, tandi.

Speaker 1

Yeah, I.

Tünde Varga-Atkins

Think goosebumps listening to that? It's something that especially you know that joy that you can get in in either of those situations.

Tünde Varga-Atkins

As you say.

Dawne Irving-Bell

Yeah, that's why.

Dawne Irving-Bell

You get up in the morning, isn't it? It is to make that difference and make be the person who makes that difference with some.

Dawne Irving-Bell

Somebody you know otherwise you just you know that that's that's the joy you don't. You don't come into learning and teaching for the pay.

Dawne Irving-Bell

Do you really?

Dawne Irving-Bell

Other than QDOS, it's about those little wins every day that you get from making a difference to somebody that you're working with.

Tünde Varga-Atkins

OK great so thanks Don for for sharing your lightbulb moments so anyone else.

Gary Brown

Yeah, I've come off mute, and if it's OK if I jump in briefly, actually yeah, but this really went down with speaking and listening to other participants about some of their experiences over time before they moved in the education. And then of course, when they're in educational context, it took me back to when I first.

Gary Brown

And early light bulb moments and calling like light bulb moments. Perhaps it's true ground away to put what happened then, but they were very, very important that I learned a huge amount and during some of those early experiences, one in particular, I've told lots of people about this since then, and this is going back. So I've been teaching 23.

Gary Brown

Years I think all in, so this is going back to 23 years ago when I had my first ever semester of teaching.

Gary Brown

I had a class on a Friday afternoon, the graveyard shift between 3:00 and 5:00 o'clock and it was a group of students who were taking management as a minor subject and it was a sports sports study. Students at Edge Hill.

Gary Brown

And they were taking this subject as a minor subject, obviously not necessarily having full attention on the subject matter because it wasn't core works.

Gary Brown

They'd opted for it. I think they'd opted for it on the belief in the belief that it would give them some future leadership skills, training perhaps, or some management training, when in fact the modules typically.

Gary Brown

Are taught in an academic manner with some skills associate.

Gary Brown

That that with it. But in addition to that being the graveyard shift actually being off campus, so it was down roughly and it wasn't on the main campus at Edge Hill before the camp has changed as much as it has done recently, it was in an old detached house that had been converted for the purpose, and so you can imagine the scene and. And this was my first ever.

Gary Brown

Class so I've got a Lesson plan and had some things to teach the students and it was a Lesson plan based on a chapter from a book with questions taken from the chat.

Gary Brown

During the book verbatim and being left for two hours.

Gary Brown

To try and.

Gary Brown

Come up with something useful and entertaining to teach the students any way you can imagine it in the.

Gary Brown

First few weeks.

Gary Brown

It didn't go very well and they were particularly unhappy and they let me know that they were particularly unhappy, but being relatively naive, I assumed that I needed to persist that I needed to insist and I needed to tell them that.

Gary Brown

We've got to learn this stuff in one way or another. They're going to have to learn it, but no matter what happens, they didn't learn it, and they let me know they weren't prepared to try to learn it in an effective manner. So the light bulb moment for me came when I thought actually, you've got to teach to the.

Gary Brown

Context you've got to teach to the students you've got to be responsive to the court. You can't insist on sticking to a predetermined schedule for teaching a predetermined Lesson plan if it's not working.

Gary Brown

If it's failing and actually I think so that better early experience still stands me in good stead, so any teaching at two in fact.

Gary Brown

Any other form of work. It's not just about teaching any other formal work.

Gary Brown

If it's not working, the best thing you can do is jump away from it, change it and do something different or the other way we put it these days I guess is to be proactive and responsive to whatever the circumstances are that you face, but I always remember that I remember it like it was yesterday, so yeah, certainly certainly a light bulb moment. And actually I've got a huge amount of respect for the students.

Gary Brown

As well, so at the time I was thinking these students are deliberately trying to make my life difficult. They don't understand that I'm doing my best for them and so on, but actually they were. They were communicating to me, letting me know.

Gary Brown

That things weren't necessarily working in the way that they should, and instead of pushing against them, the best thing to do is actually to do your best, and whatever we can to work with them and then in later weeks things were much better and they started to talk to me. Effectively. We establish relationships in the class, environment, et cetera, et cetera, and it worked incredibly well.

Gary Brown

Yeah, that really stands out for me still all these years later. So 23 years later, I remember the Friday afternoon graveyard shift and a lot of that.

Gary Brown

And from that experience.

Tünde Varga-Atkins

Yeah, and they are. They are still very valid. You know that context and the focus on the students. And it does this resonate with anybody?

Sue Beckingham

Yeah, definitely I could jump on to to that and it's it's having a purpose for what the students are actually learning.

Sue Beckingham

And you know, as well as the the the context. So I think my light bulb moment is. I'm teaching secondary students digital marketing.

Sue Beckingham

So obviously they have to learn the theory behind digital marketing. You know which is a bit like pulling teeth with with some of them trying to get them engaged with that.

But what?

Sue Beckingham

Brings it all together for that particular module was when we looked at applied learning, where the students actually have.

Sue Beckingham

To work with clients. So in the second semester, and that's going to happen.

Sue Beckingham

Shortly as we go back to teaching next next week for my second years.

