

Treasure Island Pedagogies Episode 18

Podcast Transcript

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Tünde Varga-Atkins

So hi, this is Tünde Varga-Atkins and this is episode 18 of our Treasure Island Pedagogy podcast series from the Centre for Innovation in Education at the University of Liverpool. But we share our light bulb moments, teaching, props and pedagogies.

Tünde Varga-Atkins

As we cohabit our Treasure Island, the space for contact time with students.

Tünde Varga-Atkins

I have the pleasure of introducing 4 guests today, Alex Owen and Karen Ferreira-Meyers, Mary Jacob and James Stanfield and I would love all of you to briefly introduce yourself your original discipline and your current role and how did you arrive here.

Alex Owen

Hi everyone thanks so much anti twin day into CIEE for this invitation my name is Alex Owen. I'm a senior academic developer based at the University of Liver.

Well previously my.

Alex Owen

Role was that I was a head of department at Liverpool Hope University based in the discipline of education, education studies and specifically childhood studies as well.

Alex Owen

But now working as a senior academic developer based in the Academy at the University of Liverpool, my role involves.

Alex Owen

Working in collaboration from across and with colleagues from across the institution and it's to do with enhancing the development of excellence in learning and teaching.

Alex Owen

So thinking about the university strategic objectives and supporting colleagues to meet those in regards to our learning and teaching practise.

Karen Ferreira-Meyers

Yeah thanks, that's great. What about you Karen? Hi, my name is Karen Ferreira-Meyers and I'm I'm originally from Belgium but I I got to Swaziland which is now called Eswatini in southern Africa. More than 30 years ago. So a lifetime we're going to say I started off.

Karen Ferreira-Meyers

In the Department of Modern Languages, where I taught French language and literature and culture.

Karen Ferreira-Meyers

Chose and then in 2010 I migrated to the Institute of Distance Education, where as an associate professor. I am also the coordinator of linguistics and modern languages. In addition to that, we also cooperate with the Centre of Excellence in learning and teaching, and we.

Karen Ferreira-Meyers

Train many of our colleagues from the conventional side of the university. We are a dual mode universe.

Karen Ferreira-Meyers

32 work at a distance to work online to get used to the online environment and this has been accelerated due to COVID. Of course. Thank you.

Tünde Varga-Atkins

I was.

Tünde Varga-Atkins

Just gonna make that comment exactly that that you must have been in great demands in the last few years, yeah?

Tünde Varga-Atkins

Thank you Karen. What about you, man?

Mary Jacob

Well, I'm Mary Jacob and I'm based at Aberystwyth University here in Wales. But my original disciplines were English and creative writing as well as Chinese language and literature.

Mary Jacob

Before moving to Wales in 2005, I was a lecturer in Chinese language and literature at University of California at Davis.

Mary Jacob

Now I'm a lecturer in learning teaching and I've been running our postgraduate certificate in teaching in higher education. Here I'm in my fifth year now of doing that at Aberystwyth University, so I, I guess my current discipline is education now.

Tünde Varga-Atkins

Thank you, that's great. What about you, James?

James Stanfield

Hi, my name is James Stanfield and I work in the School of Education at Newcastle University and I suppose my original discipline.

James Stanfield

I graduated in business studies, worked in supply chain management at a car company in the West Midlands. Got very bored with cars after about five years, moved to London.

James Stanfield

Working some think tanks and got very interested in the idea.

James Stanfield

Is and then moved to Newcastle. I've been here for about 20 years and and the original subjects. I suppose with International Development and education and I worked alongside Professor James, feeling depressive, pointing Dixon, looking at low cost private schools in across the global South, and also work with professor Cigars and Mitra, who won the Ted Prize.

James Stanfield

2013 for his hole in the wall, and that's geared me or kind of slanted my interest into the digital aspects of things.

James Stanfield

I'm not saying, yeah, I'm now teaching module. His module started off as the future of learning. And so I I've carried on that one and introduced a new one in the last year or so for undergraduates called Adventures in digital Learning, which is great for.

Tünde Varga-Atkins

That sounds really intriguing. I hope you can talk us a bit more and so thanks everyone for the introductions and you know what one of the things we will we are going to ask you.

Tünde Varga-Atkins

Nice to share a lightbulb moments with with whoever your students might have been and I know it's difficult because you might have had many over.

Tünde Varga-Atkins

The carriers that you've just talked about.

Tünde Varga-Atkins

But if you wanted.

Tünde Varga-Atkins

You just set cherwon libel moments. What would it be?

