

Treasure Island Pedagogies Episode 19

Podcast Transcript

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Tunde Varga-Atkins

Hi, this is Tunde Varga-Atkins and this is episode 19 of our Treasure Island Pedagogy's podcast series from the Centre for Innovation in Education at the University of Liverpool, where we share our library moments, teaching, props and prod.

Tunde Varga-Atkins

Budget as we cohabit our Treasure Island, the space full contact our mid students so I have the pleasure of introducing 4 guests today.

Tunde Varga-Atkins

Gemma had Tressa Kearney, Johnny Lee and Marcus Patterson, so it's lovely to have you all here. And can I ask you briefly to introduce yourself, you know, discipline?

Tunde Varga-Atkins

And the current role and how did.

Tunde Varga-Atkins

You arrive here, Gemma can I?

Tunde Varga-Atkins

Start with you please.

Gemma Ahearne

Yeah, thank you so much. So my original discipline is sociology.

Gemma Ahearne

I am now a lecturer in criminology here at the University of Liverpool in the.

Gemma Ahearne

School of Law and.

Gemma Ahearne

Social justice and my Twitter handle is Princess Jack.

Tunde Varga-Atkins

Great thank you, Gemma.

Tunde Varga-Atkins

What about you, Treasa?

Treasa Kearney

Hiya, so I'm Treasa Kearney and I work in the marketing department in the management school here at University Liverpool.

Treasa Kearney

And my current role I'm senior lecturer, but I'm the director of studies for the MSC in marketing here as well.

Treasa Kearney

So we've got an MFC and marketing that's been running for many years, really successfully, and so yeah, looking forward to more students coming and joining us next year, so hopefully they'll listen. And but yeah, Twitter handle is just traffic Carney.

Tunde Varga-Atkins

Yeah thanks Treasa. What about you, Johnny?

Johnny Lee

Uhm, I used to be an educator from K12 background from Hong Kong, teaching English as a second language, and then I joined the Teacher Training Academy.

Johnny Lee

And then I moved to UK in 2020. So I landed Manchester 1st and worked with University of Huddersfield as an instructional designer and 2021 I moved down to London with my current institution, Ravensbourne University, London being and learning technologists so.

Johnny Lee

My main duty is managing projects like learning, design, hyflex, teaching, Space Valley, and helping academics with technology, enhanced learning tools and professional developments.

Tunde Varga-Atkins

Great, thank you, Johnny.

Gemma Ahearne

What about you?

Marcus Pedersen

Hi my name is Marcus Pedersen and I used to be a primary school teacher in Australia and I moved to London to continue my studies within that field.

Marcus Pedersen

But left primary school education and moved into higher education. I was learning technologies for the NHS last year and a half developing public health information for a hospital.

Marcus Pedersen

In London, and I've recently migrated to a full time role within higher education as a learning technologist within UCL.

Marcus Pedersen

And like Johnny, I am in the university to develop the digital code and cheese and pedagogies of the academics teaching under courses. My Twitter handle is Marcus CNP.

Tunde Varga-Atkins

Yeah, thank you also, I'm going to slowly roll. Let us rather think about our Treasure Island. So this is where we get come together with our students for special contact time.

Tunde Varga-Atkins

And if you could share your light bulb moment, so this is the moment where you felt your students.

Tunde Varga-Atkins

Whoever they maybe were getting.

Tunde Varga-Atkins

It and how did this come about?

Marcus Pedersen

Sure, and so I was teaching or helping develop a module within UCLA a year ago on ophthalmic techniques. So I I surgery specifically.

Marcus Pedersen

And due to the ongoing global pandemic, students could no longer come to the theatre or to the surgery to watch these surgeries happening.

Marcus Pedersen

So what we need to do is bring surgery to the.

Marcus Pedersen

Students, so I was fortunate enough.

Marcus Pedersen

To be connected to an Eye Hospital in London where we were at shelter and education relationship and I was able to get into the.

Marcus Pedersen

Theatres and record surgery for students to view. However, I didn't want to just give a passive activity of watching surgery.