Sue Beckingham

They'll be put into two groups and they will be introduced to a client each, and the clients are sourced by.

Sue Beckingham

From a department in the university, so they they tend to be either.

Sue Beckingham

Uhm, so traders are very small organisation, company, charity or or something of that nature and that don't have a budget to do their own digital marketing and pay other people to to do it so the students meet up with them. They do some independent research, they do a competitive analysis and look at the local competitors.

Sue Beckingham

And for for that business, direct or indirect.

Sue Beckingham

And what they do is is put together a plan and a strategy for for that organisation and what?

Sue Beckingham

Really brings it together is the fact that they're they're doing this for that organisation that they've met. They've met their the owners.

Sue Beckingham

So they know that they can actually make a difference, but what? What happened initially when I first ran it was as as a typical module they'd hand in their assessment.

Sue Beckingham

This was written report, then they get the feedback and they learn how they could have done it better.

Sue Beckingham

It's too late then. They're obviously not going to speak to the client client again, so.

Sue Beckingham

What I brought into.

Sue Beckingham

The module was.

Sue Beckingham

A formative activity so the students have to create a screencast and it's in effect an executive summary of of the report as as a PowerPoint, voice over and.

Sue Beckingham

Presentation, which is to say, the recorders of screencasts that can actually give that to the.

Sue Beckingham

Client so a couple of weeks before the deadline, the clients invited to come in or in recent times we've done it over zoom and they play their video and there's an opportunity for client to myself to ask questions to point out some errors of judgement or or otherwise or or things that are glaringly missing.

Sue Beckingham

And that gives an opportunity to improve.

Sue Beckingham

On that work so.

Sue Beckingham

When they actually.

Sue Beckingham

Submit it, they've done the very best that they could possibly can.

Sue Beckingham

And you know.

Sue Beckingham

I I tend to ask the students to self form the groups and you always end up with the stragglers who weren't there at.

Sue Beckingham

The time that you know you bunched.

Sue Beckingham

Together so you.

Sue Beckingham

Always have a group that you think, oh, I'm not sure.

Sue Beckingham

How this is going to work out in the end and I can hand say hand on heart. Every single group stands up and and and does you know a good job? Obviously there are some that are better than others.

Sue Beckingham

But you know that having having a purpose for doing it makes an incredible difference, and I've applied the similar concept to my first years. I I have a module that's called employable saying work based learning and.

Sue Beckingham

The students work with local community groups, again, being a bit curtailed because of COVID, but they actually taught people in elderly care home.

Sue Beckingham

How to use technology? How how to stay safe online and it's incredible to see them put together like a little training session and deliver that to people and the appreciation of the local communities was fantastic and so yeah, that's that's me having a real purpose for for what they're actually doing, mix.

Sue Beckingham

Makes a big difference.

Tünde Varga-Atkins

Yeah, I think I think that is the perfect example of authentic assessment as well. And as you say that generally when students see that their work is is valued or they have got that.

Tünde Varga-Atkins

Purpose it it can.

Tünde Varga-Atkins

Produce really good.

Tünde Varga-Atkins

Results it's nice to hear that all the groups that you experiencing all the groups to to to do the same in in that that last example might link to Tonya's. Focus on on citizenship as well. Tanya. What's your light bulb moment?

Tania Dias Fonseca

Yeah, well, I have several I've learned so much and I was thinking like the little moments for me.

Tania Dias Fonseca

More than for this you than to.

Tania Dias Fonseca

Have to say because I've learned.

Tania Dias Fonseca

So much, but I think there are two that connects very well with some examples that that you gave already.

Tania Dias Fonseca

One was a student playing with a razor, so like kind of a life and you know doing that thing between the fingers.

Tania Dias Fonseca

And of course.

Tania Dias Fonseca

They couldn't do that, you know, and I knew the rules and.

Tania Dias Fonseca

I knew how.

Tania Dias Fonseca

To proceed like.

Tania Dias Fonseca

What I have to do, but instead of auctioning all the things that I needed, I just went to the students and asked him if you know if one day something went wrong, you know because he was playing with that and he said, well, if someone hurts me, you know I'll go to the hospital. But all my friends will revenge me, you know, and.

Tania Dias Fonseca

Beat them up, you know all these kinds of films that bad boy and I was like no, no, no. If actually one day it goes wrong.

Tania Dias Fonseca

And then he stopped. You know you just went live. It very surprised with me. You know, pushing for no.

Tania Dias Fonseca

No, that's not it, and he realised that what I was asking was if you killed someone or if you hurt someone, how you're going.

Tania Dias Fonseca

To do with that.

Tania Dias Fonseca

And he stopped, you know.

Tania Dias Fonseca

For a few moments and he said, if I hurt someone and I said yes.

Tania Dias Fonseca

So he closed the knife with the razor, put it in in the backpack and for me the lightning lightning bolt moment was like.

Tania Dias Fonseca

And before you know, doing something, just go and.

Tania Dias Fonseca

Talk to the student.

Tania Dias Fonseca

Instead of assuming or, you know pushing old things further.

Tania Dias Fonseca

All all the.

Tania Dias Fonseca

Procedures that we have to.