Karen Ferreira-Meyers

I have a fairly recent one. It actually also at the beginning of the COVID pandemic and we had just started a new programme AB Ed. Primary and

secondary education with French as a major and we were welcoming students who had already done a diploma in either.

Karen Ferreira-Meyers

Primary or secondary education.

Karen Ferreira-Meyers

And they got to the university with the understanding that they were going to be working with me in a classroom setting for many, many hours a week where we would be all together, you know, toiling and learning more French and learning more practises to teach French afterwards.

Karen Ferreira-Meyers

And then, unfortunately, the campus was closed, everything was closed and we found ourselves online. It took a very long moment before some of the students finally had their light bulb moment, which was mine. At the same time.

Karen Ferreira-Meyers

That the online environment is so much more, I would say useful so much more flexible than what a classroom setting often is, and so that was for me, something very, very special.

Tünde Varga-Atkins

Can you talk through us then? Karen what what was it? There's so much more useful if you elaborated on there.

Karen Ferreira-Meyers

Umm, I think it was first and foremost the fact that the students can.

Karen Ferreira-Meyers

Listen and listen again to what we've recorded. So if we have a zoom or a bigbluebutton class, you know in that environment or a teams.

Karen Ferreira-Meyers

Whatever you know, software or environment, we want to use, they can listen to it over and over again and I think in particular with the language it's important to get.

Karen Ferreira-Meyers

Extensive input, so even though they listen to my voice, then we can also augment it with other resources that they can find online or that I can provide for them, and I think it's that combination of being able to listen to right to work.

Karen Ferreira-Meyers

Through something at any time and in any place. But I must say that.

Karen Ferreira-Meyers

We still have major issues here in the global South with infrastructure with data costs with connectivity, but All in all it has been very beneficial to move completely online.

Karen Ferreira-Meyers

I think we'll.

Karen Ferreira-Meyers

Go back to a blended learning format, but for now you know the online has been working quite well.

Tünde Varga-Atkins

And what were these points? You said it took students a while to to recognise, or perhaps So what was the feedback to you?

Tünde Varga-Atkins

What would where you could tell that this was the case and I'm? I'm guessing there were probably some.

Tünde Varga-Atkins

Reticence or barriers in addition to the technical infrastructure, but perhaps around learning and teaching.

Karen Ferreira-Meyers

I think it was first and foremost a general negative attitude towards everything that has to do with distance and online.

Karen Ferreira-Meyers

You know, in the country distance education is still seen as the you know, the the less fortunate little brother or sister of education.

Karen Ferreira-Meyers

So it's been hard to make people see the value of distance and e-learning, but I think COVID. That's the definitely.

Karen Ferreira-Meyers

The silver lining COVID has shown us.

Karen Ferreira-Meyers

That first of all, we have no, we have no alternative in many cases, so we just have to go that way. But secondly that there are major benefits to this type of environment.

Tünde Varga-Atkins

Yeah, any other thank.

Tünde Varga-Atkins

You, Karen, any other lightbulb moments?

Mary Jacob

Well, I I might like to go next.

Mary Jacob

I had a hard time deciding between my very first teaching experience and a very recent one, and I'm I'm wondering whether the recent one might be of more interest to the listeners to this podcast, so I'll talk about this one. It's connected to my prop.

Mary Jacob

Uhm, so when when the pandemic hit?

Mary Jacob

And we had to switch everything from, you know where we did things face to face and switch it to online.

Mary Jacob

We I started to use this method of using shared documents and teams and you could do it with Google Docs or something else as well for especially for our seminars. So I would previously have assigned on.

Mary Jacob

Article and given them some.

Mary Jacob

Thought questions about the article maybe just a couple of thought questions and then they would come. We would come in together and sit around a big table and usually as people who lead seminars may have found that some people might not prepare, some people might.

Mary Jacob

Tend to dominate the discussion. They've got lots of good ideas and they're always contributing, and there's sometimes people who are not necessarily contributing verbally when it's a roundtable in person discussion. So we do our best to balance that. But when I switch to the online.

Mary Jacob

Format for this.

Mary Jacob

I did. I did two things different. One is I put.

Mary Jacob

Uhm, I annotated the PDF of the article, so I put more thought questions and more side comments and things into the article itself.

Mary Jacob

I gave that to them in advance and then.

Mary Jacob

I put a worksheet.

Mary Jacob

In the shared documents via chat.

Mary Jacob

So I said OK at the beginning of the session we will give.

