

Treasure Island Pedagogies Episode 17

Podcast Transcript

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Tünde Varga-Atkins

So hi, this is Tünde Varga-Atkins and this is episode 17 of our Treasure Island pedagogy sport.

Tünde Varga-Atkins

Series from the centre. For innovation in education at the University of Liverpool. Where we.

Tünde Varga-Atkins

Share our light bulb.

Tünde Varga-Atkins

Moments teaching, props, and pedagogies as we cohabit our Treasure Island, the space for contact time with students. So I have the pleasure of introducing 4 guests today. Allie Johns, Emma Gillaspay, Mikkel Godsk and Mossen Randeree.

Tünde Varga-Atkins

OK. So can I. In each of you to call on you, to briefly introduce yourself your original discipline and your current role and how.

Tünde Varga-Atkins

Did you arrive here so?

Tünde Varga-Atkins

Any can I ask you first?

Allie Johns

Yes hi everyone, my name is Allie Johns. I'm a senior lecturer in digital marketing and strategy.

Allie Johns

At the university well at Manchester Metropolitan University, I came into academia in 2017. After over 20 years in industry as a practitioner in digital marketing and uhm, I now specialise in applied rich user experience.

Allie Johns

And digital innovation strategy are working with primarily with postgraduate students, but also at undergraduate level as well.

Tünde Varga-Atkins

Thank you, what about you Emma?

Emma Gillaspay

Hi my name is Emma Gillaspay and I'm a senior lecturer in the School of Nursing at the University of Central Lancashire.

Emma Gillaspay

Which will shorten to you plan for.

Emma Gillaspay

The rest of this podcast for ease.

Emma Gillaspay

And so I originally did my degree and PhD in genetics, Human Genetics and worked in the NHS as a clinical molecular geneticist.

Emma Gillaspay

Which is also a mouthful and for.

Emma Gillaspay

Couple years and then moved into research order.

Emma Gillaspay

Lipman and subsequently into academic and digital development from there. So my role now is and I lead the school in terms of interprofessional

education or collaborative learning and and also support staff development and curriculum innovation.

Tünde Varga-Atkins

Great thank you Emma. What about you Mikkel?

Mikkel Godsk

Yeah hi, my name is Mikkel Godsk and I'm an educational developer and research adult university.

Mikkel Godsk

And I have a background in multimedia science and it and then later follow up retraining and educational technology and online distance education, and it's more has been my main focus area since mid 90s all.

Mikkel Godsk

The way from back it.

Mikkel Godsk

Was referred to as entertainment.

Mikkel Godsk

And then e-learning and technology enhanced.

Mikkel Godsk

Learning, blended learning etc. So I.

Mikkel Godsk

Work with different kind of aspects all the way from.

Mikkel Godsk

Being a programmer and assistance systems administrator till being.

Mikkel Godsk

Uh, professional development officer and manager and work with all different kind of aspects now also some research as we just mentioned and for these last 10 years have had a special focus on learning design for

educational development with education technology, which I think is a quite interesting way to move forward.

Mikkel Godsk

To a more sort of sustainable practise so.

Mikkel Godsk

This is.

Mikkel Godsk

Where I am now.

Tünde Varga-Atkins

Great, thank you, Mikkel. What about you Mossen?

Mossen Randeree

Hello everyone yes, my name is Mossen Randeree, and I'm at the University of Birmingham at the moment, and I work for the Birmingham Energy Institute as the impact lead. And my background is about have a master's degree from in control engineering from University of Bradford.

Mossen Randeree

And I worked in engineering mostly in power generation. In my early career and then transferred into lecturing in engineering and overseas and then that transitioned into a role relating to professional development for the centre of excellence in teaching and learning that was over in the.

Mossen Randeree

The United Arab Emirates.

Mossen Randeree

Which built up my understanding of some of the pedagogy and technology aspects of education, and like I say, more recently I've moved across to the UK and I'm based at the University of Birmingham and my role here now involves sort of three strands, firstly with engagement with local businesses.

Mossen Randeree

In Birmingham, trying to connect them and increase their understanding of the requirements for climate change and energy adjustments that need to be made. Along with that, the.

Mossen Randeree

Engagement with the community local community as well as the Civic University University of Birmingham has a large role within the region as well.

Mossen Randeree

So connecting with local communities and building that rapport and getting them also engaged in the climate discussions and finally on the aspect of education.

Mossen Randeree

So I'm involved in different strands of education from primary school level, right up to postgraduate so involved in different.

Mossen Randeree

Projects mostly relating with energy or environment, so presentations to Fe colleges or projects within the university, for example, relating to COP 26 last year.

Tünde Varga-Atkins

Fantastic and yeah, it all seems to be various themes from from your 44 trajectories around innovation digital.

Tünde Varga-Atkins

Sustainability, but also the picture that conjured up in these. These bridging different communities I.

Tünde Varga-Atkins

Think you all talked about?

Tünde Varga-Atkins

Going from one to another.

Tünde Varga-Atkins

And how you might bridge or.

Tünde Varga-Atkins

Or establish other other practises so that thank you very much for this introduction. So let's in the spirit of the island. Let's start.

Tünde Varga-Atkins

Going towards our Treasure Island and I would love you if you shared with us a light bulb moment. One of the possibly many during your career and that for our listeners.

Tünde Varga-Atkins

So this is the moment when you felt your students, whoever they may be, or may have been. You felt that they were getting it, and what made this happen.

Allie Johns

OK, well it's Allie and I'll I'll start and so for me the light bulb moment came over the last couple of years of teaching and particularly in the pivot.

Allie Johns

To the you.

Allie Johns

Know the emergency pivot to online learning and it was actually a quote that one of the students.

Allie Johns

Said to me when they said oh so I can actually watch this content in my own time and I've got permission to actually watch this when I want and then process it and then bring what I've been watching back to the workshops. Is that right?

Allie Johns

Yes, came the answer that is right. Oh, do you mean like when I stream the content that I watch on my laptop?

Allie Johns

Yeah, yeah, I mean that all right?

Mikkel Godsk

Well, this is.