Tania Dias Fonseca

Just talk with the student first, because you want to prevent something to happen now, and a lesson to be learned not only to punish.

Tania Dias Fonseca

So and that for me, was it? It's still, it's still with me when I'm, you know, in my work when I'm working with any level of students, even if they are already, you know, adults and you know, lectures or is just to try to understand what is happening and.

Tania Dias Fonseca

Try to establish a.

Tania Dias Fonseca

Uh, a dialogue with them to see if I can understand or establish a bond with them. I would say it's trying to bond with that person before making any other decisions about what I'm going to do afterwards.

Tania Dias Fonseca

So that for me was really a moment that and it was like 20 years ago.

Tania Dias Fonseca

Maybe and I.

Tania Dias Fonseca

Feel not 20 years, but I still remember you know his expression and what he was like.

Tania Dias Fonseca

Oh, nobody ever asked me that, you know? So it's this. Sometimes we do have to ask our students things for them to think about it and to make a

decision like an informed decision. So instead of us providing them the answer that.

Tania Dias Fonseca

We want to to hear maybe just asking them in in framing in such a way that they will.

Tania Dias Fonseca

Engage in reflecting about what is being asked and feel it. You know. Experience that and then do something and make them then their decisions because they are.

Tania Dias Fonseca

You know individuals with with personalities with life experience with all those things that we cannot ignore and we should not ignore that they are. You know individuals.

Tania Dias Fonseca

Citizens you know and people with.

Tania Dias Fonseca

Which is with the desires with things that they don't like at all. They just don't like it and they are there, right?

Tania Dias Fonseca

Not to like it the same way that we have are things that we don't like. We might tolerate. We might engage with because we have to.

Tania Dias Fonseca

But we don't.

Tania Dias Fonseca

Have to love it so it's it was this.

Tania Dias Fonseca

You know that I've taken forward. Then I still apply.

Tania Dias Fonseca

Is that person in front of me? It's a person with you know, the same rights and wishes and desires as I am.

Tünde Varga-Atkins

Yeah, I mean there's so many things that we could unpack that. Anya because you said, is that? And also because that person was probably ready to be challenged.

Tünde Varga-Atkins

There wasn't that they. They probably had a reason.

Tünde Varga-Atkins

Or or for you to.

Tünde Varga-Atkins

Create the environment where the dialogue could could take place before even any learning can take place here.

Tünde Varga-Atkins

It links back to what Gary said about relationships as well as teaching in many.

Tünde Varga-Atkins

You know the importance of establishing relationships and the as you said, asking good questions similar to doing what you said.

Tünde Varga-Atkins

Probably you know get get the forget where the learner is from, you know. Do they know this? This actually comes from a real tree before we can tackle the making the box. So yeah, that is very powerful.

Tünde Varga-Atkins

Thank you Tonya for sharing that.

Tünde Varga-Atkins

So as we said, we are going to roll over our treasure islands when we meet our students and we spend time with them and.

Tünde Varga-Atkins

So that they can learn create this environment of learning on these treasure islands. So what sort of things would we put in our canoes or boats to Rover which we can't do without?

Tünde Varga-Atkins

So what would be those teaching props or pedagogies that you would like to bring with you to the island?

Dawne Irving-Bell

OK, so much as I love and adore technology and I think it's amazing to enhance both us as tools for us as teachers but also to enhance the learners.

Dawne Irving-Bell

Uhm, you know toolkit. They they can have so many things through assistive technologies.

Dawne Irving-Bell

Going very, very.

Dawne Irving-Bell

Old school and.

Dawne Irving-Bell

And I used to make these before you could buy them commercially and we used to laminate bits of cardboard, but little mini whiteboards, little mini marker pens, and the little.

Dawne Irving-Bell

Plus, because you can use them anywhere, anytime, anyplace, you can use them on field trips. And if it's a nice sunny day and you want to take your group out onto the into a nice space, you know when learning a different place like an outside classroom or taking to a beach on a trip and you can use them if your technology breaks, heaven forbid, but also.

Dawne Irving-Bell

In terms of the actual pedagogy, you know you can it work again, going back to my secondary school teaching days where some students weren't always able to felt they could put their hand up to answer if you got them to either write or draw. And this is important as well.

Dawne Irving-Bell

Uh, the answer to something rather than just asking someone to put their hand up. You could ask them all to to write or draw or describe or do

whatever they wanted to do on the little White Board and then hold it up and then if they all held it up at the same time.

Dawne Irving-Bell

If you were at the the front of the room at the side of the room, you could see everybody engaging and then they could all put it down quickly and rub it off before anyone.

Dawne Irving-Bell

Could see it didn't matter then if they couldn't quite spell it the same way as everybody else. If they wanted to respond with a drawing, they.

Dawne Irving-Bell

Could obviously been, you know, design. We used to do a lot of things around visual thinking. Logo design. You know those kind of things looking at colour theory and different ways of responding.

Dawne Irving-Bell

So it was always nice and they could use them then in Group work as well, so they could always just put them together in the space and you know. So like a jigsaw almost and.

Dawne Irving-Bell

And again, I think about the planet. You know you're saving trees, you're not using lots of paper, but they can all add a drawing to each other and pass them around.