Mary Jacob

You 5 minutes.

Mary Jacob

Type in your thoughts on all these different things based on the article into the boxes in the works.

Mary Jacob

And it was amazing. You could see that all of these people, almost everyone, was typing straight away and you can see there you could see their initials.

Mary Jacob

So what it did was and so I I got this sort of excitement in myself. You know, drove my enthusiasm and motivation as as.

Mary Jacob

The coordinator is the facilitator.

Mary Jacob

For this, but I could see that the people who would be quiet in a group verbal discussion we're contributing in writing and then contribute all at the same time, and I start ping off of each other and elaborating on each others ideas. And then.

Mary Jacob

We use that.

Mary Jacob

To structure the discussion and I ask, you know.

Mary Jacob

Further questions, get them to think more.

Mary Jacob

Deeply about it.

Mary Jacob

So that's become a standard part of the provision now, and I hadn't anticipated that. So that's why it's really a lightbulb.

Mary Jacob

Moments like wow, this is the way to be.

Tünde Varga-Atkins

Inclusive, yeah, it sounds like a great moment for you, isn't it?

Tünde Varga-Atkins

'cause you you work so hard on?

Tünde Varga-Atkins

The worksheet there's a lot of design that goes into sessions.

Tünde Varga-Atkins

But you never really.

Tünde Varga-Atkins

Get a sense of what's going to happen until it's there, so.

Tünde Varga-Atkins

When when you get.

Tünde Varga-Atkins

That reward it's so nice, isn't it? Yeah

Mary Jacob

Yes, and then they they start to amplify and provide concrete examples to each other contributions and.

Mary Jacob

People find it.

Mary Jacob

There's commonality in terms of their experience and their challenges. Of course, my students are teaching staff in the university, so they're not the typical students.

Tünde Varga-Atkins

Great thank you for sharing this go about.

Tünde Varga-Atkins

James or Alex?

Alex Owen

And I've got I've got.

Alex Owen

A good one that builds a little bit in terms of what Mary's been sharing around this idea of kind of designing our curriculum universally and for all students and.

Alex Owen

My example comes kind of pre pre kovid actually from when I was teaching undergraduate students and I remember really clearly this is from about 10 years ago now, but it's really defined the way I think and about the way I want to practise moving forward. There is one student in seminars, highly engaged, highly articulate.

Alex Owen

Really driven in terms of her learning and I was actually her personal tutor from the first year all the way through to her third year. And but when it came to have written assessment she did very, very poorly and.

Alex Owen

And you know, we explored this together. But one thing I did as an academic and as her personal tutor was to pull in my colleagues from professional services and so those in our disabled student support services, study support surfaces and we work with this student holistically in a way, if I'm honest, I've never worked with a student before, and I've got a really profound.

Alex Owen

Light bulb moment where she walked into my office on results day, absolutely sobbing and I thought, oh, gosh, and that she got her first because she's been taught her words to me were, and I've always believed I'm.

Tünde Varga-Atkins

Oh wow.

Alex Owen

Because the education system had been set up in a way that because she couldn't perform through, you know written assessment and she hadn't had the support she needed.

Alex Owen

She she truly believed she was stupid and and and she did incredibly well in her degree, but the reason I'm showing that is because I now work in professional services. I'm.

Alex Owen

I'm no longer working as an academic and for me I really struggle to to get that relationship with some academics because we're all a bit disjointed and we're in a very big institution now, but I've seen the power of us all working holistically together around a student.

Alex Owen

So it's not just about the academic learning, it's about all the different elements of the student life, and that I think has a really profound impact on so.

Alex Owen

I just wanted to share that because for me that was a massive light bulb moment in terms of you know how I've been continued with my career.

Tünde Varga-Atkins

And I think that you know, just death students.

Tünde Varga-Atkins

Obviously stands for many other students, but just as you were talking I was like in there in tears because, you know, for that student is such a massive and she's not the only, or they are not the only one and.

Tünde Varga-Atkins

So what I mean that there is a lot around inclusion and inclusive approaches at the moment, which hopefully Ecole.

Tünde Varga-Atkins

Or are aimed.

Tünde Varga-Atkins

Exactly providing this select, so hopefully there is.

Tünde Varga-Atkins

A such a good story.

Tünde Varga-Atkins

For for that and a.

Tünde Varga-Atkins

Good evidence for that doesn't need to absolutely.

Alex Owen

I mean there's lot lots of triggers.