Allie Johns

Great, this is something new to me. I didn't really realise that that was a thing at university.

Allie Johns

And and that was a light bulb moment for me. But also it was validation of how I had also pivoted my own approach to delivering a learning and knowledge in an online only environment and and more importantly in an emergency one and at.

Allie Johns

At the beginning of of the COVID of of the pandemic, obviously we went. We shut down pretty quickly, didn't we? Literally we were there one day and we were gone. The next and.

Allie Johns

I was hearing a lot of anxiety from people about, but I don't. I just don't know where to start.

Allie Johns

You know what's this going to be like? I can't.

Allie Johns

Visualise it you.

Allie Johns

Know I'm never going to see anybody.

Allie Johns

What happens if they don't switch their cameras on lots and lots?

Allie Johns

Of things like that.

Allie Johns

So as someone who is kind of an ingrained design thinker, if you like and design thinking.

Allie Johns

Something that I do with my students.

Allie Johns

My response to that was to take myself away from it and go away and really think about and process what was about to happen and to start reading more into the pedagogy of online learning, and I became particularly struck by two specific things. One was this concept.

Allie Johns

The book ending, which is how you frame what you do as if you were a storyteller, which I loved that that's come from 2 researchers called Botcher and Conrad.

Allie Johns

And and the other was this whole area of self determined learning and this whole debate around you know whether at what stage students become self determined, you know whether one can make you know them, feel more self determined. You know all of that stuff going on.

Allie Johns

In my head but.

Allie Johns

What struck me was looking at things really stripping out the complexity.

Allie Johns

I'm thinking about this bookended storytelling approach. It led me to coined this phrase Netflix singer unit because you know what, what struck me even before the you know the students were giving me feedback.

Allie Johns

You know, partway through the unit and towards the end, it was exactly like that. It was about me. You're helping them to understand that they had.

Allie Johns

Permission to access this content on the moon if they wanted to, and whatever device you know they could basically find to actually access the content and.

Allie Johns

It also made me realise and gave me permission to, you know, really cement this kind of storytelling aspect to what I do.

Allie Johns

It validated it. It made me feel like it was. It wasn't just something worthwhile, but it was really beneficial.

Allie Johns

And had a huge impact not only on me, but on the students as well. So yeah, my light bulb moment to summarise is coining this phrase netflixing you're learning.

Tünde Varga-Atkins

So that reminds me of binge watching when you know so. So what is it that you're doing ally with your storytelling?

Tünde Varga-Atkins

That I mean is that even a thing that you're aspiring to, but I'm I'm guessing netflixing is partly that flipped classroom, and that chunking it could be that one, but it because you mentioned.

Tünde Varga-Atkins

Storytelling to be quite an important part for you. So what is it that you?

Tünde Varga-Atkins

Do there can you explain a little bit?

Allie Johns

And yeah, I mean I I I set my units or my we call them what some people call the modules. I set them up as episodes rather story.

Allie Johns

So even in a blended learning environment or even now, where we're going back to on campus, I'm sticking with it because what it does is it enables you to see from start to finish where this story.

Allie Johns

What this story of this unit is and where what journey you're going on, and also what, by visualising it? And I've I've produced this.

Allie Johns

In quite a visual format it then really brings learning outcomes to the.

Allie Johns

Or so students really then understand how the story maps to the learning outcomes and how the learning outcomes map to the assignment grading process.

Allie Johns

If you like and actually you've reminded me to one day that I had another light bulb moment during this whole process, and that was that.

Allie Johns

Unit design actually really matters to students.

Allie Johns

Since if you spend time explaining to them where the inspiration for the unit came from, how you work on that, how you listen to them on a week by week basis, and you tweak and you adapt as you go, they start to become more interested in it and more invested in it.

Allie Johns

So, you know, in terms of, you know whether this whole debate about whether someone truly is self determined or whether one can make somebody self determined. I don't actually believe that, but I think you can help people to understand.

Allie Johns

What self-determination is just by virtue of doing a few little things like that, so simply introducing it and telling them about the inspiration behind it.

Allie Johns

Just like a storytelling session that we would have had when we were young kids, although in a more grown up way and each week each episode has a title which implies.

Allie Johns

What's to come?

Allie Johns

And the whole thread moves, you know, threat flows from that kind of episode and also as well, it enables you to mix and match as well.

Allie Johns

So this what we what I was finding is is that they were telling to Russia everything you know and they felt like they had to do everything all at lunchtime. Saying so no the point.

Allie Johns

Is you go at it at your own pace. You mix and match when you watch what you watch.

Allie Johns

And the way in which the workshops are designed are to help you to apply whatever aspect of what you have learned since you at that particular time, and they were absolutely blown away by it.

Allie Johns

And in all fairness, as I say, I'm I'm now working on putting that back in an on campus campus format. But I will find a way to make that.

Allie Johns

Work for them and also re utilise some of that asynchronous content that I already have.

Allie Johns

As supplementary learning for them.

Tünde Varga-Atkins

Great thank you, thank you.

Tünde Varga-Atkins

Anyone want to come in on that? So far I've also taken away the importance of the director's cuts, almost like you as the director explaining what was going on and why is interesting aspect. Yeah, OK, anyone else wants to share their light bulb, moment or respond rallies? Yeah Emma.

Emma Gillaspay

And I guess what was occurring to me when I was listening to you then Ally was that idea of a story and the way the I mean my light bulb moment in time in terms of supporting staff.

Emma Gillaspay

Development is about helping other academics find and validate and be proud of their story in terms of what whatever style of teaching suits them and their strengths. And actually that can be quite a journey of discovery.

Emma Gillaspay

And I feel very privileged to be part of that discovery when when you see those moments.

Emma Gillaspay

Where the you know the Cox all come together and it's just incredible and I'll, I'll tell a very brief story of one that was fairly recent. So with them during the pandemic we moved what was a face to face into professional escape room.

Emma Gillaspay

But clinical escape room based, so it's medicine medicine students with nursing students.

Emma Gillaspay

And so it was a face to face environment and we moved it to an online environment and we were unsure whether it was gonna work.