Dawne Irving-Bell

So there were always lots and lots of different ways that you could use them. So little whiteboards, little marker, pens that go with it, and and

then the little rubber's. A word of warning. If you are going to use it with secondary school.

Dawne Irving-Bell

Children give them first, give it to 510 minutes of his time. You use them, let them draw whatever they like.

Dawne Irving-Bell

OK, it's it's.

Dawne Irving-Bell

A free time.

Dawne Irving-Bell

Because the first time you hand them out, you'll get all sorts of strange and unusual things, and they're very creative in what they.

Dawne Irving-Bell

Can draw so.

Dawne Irving-Bell

Giving 1st 5 or 10 minutes free.

Dawne Irving-Bell

Let them get it out of their system, and even with adult students, probably.

Dawne Irving-Bell

As well and then.

Dawne Irving-Bell

And then let them rub it off and then you can, you know start start the session proper. But yeah at every time and then it doesn't matter if your technology doesn't work either.

Sue Beckingham

Really, I really resonate with that dawn. And yeah, I think that that that ability to be able to create things and and mine to to add to that is is I I'd bring a big box of of Lego, so I'm a trained Lego Serious play facilitator, and it's been absolutely.

Sue Beckingham

Fascinating. Bringing this into the classroom and I've I've used Lego with.

Sue Beckingham

Students in foundation year all the way through to postgraduate students IT professionals. International students that have come from variety of different countries who are absolutely their eyes are popping.

Sue Beckingham

They've never seen some Lego in, you know, some of the students that come from India, for example.

Sue Beckingham

But it it.

Sue Beckingham

It's a really nice.

Sue Beckingham

Opportunity for the students to build with their hands and and talk to a model to answer questions or describe something. So for example.

Sue Beckingham

Getting them to unpack a discussion around what are the barriers starting university? You know what are they worried about or framing it?

Sue Beckingham

What are students that they might know worried about if they don't want to have the focus on themselves and then building something around that that they can actually talk to and?

Sue Beckingham

One of the nice things is that allows the students that are very, very shy to listen to the answers of the students that go go first and so they can sort of develop those ideas rather than that you.

Sue Beckingham

Know, sort of.

Sue Beckingham

I'm going to pick you out of the.

Sue Beckingham

Group, it's your turn to talk now and they.

Sue Beckingham

Freeze completely and.

Sue Beckingham

So yeah, let.

Sue Beckingham

Lego to me. I feel really passionate about.

Sue Beckingham

Using that in lots lots of different ways.

Tünde Varga-Atkins

Brilliant thanks so so we've got Lego and whiteboards and I think the colourful Lego will look well on the island as well as well as the whiteboards with different pens.

Gary Brown

Can I jump in at this stage today?

Speaker 1

Sorry yeah.

Gary Brown

I think I think.

Gary Brown

It's just actually continuing the theme of going old school.

Gary Brown

And so immediately and I didn't have to give this any thought at all when I've been asked the question. You what do you think should essential?

Gary Brown

A pedagogical tool.

Gary Brown

That you don't want to lose and despite the title I've currently got for my role, the lecture in terms of what I what I what I've done over time and the kinds of things that work for me.

Gary Brown

Kinds of things I enjoy. I'm going to get the best feedback from students actually, typically in a standard in person.

Gary Brown

Picture and I still think about that quite a lot when you asking the basic question. So why is that you know what is it about the lecture format that I enjoy personally that seems to work for the students and the best answer I can come up with is certainly on a personal level.

Gary Brown

I think having the opportunity to converse with students in that kind of context, I think yeah, I just get some.

Gary Brown

General enjoyment out of it there's a particular.

Gary Brown

Energy in a room when?

Gary Brown

You've got a lot of people together.

Gary Brown

The challenge is a huge one, especially when you've got a large lecture because you've got to try and keep the students engaged. You've got to try and keep them entertained.

Gary Brown

And and the the yeah so the energy that brings to the room and the challenge it presents you as an educator is 1.

Gary Brown

I think that's difficult to replicate anywhere else, and I've always really, really enjoyed.

Gary Brown

It I think.

Gary Brown

The other thing, and it's apparently in a personal level, it's made me say that is, I think it inherently I'm I'm quite shy.

Gary Brown

Quite reserved like to.

Gary Brown

Stay out of the way of.

Gary Brown

People, uh and not having the choice but to engage in being solely responsible for.

Gary Brown

Teaching delivery, especially when you're in a lecture environment with a big group of students, forces me to get beyond that additional reservation or shyness.

Gary Brown

You know this kind of inclination for me to run away from contexts like that rather than the present myself in front of them. So yeah, I love technology. I work with technology all the time.

Gary Brown

And I would hate to lose the lecture.

Tünde Varga-Atkins

So to get it, talk to us about what a Gary Lecture is like. Because this.

Tünde Varga-Atkins

Can be kind of anxious.

Tünde Varga-Atkins

And concepts in in terms of pedagogy that because on on the on the Treasure Island. What I think we're saying that it's special contact time with students.

Tünde Varga-Atkins

So you've explained about the energy and the keeping student entertained. So what other aspects are important to you in the lecture format?