Alex Owen

Off the back of that and then it made me go and look into the whole idea of kind of universal curriculum design, which if I'm honest, I haven't even looked at before, which is a bit of in terms of what Mary you are sharing.

Alex Owen

So how do we design our?

Alex Owen

Curriculum to suit all students, not just the student lady with dyslexia or the student who doesn't have dyslexia.

Alex Owen

But all students, and so I was able to develop my curriculum, I was able to work with the incredible colleagues who worked in the library in terms of learning, support. And, you know, there's so many.

Alex Owen

Other news that a lightbulb moment like that can take you down.

Tünde Varga-Atkins

Although thank you, Alex for sharing that's so powerful. Thank you, James.

James Stanfield

OK, so I'm now going to try and link my story with this issue of inclusion. I think I can do it so from from about 2017 to up until the the pandemic.

James Stanfield

I was working on a project where we were introducing we're asked to introduce an innovative pedagogy into schools and social care centres in.

James Stanfield

Ukraine, Romania and Moldova.

James Stanfield

And so.

James Stanfield

Myself and colleague Doctor Helen Burns. We travelled to Kiev and on the outside of Kiev we had a two day workshop where we introduced a soul self organised learning environments and just in case for your listeners who have not heard of it before, it's a very kind of simple inquiry based approach.

James Stanfield

The teacher asks a big question, introduces a big question. UM, the student self organise into groups. Each group has access to the Internet and they then spend a bit of time and looking for the answer and then they.

James Stanfield

Develop a poster and we at the end. Then they present the answer to that to the class and share what they found out.

James Stanfield

And of course, the big questions need to be big enough that the children can't answer them. Can't be a yes or no question because I've got access to the Internet and so and the idea is it's supposed to kind of help them express themselves as some communicates help some working groups.

James Stanfield

Collaborate, help develop their digital literacy skills. So that's why we were introducing it and we went out there and we used the same kind of teacher training that we'd used in the UK.

James Stanfield

And other areas.

James Stanfield

And I did a two day workshop and you know, we think it would work quite well and some of the older teachers were a bit kind of puzzled about.

James Stanfield

About the work 'cause they said what does the teacher do? And obviously the teacher didn't do anything. We asked the teacher just not to do anything during most of it because we have to ask them to provide a big question. But then it's all about standing back.

James Stanfield

As one of the one of the most difficult aspects of the the public art is getting teachers not to intervene, and so there are lots of questions about that. And then afterwards, when we return back to Newcastle.

James Stanfield

We started to get quite a lot of emails asking questions and it was. It was questions that teachers in the UK would not ask.

James Stanfield

And because the pedagogy it's a self organising environment, so you're supposed to take control of it and then self organise and adapt it to your your environment.

James Stanfield

Obviously didn't kind of sink into the teachers in the Ukraine. We got a lot of questions so we had like an example lesson.

James Stanfield

10 minutes for the question. 30 minutes for the students researching the using the Internet and then 20 minutes presenting.

James Stanfield

And then we're asking questions. Yeah, could we use 15 minutes perhaps to ask the question, or five minutes and lots and lots of questions like this.

James Stanfield

And we were just quite surprised that and I kept saying, of course you.

James Stanfield

Can this is your.

James Stanfield

And and but they.

James Stanfield

Didn't want to break the rules.

James Stanfield

And so it so it was. First, there's like a fascinating insight into the impact and a culture maybe.

James Stanfield

But anyway, the emails eventually stopped after I was after. We kept on saying no, it's entirely up to you. Then when we went back to visit.

James Stanfield

Second, months later we witnessed it in action in a school and the teacher doing it at the start of the session.

James Stanfield

They did something that we've never done before. They said to the they said to the student right, one student from each group go to the front of the classroom and choose which way you're going to present.

James Stanfield

And you could either choose doing a traditional poster.

James Stanfield

You could choose doing role play, or you could choose making a piece of arms.

James Stanfield

So they had that choice at the start, and we'd never that, so they'd introduced that, and so that was that that that kind of light bulb moment said, yes, they've got it.

James Stanfield

And that introduced it, and so, and it was something that we've never thought of before. And it was brilliant, and it's, I suppose.

James Stanfield

The issues behind it, then I suppose the first one is the impact of culture on teaching. You know, with the benefit of hindsight, we shouldn't have just used the teaching things that we used in the UK.

James Stanfield

We need to think.

James Stanfield

More about who's teaching tools or or that kind of importance of knowing your audience.

James Stanfield

And and and again it happens every year. You know that I get a new group of master students and and and sometimes in the party.