Emma Gillaspay

But we thought we'd take the risk and give it a go and actually what was incredible was the the very same learning outcomes of leadership and communication.

Emma Gillaspay

And teamwork they they came through really clearly and some things emerged during the online version of the escape room that didn't emerge in the face to face. And one of those was a back room channel chat for facilitator.

Emma Gillaspay

This and so we had several escape rooms happening at the same time in different Microsoft Teams spaces and and in the background as facilitators we had a a private chat, so we were kind of messaging each other, having a little bit of fun and a bit of competition back and forth.

Emma Gillaspay

About how the.

Emma Gillaspay

Various teams were doing and.

Emma Gillaspay

But actually what was really?

Emma Gillaspay

Interesting was seeing some of the facilitators.

Emma Gillaspay

And struggle sometimes with the concept of the of leaving the student to it and what emerged from that whole process was a bit of mentoring from a couple of us around. Sit on your hands, just don't give them the answer, let them figure it out.

Emma Gillaspay

It it's really awkward and it's gotta be like it's really horrible to watch them time.

Emma Gillaspay

Times, but you just have to let them do it. And and then that particular person who sat on their hands and then the the elation that she got at the end of that session of seeing what the students have produced by themselves and and then the magic in the debrief.

Emma Gillaspy

Of pulling out all the all the Nuggets of information and then since then, that particular person has gone on to completely transform her teaching practise.

Emma Gillaspy

This and is now very much more relaxed in an environment, allowing a bit of experimentation allowing a.

Emma Gillaspy

Bit of chaos.

Emma Gillaspy

To emerge, and I'm just seeing what happens sometimes, and so that was my light bulb. Moment was with. This is part of.

Emma Gillaspy

Her discovering her story and me being able to witness it. Really, that's.

Tünde Varga-Atkins

You must not Mikkel.

Mikkel Godsk

Yeah, I.

Mikkel Godsk

Feel like I I wanted.

Mikkel Godsk

To share maybe just a.

Mikkel Godsk

Tiny light bulb moment with you and sort of.

Mikkel Godsk

In in similar.

Mikkel Godsk

To the context.

Mikkel Godsk

I think that Ali and maybe also Umm, is describing, and so I I teach our professional development programme the aspect that has to do with technology enhanced learning.

Mikkel Godsk

And it has the same a fully online format, flexible format.

Mikkel Godsk

For the last 10 years and it hasn't really changed for those ten years, more or less. Of course, technologies have been updated, etc.

Mikkel Godsk

But in general it has more or less been the same, so it was very interesting to see what happened then, when the pandemic suddenly occur. How would they participate?

Mikkel Godsk

Participating educators say view on technology change. What would they do after the module etc. And and Speaking of this, in narrative format and the next Netflix format, this module has been designed as with narrative learning path, so there's.

Mikkel Godsk

Out of text, combining things on the text that you, as the educator, would present when you teach, it's written down, so there's a clear structure and things.

Mikkel Godsk

And then they spilled up with different activities, among others, discussions and things like that.

Mikkel Godsk

And then I notice that.

Mikkel Godsk

At some point, I think half a year after the first outbreak.

Mikkel Godsk

Was there that one of these teachers was actually in the press explaining about what you can do with these narrative learning path?

Mikkel Godsk

So it was more or less the same works that was on this module that he was using and so that was.

Mikkel Godsk

Hi there, yeah we didn't share it directly but it was quite nice to experience that it actually adopted some of these things.

Mikkel Godsk

Suddenly he could see the benefit of building this asynchronous format instead of just. You know, having all as a hyflex asynchronous teaching. So if I have to pick another, just small.

Mikkel Godsk

Light bulb moment. I think one thing that I have found very effective in in context of technology and education is to show and don't just tell.

Mikkel Godsk

And that can of course be very difficult if you want to explain what is the potential of technology education. So. So the way I usually do that is to spend some time every.

Mikkel Godsk

4th year or 5th?

Mikkel Godsk

Year or so to develop a video that illustrate how it is to be a student at like 5 years ahead.

Mikkel Godsk

So what's the what is the day in the student life in 2025? Which is the theme of the video we have currently? We are currently promote.

Mikkel Godsk

This is, uh, of course it takes time to curate it, but it's also a really good process, so I would.

Mikkel Godsk

Do a.

Mikkel Godsk

Preliminary script and then shared with my peers and see if other relevant technologies. Here are some perspectives we need to include. Yeah, we need to include peer instruction. We need to have some more on learning, analytics and.

Mikkel Godsk

ETC and then we include the different perspectives. Both the student perspective and the teacher perspective, and also the retraining perspective.

Mikkel Godsk

So we have some very flexible interested students. I want to know why they have their family and they want to do some, some retraining, et cetera.

Mikkel Godsk

So by spending time and developing this video, have a really good offset for discussions so that really links well into online discussions, and I often see that when they have watched this video.

Mikkel Godsk

Of these, I think.

Mikkel Godsk

It's the current version is around 13 minutes. They often refer back to the characters that are being presented in the video.

Mikkel Godsk

So as Martin said, or as Emma said, as big to set as the characters are called, they use their technologies and often often it triggers a lot of like scepticism, which is also fine because it's a.

Mikkel Godsk

Very. We have to imagine how.

Mikkel Godsk

Could the future look like we have to include all the technologies so it's very.

Mikkel Godsk

Technology loaded but.

Mikkel Godsk

It's also a way to say OK.

Mikkel Godsk

Which one could you then choose and benefit from? So instead of just saying OK, yeah, technology is really good for these 10 purposes. It's much, much better to demonstrate it, and I think the same.

Mikkel Godsk

Goes for the teachers we have on our.

Mikkel Godsk

Programme they teach different kind of, for instance laboratory teaching. They teach mathematical proofs. They teach programming and you know to show the students in these different kind of video that explains the different steps is huge benefits. So this is where you can really show and not just tell your students.

Mikkel Godsk

The the technology is good for and in this case these form of these different kind of case videos of various kinds.

Tünde Varga-Atkins

That sounds great, Mikkel, I can. I can see that this can produce really interesting discussions with, with lecturers brilliant. What about you, Mossen? What's your light bulb moment?