Gary Brown

I think I think I'm.

Gary Brown

Taking it seriously, not treating it as just another opportunity for you to deliver some form of content to a group of students you know in an economical way, because let's face it, large lectures or economical out there.

Gary Brown

You got a lot of people in front of you as a module leader, you can deliver a session to a very large group of people who have got a room big enough.

Gary Brown

And so on and so forth and typical. Kind of Gary lecture. That sounds, yeah, I have to get.

Gary Brown

Compose myself with responding, responding to that one I, I guess, because I don't, I don't know that it's necessarily such a thing as what would be kind of typical to me I.

Gary Brown

Think what's typical? Generally the work through.

Tünde Varga-Atkins

I think important to you.

Tünde Varga-Atkins

I'm not necessarily know.

Gary Brown

Sure yeah, no understood understood. I've just never.

Gary Brown

Had that question put to.

Gary Brown

Be tenders I've gotta think about their.

Gary Brown

Response to it, and I think I think what we typical would be.

Gary Brown

Actually, not not doing all of the preparation.

Gary Brown

Well in advance. So during preparation you know having typically would have slides, although I've tried it without them, streams hated it and they told me they preferred the slides.

Gary Brown

By the way, just in case you're wondering why a persisted with those slides, but not having slides, of course, you know having it having a plan in place, but actually changing varying what you do from session to session.

Gary Brown

And then when you're in the midst of a lecture context, actually going back to what I said earlier, being responsive to the audience. So where it appeared, and having having something in place as a continue.

Gary Brown

And say I'm thinking on your feet. Actually, what I think is what that often means, and being able to deal with.

Gary Brown

Those dynamics that arise so the students aren't.

Gary Brown

Getting it done.

Gary Brown

Joining it, things aren't working quite so well. Stopping and doing something different and actually being able and willing to stop and do something different, but it is peculiar given where we've moved with.

Gary Brown

And given my current goal, but actually what I think.

Gary Brown

About where I.

Gary Brown

Really feel as though I've enjoyed the teaching where I've got the best feedback.

Gary Brown

You know that's best feedback as measured by module evaluation scores of large groups of students. It's been there. Yeah, with the lecture so.

Gary Brown

So I think yeah.

Gary Brown

I don't know that's answered your question, but it's a. It's a it's like that's about what I mean.

Sue Beckingham

I'm I'm smiling here, 'cause I'm I'm thinking of of myself and more from participating in staff staff development. You know when you attend a conference and I actually like to listen, people to, you know, for them to tell me about their practise and the story and the research and whatever.

Sue Beckingham

And it's kind.

Sue Beckingham

Of a, there's a bit of you that.

Sue Beckingham

Like yet your heart kind of falls when.

Sue Beckingham

You've got to do something you know you got.

Sue Beckingham

To sort of then talk to people.

Sue Beckingham

That you don't. Don't know it's.

Sue Beckingham

Like yeah, so you know I. I guess sometimes our students feel feel like that. You know, if if it's an interesting topic, it is actually good just to listen to the expert tell you that.

Tania Dias Fonseca

In their own.

Sue Beckingham

Words and expand on it.

Gary Brown

Well, they need the Royal Institute.

Gary Brown

Lectures over Christmas.

Gary Brown

They found Tom lectures on the coronavirus and all the science behind it, and what steps have been taken. It's brilliant.

Gary Brown

Absolutely fantastic vehicle for getting across really detailed, complex information in very, very engaging ways. I'm not saying that the kinds of things I have done have been anything like that. They will certainly.

Gary Brown

I haven't, but I can do it right. Do it well, yeah, it's it's a brilliant form of pedagogy. Really, really effective.

Sue Beckingham

And that you've only got to look at things like the Ted.

Sue Beckingham

Talks and I.

Gary Brown

That's the absolutely.

Sue Beckingham

I think the the the.

Sue Beckingham

The thing that makes it for those, I guess, is because they this should be around 18 to 2020 minutes long, whereas I think there's there's something about the lecture. Sometimes an hour is is great, but sometimes it's too much.

Sue Beckingham

Time and actually you know you're trying to fill space when actually you don't need all of that time for a particular topic, which makes you know lectures a little bit arduous. I think the students sometimes.

Gary Brown

Yeah, it's forcing it, isn't it? Sorry.

Tania Dias Fonseca

OK.

Tania Dias Fonseca

I think no worries. I was thinking that we also assume that students need to talk and to be active, engaging doing something.

Tania Dias Fonseca

And sometimes we forget that you know some students take tests, want to be there and listen because it's the way that they they learn.

Tania Dias Fonseca

So instead of you know almost demanding you know that they express their their opinions. They express what they are learning on their questions or whatever it is.

Tania Dias Fonseca

Either by talking or using technologies, because sometimes technologies are used you know to tackle those shy students less confident.

Tania Dias Fonseca

But we I.

Tania Dias Fonseca

Think we also?

Tania Dias Fonseca

Should think should expect that.

Tania Dias Fonseca

And some students they don't want to, and it's not part of their personality, but it doesn't mean that they are not learning.