James Stanfield

I thought I've not really got to know who they are before I start teaching them, and so so this was definitely the case with the the teachers we met so we didn't get to know them and as a result they didn't get it.

James Stanfield

And then, despite the one one of the questions, one of the emails we got, they were saying.

James Stanfield

Children are getting really bored of doing this now and then and then. What can we do?

James Stanfield

What else can?

James Stanfield

We do and this was after kind of a number of months.

James Stanfield

And and they were dead, right? And obviously they weren't changing anything though. Doing anything exactly the same. But again, that was another light bulb moment.

James Stanfield

So it was kind of. It doesn't matter how innovative we think our approaches are, or different methods. If you do the same thing again and again and again with children, they'll find it boring. And it's important.

James Stanfield

To continuously changing exactly.

James Stanfield

Yeah, it was really kind of.

James Stanfield

It's it's so right and the only person who can do that, then is the teacher in that particular context.

James Stanfield

So there was a number of things there, but yeah, the impacts of the culture of former Soviet Union on teaching and parenting was a real eye opener. They used authority, not not not encouraged to can talk about their feelings and their attitudes.

James Stanfield

And not feeling that they were free to talk in the classroom. And things like that. And so a real eye opening to the impacts of culture.

James Stanfield

I mean, yeah.

Tünde Varga-Atkins

That's bad then, as you say, you're.

Tünde Varga-Atkins

Describing a number of lightbulb moments for you for them and for.

Tünde Varga-Atkins

The students as well which.

Tünde Varga-Atkins

Is great, yeah, thank you. Thanks for sharing that.

Tünde Varga-Atkins

Same, So what about? So we are we are slowly.

Tünde Varga-Atkins

Rolling over to.

Tünde Varga-Atkins

Our treasure islands, where we will spend really good time with students educating students.

Tünde Varga-Atkins

So I would love to have a sneaky peek in your board. So what teaching proper pedagogies would you take with you?

Alex Owen

I get my gun first.

Alex Owen

Today, because I feel like maybe I'm cheating.

Alex Owen

So I'm gonna.

Alex Owen

Go first and get mine in. In case it's a cheat and I wanted to bring with me podcasts.

Alex Owen

I don't know if I'm allowed.

Alex Owen

This is something that I've really been exploring in my practise as an academic developer over recent weeks and months, and particularly in terms of the COVID pandemic, but also before that as well, and I'm focusing on this idea of professional dialogue and Alexander's.

Alex Owen

Written A paper in 2000 around this and I just wanted to share a little bit from the paper because for me it really frames what I've been looking at.

Alex Owen

It says professional dialogue harnesses the power of talk to engage learners interest. Stimulate thinking, advance understanding, expand ideas, and evaluate arguments, empowering them for lifelong learning and democratic democratic engagement. Being collaborative and supportive, it confers social and emotional benefits too.

Alex Owen

And for me, that's what I frame. My work around is that professional dialogue and the transformative effect that it can have. It promotes the quality of colleagues voices. It ensures personalised and authentic develop.

Alex Owen

And so I've been trying to explore ways that I can support colleagues in terms of professional dialogue, and so my prop would be podcasts, because that's one way that I found I can really ensure that colleagues are engaging in these professional dialogues in an authentic way. So I've been kind of trying direct.

Alex Owen

Podcasts in different ways, and I've been using them for development in in different programmes that I run so one of the programmes that I run is the teaching recognition scheme at our universe.

Alex Owen

City and I found that they've been really useful to record colleagues discussing anonymized applications for recognition, and then colleagues can listen into those conversations to find out the kind of things that panel members might be looking for in an application. And they found that they're really effective and effective use of kind of professional.

Alex Owen

Dialogue within the form of a pod.

Alex Owen

Just I've also been using them, so we've been embedding the podcasts as part of our online PG cap programme and I also use them to kind of stimulate discussion in our KV series, so there's lots of ways that I'm using these podcasts to kind of just prompt and promote this professional dialogue.

Alex Owen

Amongst academics, but I don't know if I'm cheating bringing in something like that rather than something tangible that you.

Tünde Varga-Atkins

I think in.

Tünde Varga-Atkins

Terms of the.

Alex Owen

Can pick up.

Tünde Varga-Atkins

Rules, I think all we have is if it's sustainable. So if its solar panels, listening devices to the podcast and.

Tünde Varga-Atkins

You are around estimatey.

Alex Owen

I might need solar panels to.

Alex Owen

Make it work.