Mossen Randeree

So just wanted to pick up a few of the points that we just made that were really interesting topics that were discussed. So one of the things that Ali was talking about it, especially when.

Mossen Randeree

There's so much asynchronous material being produced over the last couple of years. How can we make?

Mossen Randeree

Use of that.

Mossen Randeree

I think that's a really important aspect, so that's something to think about. Another topic was Emma was talking about when we have, we have to give the time to students to process.

Mossen Randeree

Yes, what what? They're what they're hearing or what they're learning. And as I worked overseas, the students I had were second language English students, so they they wasn't their native language. So that principle of you know, allowing the silence, and we mentioned that's really important.

Mossen Randeree

And you have to sit on your hands, so you just have to even increase that even more when it's there. And let's say international students or students with the non native English.

Mossen Randeree

So that's one.

Mossen Randeree

Aspect, and I think that's a phrase that I started using was because we're very passionate about our field in our expertise.

Mossen Randeree

It's a, it's a passion within us and we want to transfer that passion to our students. But when we're in the teaching mode, it's sometimes important to become dispassionate.

Mossen Randeree

About our passion. So that then that transfer process can happen and it allows that light bulb process that you recommended.

Mossen Randeree

For the student.

Mossen Randeree

Which leads me to my example is in a class for ethics, and I was talking about morals and values and relating to engineering words to do with health and safety.

Mossen Randeree

That was that that was the core topic, but how to get that across when you have students with a very different context?

Mossen Randeree

So we have to recognise. OK, maybe it may just be an age difference, but when it's the different culture and different heritage, there's a whole different.

Mossen Randeree

And scope for those students who to that.

Mossen Randeree

To engage them using their context, I think that that was really important. So one of the lightbulb moments actually for me was when I overheard some students whispering to each other in their native language, and I I remember the phrase it was logging more than issue and I didn't know what that meant.

Mossen Randeree

So after a while I went over to one of my colleagues and asked.

Mossen Randeree

What are they saying? Basically it means.

Mossen Randeree

Is really I haven't got a clue what's going on, so recognising that sort of understanding their their position and trying to contextualise it for them so that the the examples that they would give based on their own heritage and their own culture and then brought out.

Mossen Randeree

Their values, their morals, and then it was very easy to link that into principles of health and safety relating to engineering and then the the very positive feedback from that was one of one of my.

Mossen Randeree

Students sent me a tweet from Japan he was visiting, uh, he was on holiday over in Japan, and he'd passed by a construction site and there was a big poster up saying and don't forget your values and safety is very important and something along these lines and.

Mossen Randeree

He recognised the.

Mossen Randeree

Link between what he'd had in the in the class, so that was a real real benefit, so some aspects of linguistics then comes into it as well.

Mossen Randeree

So again with non native speakers and I think it works with all students as well. An aspect of etymology as well. So for example.

Mossen Randeree

And the word oscilloscope is quite simple word, but what does it actually come from? So in this session I'll be presenting the principles of oscillation which connects with the word and then the examples of telescope and microscope which relate again so.

Mossen Randeree

Making those kind of Connexions using sort of the foundation and the origins of words. That was also a technique that I was using, which I found very positive.

Tünde Varga-Atkins

Grades, yeah, that is fascinating. And then it comes back to what we were.

Tünde Varga-Atkins

Talking about language before.

Tünde Varga-Atkins

OK, so we've got wonderful lightbulb moments that reverberating years after you've encountered the students, which is lovely. And having that feedback and so if we're now going over to this island and want to take some pedagogies or teaching props with us that we think are necessary.

Tünde Varga-Atkins

Or we'll create these light bulb moments what?

Tünde Varga-Atkins

Would what would you put into the boat that we?

Tünde Varga-Atkins

Should roll there.

Mossen Randeree

Yes, I think you mentioned it already turned a which is flipped classroom. I think that's something that now because again, it links back to the.

Mossen Randeree

A point about having the asynchronous happening, those videos having that content available, and how can we now reuse it?

Mossen Randeree

How can we make use of it in the post COVID world? So I think flipped classroom is something that I find really useful, especially in an

engineering engineering environment. We need to be hands on and active.

Mossen Randeree

And the end.

Mossen Randeree

Activities are much more experimental and.

Mossen Randeree

You know face to face.

Mossen Randeree

You have to be involved. Sort of hands on so it leads much.

Mossen Randeree

It leaves quite a lot to project based learning and and those aspects as well, which I I really made new Subs so I'd say flipped classroom is really important and the the the bigger.

Mossen Randeree

Opportunity now and it links back to what Ali was saying in terms of the Netflix aspect. I think one of the lightbulb moments for the students was when they recognised that there's a revert.

Mossen Randeree

There's a rewind.

Mossen Randeree

10 so I can replay this because again students. Sometimes you have those who are a little bit shy to ask you to repeat something or ask the question, or raise their hand or whatever, so the opportunity to just be able to rewind and replay something and so one of the aspects of flipped classroom, which I often used.

Mossen Randeree

Was obviously at the beginning. I would have a face to face session. I would ask, has everyone seen the material if there were some that hadn't,

I'd send them away and say, OK, you spend some time with your headphones on and watch the material.

Mossen Randeree

Real and then also as they were participating in the class, the opportunities there to go back to that material, replay it, rewind it, and that was a real bonus for the students.

Mossen Randeree

It means that I can focus on other activities somewhere else and develop those students, stretch those students and they can.

Mossen Randeree

Always at review their content.

Tünde Varga-Atkins

Brilliant so we've.

Tünde Varga-Atkins

Got flipped classroom and then on the island active learning problem based learning what public project based, learning whatever we want where we working with the students.

Tünde Varga-Atkins

What else do we have in our board ever?

Emma Gillaspay

So I just want to build on that kind of hands on approach. 'cause what other things I would take with me is Play-doh.

Emma Gillaspay

And basically I wanted the.

Emma Gillaspay

One of the thing reasons why I love Play-doh is there's something nostalgic about it. You get it out and people smell it and they start immediately talking about childhood experiences. And it puts people into a different space and. And there's also something about it that is malleable.