Tania Dias Fonseca

You know, so instead of having one size fits all but centred, you know on students being always actively doing something, it could be just diversifying.

Tania Dias Fonseca

Methods that those students that actually prefer just to listen. They can also learn that way, and those students that require and like to and learn by doing. They also have the opportunity, so instead of.

Tania Dias Fonseca

Is and I'm not saying here that I have any problem with active learning because I'm not. I don't OK and I'm from physics so everything is hands on.

Tania Dias Fonseca

But I do, I do feel, and I do see, you know, students that they are paying attention and they don't want to say anything. Sometimes they take time to process.

Tania Dias Fonseca

To to understand things, they have different rhythms and we also need to respect that so they will come if they want eventually.

Tania Dias Fonseca

To you know, to bring something out their own if.

Tania Dias Fonseca

They want to.

Tania Dias Fonseca

Do and.

Tania Dias Fonseca

But it's difficult sometimes, to, you know, respond to all these different needs that we have in a classroom. But it's just ensuring that we do diversify.

Tania Dias Fonseca

You know the activities, the strategy so different students can engage with the learning in different ways at different times. Because you know, we all know that.

Tania Dias Fonseca

Sometimes we are really in the mood as students, but other days we are not.

Tania Dias Fonseca

No, no, what happens?

Tünde Varga-Atkins

So so Tonya, what would you add to our diversified? So we've got a whiteboards Lego lecture. What would be your pedagogy or teaching?

Tünde Varga-Atkins

Probe to bring.

Tania Dias Fonseca

It would be pedagogy of.

Tania Dias Fonseca

Kindness, so I thought you know, treasure.

Tania Dias Fonseca

Island, it would be like.

Tania Dias Fonseca

Going to the university for the first time in your life, you know that first week that first two weeks you never been into the university.

Tania Dias Fonseca

Some some of our students they don't have any reference of what is what is expected because they might be first Gen.

Tania Dias Fonseca

They might come.

Tania Dias Fonseca

From different countries with different educational systems and they.

Tania Dias Fonseca

Might you know have a different their school, their neighbourhood might.

Tania Dias Fonseca

Not share the same culture, the same institutional culture as a university, so everything is new, so it's like don't think and they might feel overwhelming.

Tania Dias Fonseca

This is what I was thinking going into a Treasure Island, how I would.

Tania Dias Fonseca

You know, feel so I.

Tania Dias Fonseca

Thought that kindness could be a good thing because we we talk a lot in higher education.

Tania Dias Fonseca

About you know diversity about inclusion in terms of that we we should be, you know.

Tania Dias Fonseca

Responding to different needs that our students spring thinking that they might be commuters. They might be mature students. They might not have the same.

Tania Dias Fonseca

Cultural experience as we do.

Tania Dias Fonseca

But sometimes we forget that.

Tania Dias Fonseca

Conviviality, right this thing of learning how to be with others that are different from us?

Tania Dias Fonseca

Sometimes it might be tricky, sometimes it might have clashes, so I was thinking in an island I don't know how many you know we would bring to the island, but if there is nothing else we will need to learn how to deal with ourselves, we will need to, you know, to learn to deal with different personalities with the things that each.

Tania Dias Fonseca

Of us would bring to the island and there is no escape.

Tania Dias Fonseca

So it was the island. This was in my head.

Tania Dias Fonseca

No, and I was thinking it's a stimulating to the first weeks at university. You know, in a new context for students and even for lectures when they start in a new institution, there's a lot of things to learn and you need to be kind to you first of all, and you need to be kind to others, so that's why that's what.

Tania Dias Fonseca

I was bringing to the island they got. We also find us and there's some let me just on this. There's a a really interesting short and.

OK.

Tania Dias Fonseca

Not paper, so like a a text on photography of of kindness. Uh, that came out in nine 2019. Capturing denial I can send the link which I think it's worth reading.

Tania Dias Fonseca

Like so her reflection about why she she has this approach to kindness in.

Tania Dias Fonseca

Higher education, I think it's worth know.

Tünde Varga-Atkins

And we can look we can be on on our blog as one of the resources. Thank you. So in terms of putting all our different islands together into an archipelago of our island, so we've got. In a sense, you know, I mean, the Lego and the White Board were all active learning where.

Tünde Varga-Atkins

It was a can be individual collaborative.

Tünde Varga-Atkins

Then Gary in the lecture producing this energy and togetherness and excitement and absorbing knowledge with kindness. I can imagine putting students in a fluffy jumper.

Tünde Varga-Atkins

They as we roll them over to the islands. Is there anything else that we could grab along the way that might make?

Tünde Varga-Atkins

Our joint islands complete anything that you think might be missing or might be interesting to add into the mixture.

Gary Brown

I don't necessarily have anything to add into the mixture and but I was just going to add a comment to what Tanya just said and that is.

Gary Brown

The Yeah the importance of.

Gary Brown

Being kind in respect of being kind to yourself, so acknowledging that there may be things that you encounter that may not necessarily go the way you'd like.

Gary Brown

And instead of beating yourself self up over it, actually thinking about getting yourself a break. But also again the importance of being kind.

Gary Brown

Ah to others, and I guess the the reason that's really important and why the first year analogy and 1st.