Karen Ferreira-Meyers

I I think I I'd like to come, I mean because I don't know why Alex was saying she was about to cheat on us, I mean or to cheat because I I think that's a wonderful, wonderful propaganda.

Karen Ferreira-Meyers

Wonderful, you know. It comes with the the the learning theories and and and everything the pedagogy is together so I enjoyed it very much.

Karen Ferreira-Meyers

I was actually thinking not in the in the same direction, but in a similar direction. I was thinking of open educational resources.

Karen Ferreira-Meyers

Uhm, because uhm, it's similar in the way that people need to use their creativity to construct something new, innovative and to answer to a specific need. And I think, especially in in the context where I live and work, we don't.

Karen Ferreira-Meyers

Often have the financial means to buy textbooks.

Karen Ferreira-Meyers

Or to buy expensive materials. So if we can have open educational resources that are freely shareable, then then we're really, you know, having a step making a step ahead in terms of pedagogy. I, but maybe I'm already jumping the gun, but I was thinking.

Karen Ferreira-Meyers

Mostly at connectivism.

Karen Ferreira-Meyers

I'm I'm I'm I'm a bit eclectic I've.

Karen Ferreira-Meyers

I've always been.

Karen Ferreira-Meyers

A bit eclectic so I would like to be taking bits and pieces from all kinds of theories, but the main one for me today would be connectivism so that those are my thoughts.

Tünde Varga-Atkins

Great yeah, and I think your or your comment is very timely 'cause I think it is all your week.

Tünde Varga-Atkins

At the time of.

Tünde Varga-Atkins

Wording might not be when people audience might be listening to it, but yeah, that's perfect and it fits very much into our discussion around inclusion as well.

Tünde Varga-Atkins

As you say, making education inclusive in that sense as well achievable.

Mary Jacob

But I might want to borrow some of the things that come that.

Mary Jacob

That you've all mentioned a little bit and then add to it. So I just wanted to say James I was really impressed with the.

Mary Jacob

Self organising aspect of that learning activity. And it reminded me a lot of Sugata Mitra. She must be familiar with his work and and there's so much.

Tünde Varga-Atkins

Attained mentioned that he worked with him on one of the projects.

Mary Jacob

All right?

James Stanfield

Yes he was. Yeah, he's a colleague. Yeah yeah, yeah.

Mary Jacob

Yeah, uh, very inspirational. I saw him as a keynote speaker a number of years ago and.

Mary Jacob

This idea of giving the students agency and trust, I think, is really important, and recognising that they have they, they can get real solid learning from doing things themselves.

Mary Jacob

We don't have to be overly directive and prescriptive, and that kind of goes back to what Karen what you were saying as well.

Mary Jacob

So sort of taking a slight tangent from that, my own prop will probably be a a framework that I often use as a go to framework with my PG cert folks, which is Petrea Redmond and Alice Browns online engagement framework for higher education, but it also works.

Mary Jacob

It doesn't. It's not limited to online engagement. It can be face to face. You know, in person, in the classroom, kind of engagement. But I find it really valuable.

Mary Jacob

Cool to think about the five different types of engagement they talk about, so there's the cognitive engagement. What happens in the students minds?

Mary Jacob

There's the behavioural engagement, which is are the things that they do, so those are the things we can easily measure, you know, or we can have. You can use analytics to find out if they watch the videos.

Mary Jacob

Or you know, are they contributing to the class discussion? That kind of thing.

Mary Jacob

But they also really stress the importance of emotional engagement, which has to do with their motivation and self confidence.

Mary Jacob

And with social and collaborative engagements and those two elements are, I think what they have added to the prior scholarship in that area, and I find.

Mary Jacob

That's really valuable.

Mary Jacob

For us, when designing any kind of learning, building those opportunities for students to interact and support each other and for us to all get to.

Mary Jacob

Know each other.

Mary Jacob

It kind of comes back to what you.

Mary Jacob

Were all saying.

Tünde Varga-Atkins

And also Maria guessing during COVID as well, especially around social presence. If we're looking at committee of Inquiry, it seems quite similar as well, and that collaborative opportunities during lockdown and the various become even more important or pronounced to pay attention to. But yeah, thank you, I mean this.

Tünde Varga-Atkins

Certainly can bring it with you, the framework, any kind of framework.

Tünde Varga-Atkins

That's for Dan. Thank you.

Karen Ferreira-Meyers

And the peer learning.

Tünde Varga-Atkins

Yeah, that's very good point. Yes, Karen.