Emma Gillaspay

And I guess that's my view of the world is that everything can change and everything is ever changing. So actually once you get hands on with some play-doh, it can become whatever you want it to be, whether it ends up looking like that. Sometimes it doesn't really matter. It's what you say about it about the above.

Mossen Randeree

Right?

Emma Gillaspay

And that you create that, I think, would be brilliant and and play-doh. You can use in a multitude of different teaching activities and environments and and it's also a little bit challenging.

Emma Gillaspay

And so, so in some environments it can be seen as and.

Emma Gillaspay

Two playful, almost and actually providing the permission to have a go and have a play with these things I think is part of our our responsibility I guess and to help break down those barriers and sometimes one of the things that I really, truly truly believe. Game is breaking down some of the hidden barriers.

Emma Gillaspay

In higher education, and that's for our staff as well As for our students. So I mean, I'm personally from a working class background and and I think there's a lot of barriers to social class in education for both staff and students.

Emma Gillaspay

And there's something about Play-doh that kind of.

Emma Gillaspay

Just levels the field a bit and it.

Emma Gillaspay

Means that we're all in the same space.

Emma Gillaspy

Nobody more and more capable or nobody got the. You know, the Gold Star at play doing, you know.

Emma Gillaspy

So everybody has the potential to contribute equally, which is one of the other things that I.

Emma Gillaspy

Really love about Play-doh.

Emma Gillaspy

I want to put something else going on.

Mikkel Godsk

So you.

Tünde Varga-Atkins

Do think that because the other thing about learning is sometimes creating the environment where people can make mistakes.

Tünde Varga-Atkins

And I, I'm just guessing with the Play-doh you, you know, you make a mistake.

Tünde Varga-Atkins

You just re.

Tünde Varga-Atkins

Scrunch it up and restart, so I just wonder whether there's something around that in there as well. Absolutely and.

Emma Gillaspy

That's why I prefer played over Lego as a as a material to use in teaching, because although you can break Lego up and play DoH, I don't know it was maybe more satisfying just to scrunch it and start again. You know, and but also I've I've that.

Emma Gillaspy

Triggered the memory of a of a, uh session I do with students quite a lot where I give them one activity so and and the planner park and I give them some rules to use the Play-doh and and then like 2 minutes before the end I changed the rules completely.

Emma Gillaspy

So I then want them to all all the previous rules are abandoned and I now want you to create a parrot.

Emma Gillaspy

And and see what happens in that last two minutes. And actually, it's it's always the powers in the debrief for these things, but it's getting people to understand what their reaction was to that sense of urgency to the changing of rules. How did they react? How did their take team members react? What that?

Emma Gillaspy

Might take forward, so I think there's just endless possibilities with play DoH.

Tünde Varga-Atkins

Were you gonna say something else?

Emma Gillaspy

I I want to take open questions as well.

Emma Gillaspy

Because again, it's that it's about that power and potential of the people in the room, and I think open questioning I'm a coach by background as well, so bringing in some coaching questions really helps people to dig a bit deeper. And if you do take a playful approach.

Emma Gillaspy

To it, I've found that people are more willing to go deeper.

Emma Gillaspy

In in those situations, if you're a little bit.

Emma Gillaspy

More playful with it.

Tünde Varga-Atkins

Great other people have snuck in more than one items before in previous podcasts, so we can let you have two.

Tünde Varga-Atkins

Any other teaching props or pedagogies?

Mikkel Godsk

Yes, I'm actually just.

Mikkel Godsk

Commenting on on.

Mikkel Godsk

On your props there because I think I also think flipped classroom is a potentially very powerful method to design your teaching economy. Also have been.

Mikkel Godsk

Been 10 years associated with the Faculty of Science and Technology, where this is really something that has proved its worth, I think.

Mikkel Godsk

And and I I like the idea you have them about the the Play-doh and it sort of reminds me in general of I mean and design mythology. So we are here talking.

Mikkel Godsk

Maybe some kind of of design thinking where you use this Play-doh for bringing ideas out into another context and.

Mikkel Godsk

I think that's sort of also the if I should.

Mikkel Godsk

Pick one, I wouldn't pick a specific pedagogy. I would pick a mythology instead, so this is where I think the learning assignment mythology is really interesting, because that could include things like Play-doh, and it could use a lot of different kind of tools that have been developed for.

Mikkel Godsk

Different kind of subject areas and different kind of target groups. So the idea that you instead of bringing one.

Mikkel Godsk

Pedagogy and one design method. You have this methodology where you have a lot of different tools and way to think about your teaching.

Mikkel Godsk

And I think the interesting aspect with learning design is that it can be. It can address some of the barriers, at least that I've experienced is in particular in the context of of working with the science and technology high education. It is one of the.

Mikkel Godsk

Things that can it can. It can sort of translate pedagogy theory until something that's much more practical. So the problem I often experience when I talk with educators is that they are.

Mikkel Godsk

They are professors of physics and mathematical subjects. Things like that and pedagogy theories so far from that positive based world.

Mikkel Godsk

They're currently engaged in so talking about pedagogy is like really sci-fi to them, though I mean sci-fi and their opposite way because.

Mikkel Godsk

They would know what rocket science is, but you know what I mean.

Mikkel Godsk

Anyway, so that.

Mikkel Godsk

I think learning design really had these tools to make complex pedagogy theory concrete, As for instance flipped classroom just in time teaching Jesus elements.

Mikkel Godsk

Five stage model.

Mikkel Godsk

Things like that, so by using this as an approach to support the process, you have these sort of embedded tools that you can bring out.

Mikkel Godsk

Including Plato if that's relevant or different, kind of other interesting tools that have developed around so for me this has been very helpful in.

Mikkel Godsk

Bringing the pedagogical language into a context where I can talk with science educators, and another thing that has been really helpful for me is to to sort of bring more sustainability into educational development. So not sustainability in the environmental sense.

Mikkel Godsk

But knowing the way that you.

Mikkel Godsk

Can reuse things.