Gary Brown

Week is significant as well is because of course you're learning things about yourself when you're in this situation because you're in this.

Gary Brown

In between situation, you've not necessarily been in before. I I used to read quite a bit about liminality. For example, I don't know if you're familiar familiar with that concept, but if this can, liminal space where you're you're losing something of your own self, you've left lots of stuff.

Gary Brown

Behind and you're moving into a new fears. A dramatic new fears, and so it's even more important. I think that you're you're kind to yourself and to others because you're going through what you're going through.

Gary Brown

I guess it's probably harder than usual to be kind to yourself and others because of the stress of the situation.

Gary Brown

We should.

Tania Dias Fonseca

Completely, I think about changes and in our roles, especially if we work with with colleagues across the university that we want them to reflect upon their practises.

Tania Dias Fonseca

And then, you know, make the changes that they feel they need to do and they want to do. It's quite important to understand that exactly what?

Tania Dias Fonseca

They were saying is that it's a new thing. It's changing from something that they learned. It's sometimes it's how they learn.

Tania Dias Fonseca

And sometimes it's the way that they have been doing it. Even if you know questioning and changing. But sometimes we expect you know colleagues to change like rapidly and from one day.

Tania Dias Fonseca

To the other and.

Tania Dias Fonseca

I feel that it's unfair, you know, so it's quite important to see that change.

Tania Dias Fonseca

Needs to be managed and managed not only as a group but also you know to support each individual to make their change at their own pace because there's other.

Tania Dias Fonseca

We they might feel overwhelmed and not doing anything, so it's actually the opposite.

Tania Dias Fonseca

Of what we want.

Tania Dias Fonseca

Right and.

Dawne Irving-Bell

So do we need like a playground on the island? Then with scaffolds you know like a climbing frame, it's a scaffold learning and so.

Dawne Irving-Bell

It's pretty convenient.

Tünde Varga-Atkins

Yeah, I love the island, the playground as well, 'cause it's usually what happens in school, isn't it? Before you have the buffers on something more, play based before you do it for real.

Tünde Varga-Atkins

I mean the other metaphor that it came 'cause Tanya you were talking about individuality and diversifying, and everyone is a person. I mean, in my culture in kindergarten is this is age between 3:00 and 4:00 or 6.

Tünde Varga-Atkins

Uhm, preschool. It's everyone in the kindergarten gets like a sign.

Tünde Varga-Atkins

It's like not a letter or not your name, but it could be a.

Tünde Varga-Atkins

Ladybird or I don't know whatever and it could be based on your interests or things that might characterise you and it just almost made me think Tonya as you were talking. If if everyone in the island had their own like special individual space.

Tünde Varga-Atkins

Reflecting that individuality but also working with this notion of them, recognising what that may be, or maybe them choosing it anyway, it was just an idea.

Gary Brown

Dude, I I thought you were going to say perhaps we.

Gary Brown

Can give thought to what our silence might be.

Tünde Varga-Atkins

Yeah, do you want to? Yeah, do you?

Tünde Varga-Atkins

Want to choose a sign or or anything? Yeah.

Gary Brown

I don't think I. I don't know what I would think of. I let let others step in indication of what their signs might be first.

Dawne Irving-Bell

Like you used to getting, didn't you on.

Dawne Irving-Bell

Your coat peg.

Dawne Irving-Bell

When you had your bag and mine.

Tünde Varga-Atkins

And that's why.

Tania Dias Fonseca

Two months ago.

Dawne Irving-Bell

Uh, and it's my favourite colour now. Maybe it was my favourite colour before, but mine was a yellow so.

Dawne Irving-Bell

I can still remember my little image on my my coat, peg and yellow is my still my favourite colour, you know, and it's it's warm and it ties into the track in Ireland as well.

Dawne Irving-Bell

While we're talking about it, so yeah.

Gary Brown

That's way too smooth, way too nice.

Tünde Varga-Atkins

So talking about you, you talked about change and kindness to yourself as well. So you've all been very busy and enthusiastic in terms of teaching.

Tünde Varga-Atkins

And there is need to be some new time or meet time on the island where you can relax.

Tünde Varga-Atkins

So my next question will come to the luxury items. So what would be your luxury item to take to the island that will help you relax off duty from teaching?

Dawne Irving-Bell

OK, so obviously I've already got some pens and pencils and glue and sticky crafty Mickey stuff there with the whiteboards and things. So just recently.

Dawne Irving-Bell

And I've always wanted to do it anyway, but I've just started taking up some pottery and I found this great lady on a not far away from where I live who has a pot.

Bring it on.

Dawne Irving-Bell

His wheel and I just go there for a couple of hours every month and I just sit and I make things you know, just on this wheel.

Dawne Irving-Bell

So yeah, little Potters wheel and some clay, and then obviously I could. What I'm not saying right now wants to get a bit.

Dawne Irving-Bell

More skilled

Dawne Irving-Bell

I obviously make some nice little dishes and things for people to.

Dawne Irving-Bell

To use on the island to as cookware and the tweet and drink out off. But I'm not at that stage yet.

Tünde Varga-Atkins

I'm sure you will be.

Tünde Varga-Atkins

Go on.