James Stanfield

11 memory of cigar to metre is now retired, but uh, at a conference for the National Union of Teachers.

James Stanfield

Uhm, where he was asking the question, you know, do we still need teachers?

James Stanfield

And half the in in a provocative kind of way, obviously, and half the half the audience that have been applauded, stood and applauded, and the other half walked out.

James Stanfield

It's the only, it's the.

James Stanfield

I mean yeah, mystery Parliament I've ever seen do that a a remarkable ability, yes. Shall I go visit my.

James Stanfield

OK, so I didn't think my last bit with inclusion, so it's inclusive because if you introduce this approach in the Ukraine with these children and do a similar thing in a.

James Stanfield

School in new.

James Stanfield

Castle, you'll get a very similar result.

James Stanfield

Is he given the Internet and they worked together in groups and transfer a big question?

James Stanfield

You get very similar.

James Stanfield

We're not do that at the same, but some kind of activity and.

James Stanfield

So a really.

James Stanfield

Good level are, I think in in that kind of way.

James Stanfield

But when Cigar won the Ted Prize in 2013 and we we were working on the project from Ted being Ted they they. They published these, uh, it looked like a pack of playing cards.

James Stanfield

The project was called school in the cloud and then it wasn't. They weren't playing cards, but there was a big question on each one.

James Stanfield

Uhm, and dumb questions like uhm.

James Stanfield

OK.

James Stanfield

Dumb, why is a teardrop shaped like it is? Why do dogs chase cats? How do my eyes know to cry when I'm sad?

James Stanfield

Is life on earth sustainable? Uhm, how was music created? Those kind of big questions and so there.

James Stanfield

Was 52 of them.

James Stanfield

And so I think I would take that pack that pack with me and I think even though you would use the 52 after a period of time, I think what does happen is when you ask a big question, you end up with lots of other big questions at the end of it usually generated by the children.

James Stanfield

And so I think it would sustain itself 'cause you would start to kind of.

James Stanfield

Document more big.

James Stanfield

Questions, so that's the kind of prop I think that's OK.

Tünde Varga-Atkins

Great, thank you.

Tünde Varga-Atkins

So yeah, I like this idea of sustaining.

Tünde Varga-Atkins

You know you.

Tünde Varga-Atkins

You get these children. There's no better. I mean, there's no better way of learning is getting children or or students to ask questions.

Tünde Varga-Atkins

Further questions, thank you. OK, so we've been working very hard while you have been working very hard on the island and then there is the the time for downtime when you have.

Tünde Varga-Atkins

Might be LAX off duty, so my next question would be what luxury item would you put in your boards to roll with you on this island that can sustain you?

James Stanfield

I'll go first because I think mine might help Alex particular, so mine is the ultimate multifunctional tool. It's the mobile phone.

James Stanfield

And anyway, and because maybe podcasts in a way because I do think that's a podcast and I I've played around with them in my classes and there is something about listening and not seeing anything visually.

James Stanfield

Now by yourself in a quiet moment, you're just focusing on The Voice.

James Stanfield

You you're you're not distracted in any other way.

James Stanfield

OK, but you're just listening to the voice in your head, and I think there's something quite powerful about that.

James Stanfield

Obviously the voice has to be talking about something of interest and but the amount of podcasts overlooked as watching so much that in our time by Melvin Brian, there's so many fantastic podcasts out there now, but also to play music.

James Stanfield

And just access to being connected to everything else.

James Stanfield

As far as.

Tünde Varga-Atkins

And I think just as a reminder, we are allowing Wi-Fi Internet on the island because it is about Connexions.

Tünde Varga-Atkins

You know the.

Tünde Varga-Atkins

Learning experience, so as long as it's on a sustainable source you are.

Tünde Varga-Atkins

Allowed in your mobile phone.

James Stanfield

It would be solar power.

Tünde Varga-Atkins

Yeah, yeah.

Alex Owen

Yeah brilliant yeah. Just to build on what James?

Alex Owen

Was saying there.

Alex Owen

About the podcasts, we very much found giving people an opportunity to think and to reflect really then leads really fruitful discussion.

Alex Owen

You know, if you then have a you.

Alex Owen

Know a journal club or a.

Alex Owen

A seminar you know.

Alex Owen

A week after they've left, listen to the podcast.

Alex Owen

And there's some really good discussion 'cause people like you're saying James they have time on their own to kind of brew their thoughts, and so they have been really, really helpful.