Mikkel Godsk

I've experienced so much to my big frustration. If you go like 10-15 years.

Mikkel Godsk

Back then, a.

Mikkel Godsk

Lot of educators were doing wonderful, wonderful things.

Mikkel Godsk

So they're developing a wonderful module. They're having all these good activities, etc. But they were not sharing it with their peers and didn't know how.

Mikkel Godsk

To talk about it.

Mikkel Godsk

And then the module was maybe discontinued and nobody could take over because it was very much.

Mikkel Godsk

Led by this.

Mikkel Godsk

Specific educator on this specific modules and there's a lot of waste in that, so by using learning design methods and models and templates and the whole language that's built into talking about your teaching practise and underlying pedagogy, it's much more easy to share between peers.

Mikkel Godsk

Reuse, practise and all that, so that's a that's a sustainability potential. I think there is if we sort of raise some of these things to a more like a methodological level in instead of choosing a specific method, at least it gives us an opportunity to.

Mikkel Godsk

Sort of having more like I, I usually refer to as like as the Swiss Army Knife of education development because you have so many tools been into this idea that you can use for assessment for teaching development for science courses, for art courses, etc.

Mikkel Godsk

So I mean that could be another perspective that you actually go beyond a specific pedagogy.

Tünde Varga-Atkins

I mean, that's a very smart and sneaky response. Mikkel because you.

Tünde Varga-Atkins

Know rather than choosing one, you are.

Tünde Varga-Atkins

Choosing the I don't know.

Tünde Varga-Atkins

Rather than give people fish you you, you teach them fishing or you you give them the.

Tünde Varga-Atkins

Concept of fishing which is very brilliant answer.

Tünde Varga-Atkins

Thank you yeah.

Tünde Varga-Atkins

Anymore about your teaching prop and pedagogy.

Allie Johns

Well, I mean just listening to everybody. I mean, I think there's two ways of looking at this because you could argue that you wouldn't need to take anything because you're going to be on a on this island. The tide is going to go out. You're going to have a massive canvas.

Allie Johns

On which you can you know draw.

Allie Johns

In the South.

Allie Johns

And you can use the sand to build and you can use driftwood shells and bits of crab shells. God knows what you know, so if you were, you know, looking to kind of, you know, build up your skills and the skills of the people you're.

Allie Johns

On the island with around.

Allie Johns

You know the the. You know pedagogical methods. If you like I. I mean, I'm really interested in how we help students.

Allie Johns

This to become more curious and critical thinkers. Again, it's one of those things that you can't make people do.

Allie Johns

You have to be cleverer. You have to be more widely. You have to be. You have to think about how you can weave that into the fabric of what you do and that that takes time to think. And that's why I'd actually quite like to go on a desert island.

Allie Johns

Because I think I'm somebody that really relishes the opportunity to slow think because.

Allie Johns

'cause when we slow think we create really great stuff and you.

Allie Johns

Know we might.

Allie Johns

Start on the back of a serviette with a few ideas.

Allie Johns

But actually, in order to kind of make those come to life, it does take a lot of reflection and and and kind of thinking about, you know what the the risk and reward might be so.

Allie Johns

Yeah, on the one hand I would. I would I would be quite cheeky and say I'm gonna use what's at my disposal on the island to actually help me to rethink and redesign the way in which you know I want to, you know, sort of deliver my my my content.

Allie Johns

But the obvious ones take would of course be a solar powered laptop because you know, and that assumes, of course, that we're going to have access to Wi-Fi on the desert island, but you know, one would assume that it is in the future, and therefore 5G will be the world over, and we'll probably be it in six.

Allie Johns

Or 7G by then anyway, so as long as I've got a solar powered laptop and I can keep.

Allie Johns

Accessing the great learning of others and the great examples of others and then start thinking about them in the context of of my own modules and the challenges that I face and how I can help other people so much like Mikkel was saying, you know, it's about what I found it.

Allie Johns

About helping others to understand how to do this because.

Allie Johns

It's quite risky, you know, and people get very hung up on the modality of something rather than the creativity.

Allie Johns

And you know, once you set the modality to one side and you start having a more open discussion about and, I was doing this as a colleague this morning before I joined you on the on the call, you know, once you can just.

Allie Johns

Throw around a few thoughts about how you want to do something and you know you. You can talk about.

Allie Johns

Quite openly and without you know, without prejudice about some of the things you want to do and try all of a sudden the whole kind of issue of technology just goes by the wayside, and it's more about the actual. You know the design, thinking the the creative approach.

Allie Johns

I'm getting over this also this subject of well, I'm not creative because you know, in my world creativity is is nothing to do with actually being able to paint and draw. And it's everything to be able to.

Allie Johns

To reflect on situations, look at challenges and then provide solutions so you know, as I say, cheeky one is I won't take anything.

Allie Johns

I'll just use what I've got and the the the obvious one is. I'd like a solar power laptop police turned day.

Tünde Varga-Atkins

Given that in in COVID we did let people, because obviously the Treasure Island was that contact and with students on campus when we could come together, and so I think we didn't allow Wi-Fi, and I think the solar powered. This is definitely what in terms of sustainability.

Tünde Varga-Atkins

See, but yeah, most time did you want to?

Tünde Varga-Atkins

Add something.

Mossen Randeree

Yes, exactly. I'm I'm very happy that you're going solar looking for warming your energy institute. That's definitely something that's a a tick from me, but in terms of the general discussion, there's lots of things relating to I think you mentioned design thinking and slow thinking, and the the aspects of creativity.

Mossen Randeree

I think these are really essential, so one of the models that I heard about was I'm I'm not sure of the name of this model, but at at an earlier age of education.

Mossen Randeree

And that probably the definition of pedagogy. I'm not sure is the teacher is sending information to the student.

Mossen Randeree

And then at a later stage of development, the student and the teacher are sharing information, so it's a A2 way. Communication starts to happen, but the next stage of the the education is that creativity where the student and the teacher together are producing.

Mossen Randeree

New knowledge, and I think that's the aspect that especially all the aspects relating to innovation, creativity, design, thinking and you know starting from nothing.