Sue Beckingham

Well, I'd look forward to that.

Sue Beckingham

'cause my my my.

Sue Beckingham

Some special thing that I'd want to bring my luxury item would be my gardening bag, and I'm quite a passionate gardener and like to grow herbs and vegetables and fruits and as well as lots of many colourful flowers and

things, so my gardening bag would have a trowel, secateurs's and packs of seeds and string.

Sue Beckingham

And it'd be an opportunity to to grow things that could then go.

Sue Beckingham

Into the communal.

Sue Beckingham

Cooking area and we could do as dawn pots to to eat together, which would be really nice.

Sue Beckingham

As well as picking things that were growing all already on the island.

Gary Brown

Brilliant Tony, I'm waiting for you to Jennifer. Yeah yeah.

Tania Dias Fonseca

Did I go? I can't go there. So my.

Tania Dias Fonseca

Uh, it was.

Tania Dias Fonseca

Music, but I was been thinking I don't know. I'm going to, you know which energy source I will use to provide, but it should.

Tania Dias Fonseca

Be like some.

Tania Dias Fonseca

Speakers, or at least you know my headphones, are my mobile.

Tania Dias Fonseca

Phone with Spotify.

Right?

Tania Dias Fonseca

Well, it would be fun.

Speaker 1

It would be.

Tania Dias Fonseca

Could use this the centres and as a source.

Tania Dias Fonseca

Of energy I really.

Tania Dias Fonseca

Love to have.

Tania Dias Fonseca

The music and loud in order for me to, you know, switch off the work modes, mind and just bends and doing the lock downs so our living room transformed into a small disco place where we would, you know, have some sound music and we would dance there because.

Tania Dias Fonseca

It it allows first two. Don't not to think about work but also to move the Wally you know. So to relax and to you know to shake everything inside. So music and the source of energy is still a question mark.

Tünde Varga-Atkins

I'm sure we can engage some engineers to work out solar or wind power.

Gary Brown

Gary, it doesn't have to be one thing.

I think.

Gary Brown

One thing.

Tünde Varga-Atkins

People was allowed to.

Tünde Varga-Atkins

Sneak a few things in your gardening stachewicz and and the number of others. So yes, I'm sure we can be flexible.

Gary Brown

I've got the three possibles, but very quickly one would be on the music thing. My guitar 'cause I like to as one of the things I do with a bit of downtime, is to have a practise a couple of times.

Gary Brown

There's only a couple of hours a week, so the the problem with that might be that it actually drives the rest of the end of the sea.

Gary Brown

So I would have to be very careful about what it did with the guitar. If I brought it the other one I like to cycle as what are the things that do to keep active, but whether I could bring a bike to a?

Gary Brown

A Treasure Island. There's quite a bit of sand and whatever. I don't know. I'm not sure that would work, So what the thing I settled on is.

Gary Brown

Baking baking materials bread baking materials. Because this is one of the things that I really enjoy doing as well.

Gary Brown

So this is my typical Saturday. It's guitar some time on the bike and baking some bread.

Gary Brown

So I have to.

Gary Brown

Take off, that's usually what it looks like.

Gary Brown

But a great I'd go for baking material and bringing flower umsom active yeast.

Sue Beckingham

I'm liking the fresh bread that sounds amazing.

Gary Brown

Yeah, I don't eat a lot of bread. Actually, it's a funny thing, but I really like making my own and eating my own, but I'm.

Gary Brown

Naked so. So I got yeah.

Sue Beckingham

It's quite therapeutic though, isn't it? The kneading process of it I I used to enjoy that I've not done it for a while, actually.

Gary Brown

But yeah, no. It's one of the things we we do a lot of things I do at home. And actually, if you've got some things from the garden, they can be brought into the recipe and we've got things.

Gary Brown

Made on the Potters wheel. Obviously we can have. We can include a nice bread.

Gary Brown

People for example as well. So I think that that is a nice synergy there isn't there across the different things.

Tünde Varga-Atkins

Definitely. I think everything has come together beautifully. We've got the the weed from Sue's garden, the pottery from dawn, the baking, the.

Gary Brown

Tanya dancing, whilst I'm needing the bread.

Tania Dias Fonseca

Under the party now then the.

Tania Dias Fonseca

Part we have the dinner or.

Tania Dias Fonseca

The lunch and then you know to celebrate, celebrate life with the.

Tania Dias Fonseca

Things that we do.

Tania Dias Fonseca

And then we dance a little bit.

Gary Brown

So it's curves, isn't it? When are we moving?

Tünde Varga-Atkins

I think yeah, it's it's time for us to sail to our islands, I think, and I think we all want to get there now.

Tünde Varga-Atkins

It's all come together so beautifully, so this this will be the end of for this podcast. Thank you all for our listeners for listening and if you enjoy the episode please subscribe to our podcast.

Tünde Varga-Atkins

If you want to join as a guest, you can find out details on the website on how to do this, and you can also access the blog post of all of our episodes.

Tünde Varga-Atkins

So goodbye for now. And finally a big thank you to our guest today. Thank you goodbye.

Tania Dias Fonseca

Bye, take care.

Thank you everyone.