Alex Owen

So I'll borrow James is mobile phone and then my luxury item was going to be my family so.

Alex Owen

He he can.

Alex Owen

Then it use his cards with my children because they would certainly generate questions off the the question cards that he'd bring.

Alex Owen

So my mine would definitely be bringing my family along to the island with me. That's how I relax and is spending time.

Alex Owen

With them

Tünde Varga-Atkins

But yes, thank you. I guess I think again, just listening to Desert Island this they don't allow any form of communication or family or real people might think there is precedence of someone bringing along their solo daughter or family member. So I I will be very lenient here.

Tünde Varga-Atkins

So by you.

Tünde Varga-Atkins

Mario, Karen, what's your way to relax or what would be your luxury item?

Mary Jacob

Well, if I'm going to take James phone, except I'll bring my own phone and and not only podcast, but I'll listen to music, and in particular this is true confessions I'm listening to John Digweed techno.

Mary Jacob

You know music.

Mary Jacob

He has a radio programme you can listen anytime as many times as.

Mary Jacob

You want or.

Mary Jacob

Old episodes you know online and it puts me into the right mindset to focus on a on a complex task. If I'm working. But if I'm not working, I'll be open dancing, so it's good for everything, really.

Karen Ferreira-Meyers

Super I I was thinking when Alex started talking and she said my family. I was thinking along the same lines so family friends.

Karen Ferreira-Meyers

But since you know they are already present now, uhm, I think we need some nice snacks and something to drink. Otherwise life would be quite dull.

Karen Ferreira-Meyers

So that would be my luxury item.

Tünde Varga-Atkins

Yeah, great. Any particular kinds, Karen?

Karen Ferreira-Meyers

Ooh I'm I've got a very strong sweet tooth so anything that got unfortunately bad sugars in them is welcome.

Tünde Varga-Atkins

OK, so it seems like lots of nice audio experiences dancing, eating together on the island, so it's going to be great.

Tünde Varga-Atkins

Great fun, OK. Is there any other now that you've heard? Everyone else is ideal for the island. Is there anything else that you think? Oh, we could also bring back?

Tünde Varga-Atkins

Or you've also really well bartered with each other. Borrowing it to this item, so I think.

Tünde Varga-Atkins

That's already going on.

Tünde Varga-Atkins

Anything that might be missing or.

James Stanfield

I do like live music so, but I can't play any instrument at all, so I'm just wondering, can anyone else play anything?

Karen Ferreira-Meyers

Nope and no singing either unless we need rain. Then I can assist.

Mary Jacob

I've maybe a little bit of folk music. Yeah, a little bit.

Mary Jacob

So I can't say I'm a very good guitar player, but yeah, I can contribute that.

Tünde Varga-Atkins

I'm sure maybe you can, you you know.

Tünde Varga-Atkins

If you you're going by all the students who might be on the island as well, I'm sure you can find some big, really talented musicians or singers.

Tünde Varga-Atkins

Bow has found to be.

Mary Jacob

In that community or practise will bring them all together where they're all singing or playing.

Mary Jacob

Whatever they want to do or dance, doing interpretive dance, whatever, yeah.

James Stanfield

They can self organise into groups, write music.

Tünde Varga-Atkins

Yeah it would give.

Tünde Varga-Atkins

A big question or theme and then see what happens.

Tünde Varga-Atkins

Brilliant OK.

Karen Ferreira-Meyers

Oh, could could we do something about the climate? Could we make sure that we always have beautiful weather that makes the plants grow and that we have, you know, fresh vegetables and fruits?

Mary Jacob

That would be lovely.

Tünde Varga-Atkins

Yeah, I think especially yeah, as you say, make sure that you have got the produce.

Tünde Varga-Atkins

I mean the.

Tünde Varga-Atkins

Rain dance comes to mind or some dance.

Tünde Varga-Atkins

You know, oh?

Tünde Varga-Atkins

I'm sure.

Alex Owen

They would work.

Tünde Varga-Atkins

Brilliant. OK, so uh, I think time, time to say Lavina. So thank you so much for for all your sharing all your experiences and treasure items so thank you also for our audience listening.

Tünde Varga-Atkins

And if you enjoy.

Tünde Varga-Atkins

The episode please subscribe to our podcast.

Tünde Varga-Atkins

And if you want to join as a guest, there is an expression of interest form on the Liverpool Uni CI website where you can also access the blog posts of all our episodes and I just wanted to say goodbye for now and a big thank you to our guest today.

Mary Jacob

Bye bye bye everyone.