Mossen Randeree

How do you? How do you start? How do you? Where do you go and that take that technique and those those thought process?

Mossen Randeree

'cause I think that's really important at at this level at the the higher education level. Like I say and I work with their children as well at primary and secondary level as well, but trying to involve them in in design and that design process and and innovation, I think that's really.

Mossen Randeree

And fruitful for them as well, and fulfilling for me and I think my aspect of the Play-doh as well, bringing somebody back into that child mind.

Mossen Randeree

And to be able to think creatively and think from from a blank canvas it's. That's also, you know, psychologically, a a very positive trigger, I think.

Emma Gillaspy

So to follow on from that, what's really interesting for me is around the the factors that are.

Emma Gillaspy

Enablers of creativity and so Tom Day will know that I'm one of the hosts for the creative 18.

Emma Gillaspy

Network and one of the most wonder.

Emma Gillaspy

Awful things about that space is that there's the belief in the potential of creative approaches and and that doesn't need to be arts based in any way. And I can't draw and, but I'm still creative.

Emma Gillaspy

And so I think there's for me it's somebody said one at one of the events. Ones. It's about finding your tribe and actually being in an environment where you are encouraged and activated.

Emma Gillaspy

Need to have a go and to be creative and if it doesn't work it it's not.

Emma Gillaspy

The end of the world.

Emma Gillaspy

And actually, it's part of us moving forward is is. I'd like to see higher education and take a few more risks I guess.

Emma Gillaspy

And in pushing that creative space 'cause I think we've we've all got the power and the potential to do that and.

Emma Gillaspy

I feel that sometimes we we lack the advocacy that it's OK to do and actually it's a good thing for us to be all experimenting a little bit on the edges of teaching.

Tünde Varga-Atkins

Yeah, I mean it's wonderful 'cause you've already started.

Tünde Varga-Atkins

I think you've all embraced each others ideas, so I was just going to lead on perhaps. Is there anything that's missing on the island or anything that we can still bring to it, perhaps as additionally that that the others have reminded Bill, but I just love this.

Tünde Varga-Atkins

Idea of Eli you.

Tünde Varga-Atkins

You were starting to almost like literally inhabiting an island inhabiting a space. It starts with making sense and engaging with what's around you.

Tünde Varga-Atkins

And and that creativity again and bring so.

Tünde Varga-Atkins

I think you've we've.

Tünde Varga-Atkins

Already got that amazing space here and that Nikolai.

Tünde Varga-Atkins

Love also the fact that you're bringing that language so not only you know we are inhabiting it as learners. Whether we are the facilitators or or students. But if we then have a language.

Tünde Varga-Atkins

To describe as you.

Tünde Varga-Atkins

Say and then being able to recreate it again and again and again. That's really, really helpful.

Tünde Varga-Atkins

Is there anything that you want to add on top of the ideas or anything that you think we might miss?

Tünde Varga-Atkins

Yeah well then.

Mossen Randeree

Yeah, just building on what Emma was saying in terms of can we become more creative and I sense that because of this shift, we've had such a

major shift in the dynamic. There are those opportunities now and they are sort of presenting themselves.

Mossen Randeree

Even this podcast. This is an example I think, and those those things are happening now and they're just starting to starting to come out and starting.

Mossen Randeree

The bloom so I I think there's there's lots of opportunities there. We need to be open to open minded and again you know and notice those and then again make use of the knowledge from the students again that that aspect of self determination take their knowledge and understand where they're coming from.

Mossen Randeree

You know they've grown up with the technology and they've they've.

Mossen Randeree

Going through at a key phase in their lives, they've been through such a challenge, so there must be so much sort of bubbling under the surface that we need to be extracting.

Mossen Randeree

So I think that's really important aspect.

Tünde Varga-Atkins

Think Emma's?

Tünde Varga-Atkins

Open questions and any mention.

Tünde Varga-Atkins

That you know in, have you know?

Tünde Varga-Atkins

Students looking around what you know, we will see what they're going to create. We will see what they will respond in the open questions. So I think yeah, most then you're quite right. We will be able to.

Tünde Varga-Atkins

Get that those yeah make a.

Mikkel Godsk

Yeah, well, maybe that was another thing to consider when you inhabit this island and working with specifically with science and technology educators and now working with educators across the university, it's very clear that they have a really profound.

Mikkel Godsk

An underlying paradigm that sort of defines their understanding of teaching and learning and the whole world and the way you conduct teaching and research and develop.

Mikkel Godsk

Things, so I think it could be very good when we bring people here that we have the different kind of paradigms represented because it would be very difficult to get an Play-doh afternoon with too many positivist professors. While it may work very well with some, with more like a constructor to.

Mikkel Godsk

Constructivists approach so they could learn a lot from each other, so hopefully we will get all different.

Mikkel Godsk

Hands up for people on our island at the same time so.

Mikkel Godsk

We could bring the creative.

Mikkel Godsk

Ideas into practise and make them work and be sustainable.

Allie Johns

Yeah, I I like that thinking and and and just building on that. I was, you know I was just kind of, you know, processing what people have been saying and.

Allie Johns

Personally, as someone who's relatively new to academia, I don't think there's enough discussion like this.

Allie Johns

Yes, so you know, for me we talk about flipped classroom and you know that's great. But what's after flipped classroom? You know? What about if we moved on from flipped classroom and the students Co creating their own?

Allie Johns

Way through through a topic and they decided how they were going to be assessed.

Allie Johns

You know, so we we're there. Then we truly are looking at constructive alignment. Then because we're thinking, right? OK, we're gonna put the student front and centre of this, and this might be something that is like, you know, sort of weight way off. But if we're really honest, you know how constructively aligned are we as as a teaching profession?

Allie Johns

You know to what extent do we take that and.

Allie Johns

Do we really?

Allie Johns

Mean it? And do we really deliver on it?

Allie Johns

And the other side of that coin is to what extent did the students actually understand that that is the environment they're coming into, so it's certainly not an environment that they're used to.

Allie Johns

And then when they come to university, they're automatically expected almost to actually understand that, and to take that on board. And then you know they're so far off.

Allie Johns

Sometimes you know being able to actually cope with a flipped classroom environment.

Tünde Varga-Atkins

What you said at?

Tünde Varga-Atkins

The beginning as well. Listen, anything that you know that you spelling out, why it's important and why it's coming. You know why we're covering this. It's very important to the students, yeah?

Allie Johns

It is, but without you know, it feels to me like, you know, sort of. We're being more and more squeezed with the time that we have with students.

Allie Johns

And you know, I'm the sort of person I'd like to have more, not less, and you know the way the timetables and the and the curricular uh are moving.

Allie Johns

But you know, in a truly kind of collaborative environment, imagine what that would be like and what that could be like, you know, and you know that's where Emma's use of play dough, for example, comes into its own in terms of actually getting people to kind of take themselves out of the day-to-day environment and to start.

Allie Johns

Thinking in a more abstract way and then having the the courage to actually take those risks. So Amos did say, didn't she?

Allie Johns

About you know wanting to be able to take more risks and I'm I'm. I'm absolutely like that. I'd like to think that I was a responsible risk taker. I'm not.

Allie Johns

You know, completely reckless, but to try and forge some changes on that basis I think is quite hard.

Allie Johns

I you know, I wonder whether I I would actually see that in my lifetime. I hope it happens, but.

Emma Gillaspay

I think there's something up there that I would I would love this island to be a multidisciplinary island.

Emma Gillaspay

And because we teach in silos, whether we like it or not, and part of my role is to try and bring some of those silos together.

Emma Gillaspay

And but part of why I've taken on that role is because I believe it's better. You know, if we are getting, you know, if we're educating our nurses and our midwives and our engineers.

Emma Gillaspay

And our artists, and.

Emma Gillaspay

If we can educate together and Naylor are Co creating and learning from each other, the results are gonna be profound.

Emma Gillaspay

I think their capability and the potential there of bringing people together in sustainability is. It is a really good way of actually bringing people to and.

Emma Gillaspay

Look at some of the world world big challenges.

Emma Gillaspay

And being able to see that from all those different disciplines and all those different directions, that's where the the novel solutions and the and the innovative ideas will come out. So I want every discipline on this island.

Tünde Varga-Atkins

I think what we're creating is an archipelago where everyone has their own tribe, but also there is a necessity and there's a centuries what Mikkel you were talking about, the language.

Tünde Varga-Atkins

And sharing and you know people coming with different paradigms. But then they have to take things from different perspectives.

Tünde Varga-Atkins

I'm just aware that Mikkel needs to leave at 20 past. So can we wrap up and think about the luxury items so you're all passionate about teaching, experiencing lightbulb moments of the students?

Tünde Varga-Atkins

This is about you having a bit of downtime in a corner of the island, wherever that may be. So what luxury item would you choose to bring to the islands with you?

Allie Johns

I think mine is quite simple. I'd like a pair of binoculars please.

Allie Johns

These and an endless supply of paper and pens.

Tünde Varga-Atkins

So what's you going to do with?

Tünde Varga-Atkins

The paper and pens.

Allie Johns

I'm going to journal. I like I like documenting what I see. No, no matter how trivial or you know somebody else might think it would be.

Allie Johns

But to actually record my time on the island, but also be able to look at the amazing wildlife.

Allie Johns

That's inevitably gonna be around and be able to record my responses to that that would. That would just I would. I would love that. Thank you.

Tünde Varga-Atkins

You granted it already.

Emma Gillaspy

I'll use Ali laptop and I'll raise all his laptop by an amp and speaker system with a clearing so that we can have a dance of an evening.

Allie Johns

Brilliant, I'm up to that. That's brilliant.

Tünde Varga-Atkins

What's that?

Mossen Randeree

Yes, Sir, I hope that will be in a solar powered amplifier as well.

Mossen Randeree

And following on from Mikkel suggestion about using a methodology as a, uh, a Swiss army knife, I think probably one of my tools would be a multi tool or a Swiss army knife. That would be something that you know I'd always want to have to hand and if not.

Mossen Randeree

If I if I'm allowed, I'd rather have my whole tool bag that would be much better there, but in terms of my luxury item, again, a multitool is my multi cooker.

Mossen Randeree

Which cooks anything and everything, so that's so we can have a nice biryani or we can have a nice holy morning Harry or any of those dishes will be available.

Mossen Randeree

And the best thing about it is you can put it onto a timer mode so you can get on with something else more useful to do with pedagogy and.

Mossen Randeree

Education while the pot is working away in preparing a lovely dinner as well.

Allie Johns

Yes, Mossen, you're my kind of desert island pal.

Mikkel Godsk

Yeah indeed, the good thing about you bringing all those things Mossen is that when then we can just bring more like non practical things.

Mikkel Godsk

So that's that's good. In that case, I would probably bring my bass and sit on all the palm trees and play some some some funky music. I think that would be quite suitable for a.

Mikkel Godsk

It I presume it's a warm deserted.

Mikkel Godsk

Island and not one of these in the cold north somewhere.

Tünde Varga-Atkins

Yeah, I think that that we should be guaranteed there, definitely.

Emma Gillaspy

I don't know. I'd like I'd like a day of snow every now and again, youthful blue sky. But then snow and then sunny again and I'm warm the next day.

Tünde Varga-Atkins

Well, this is a fictional island, so I I think we can be guaranteed whatever we make up so that that's the power to us.

Tünde Varga-Atkins

Oh, thank you so much all forever. This is love lovely having you so I think it's time to sail away to our treasure islands and various corners.

Tünde Varga-Atkins

So thank you for the audience listening, and if you enjoy the episode, you can subscribe to our podcast if you want to be a guest, you can find the expression of interest.

Tünde Varga-Atkins

Form on our website.

Tünde Varga-Atkins

On the list you need CI podcast site where the blog posts are also so goodbye.

Tünde Varga-Atkins

For now and.

Tünde Varga-Atkins

Finally, a big thank you for our guest today.

Tünde Varga-Atkins

Goodbye, thank you.

Allie Johns

Bye thanks so.

Allie Johns

Much bye bye.