Marcus Pedersen

I wanted to work with the consultant who was teaching on one of.

Marcus Pedersen

The modules to make it.

Marcus Pedersen

An active and interactive resource.

Marcus Pedersen

So what we we said about doing was editing and then creating an interactive video of the surgery. So as you're watching the video as you're progressing through it, you would have questions pop up that would then describe certain things were happening so that the students were achieving a learning objectives set within the MFC. So for example, there's a point in the video.

Marcus Pedersen

Rare picture or false question pops up on the no touch technique, something that they need to understand to, you know, develop and move through the degree and then they.

Marcus Pedersen

Once they answer that true or false question, they can then move on with feedback given if.

Marcus Pedersen

They got it right or wrong.

Marcus Pedersen

And so this this building up the light bulb moment is we. We collected feedback on this interactive video and the response was overwhelmingly positive.

Marcus Pedersen

We had 95% of students strongly agree that this resource was better than a video resource and that they understood the topic better now than they would have if they had used just a.

Marcus Pedersen

Video so.

Marcus Pedersen

My light bulb moment.

Marcus Pedersen

Was when the student I was working with which who was the consultant ophthalmologist realised that she wanted to take this to the next step and she said why can't we give the power?

Marcus Pedersen

To the students.

Marcus Pedersen

And this was really fantastic for me to hear her realising that she could, she wanted to delve deeper into the technology.

Marcus Pedersen

And make it a more interactive experience by empowering the students with a new technical skill, something that I had alluded to being able to do.

Marcus Pedersen

But she was taking the first step forward in making it a reality. So we then set up a learning management module or space within Moodle where the students were teachers and we gave them access as a teacher.

Marcus Pedersen

Word, and then they learned how to use the interactive video tool called H5P and then they all created this resource and then presented it instead of a PowerPoint presentation. They presented it to the students.

Marcus Pedersen

As an assessment and I think, and this is led to lots of peer to peer feedback and a lot more learning than if we've done it in a traditional manner.

Marcus Pedersen

So I was really, really happy to see the teacher not afraid to embrace technology, and I'm not sure how many people out there have worked with consultants who are also teaching in a masters course.

Marcus Pedersen

But these people are the busiest people. You know that I've ever worked with. They're doing surgery, they're doing clinic.

Marcus Pedersen

And they're teaching.

Marcus Pedersen

So it was just it was a really heartwarming moment to realise that people actually did care about education and and interest is needed to play between technology.

Marcus Pedersen

So that was my light bulb moment and.

Marcus Pedersen

I've used that.

Marcus Pedersen

Case study at several conferences. Now to kind of promote the idea of interactive video.

Tunde Varga-Atkins

That's brilliant Kevin. Can I just ask if the students in this case, did they want to acquire the technological skills or was it that?

Tunde Varga-Atkins

They wanted to.

Tunde Varga-Atkins

Convert into video what they were learning, so was it around them creating a learning resource?

Tunde Varga-Atkins

That they could share supplier new opportunities or.

Marcus Pedersen

Yes, so the the people who were taking part were MSC students, so they were hoping to become clinical practitioners. They were all doctors at this point, but we're not ophthalmologists or training.

Marcus Pedersen

So the idea of teaching them a new technique was it was a. It was a way to develop on the assessment that they were offered, because quite often in medical education assessment is rather antiquated or so we're trying to create a new way of doing this, and then I think being able to create an interactive video as an education as a student.

Marcus Pedersen

Studying also allows you to develop a new skill that you could take forward within your medical career or profession.

Marcus Pedersen

Because these kind of videos would be insanely beneficial to patients if they had a conversation with the the Doctor recorded themselves talking about a chronic illness and up popped interactive questions.

Marcus Pedersen

Along the way.

Marcus Pedersen

Then it's the patients would be interacting with that, developing their understanding and empowering themselves single handedly. So I think these kind of technical tools from my time in the NHL would be greatly beneficial for.

Marcus Pedersen

For all parties involved.

Tunde Varga-Atkins

And then in terms of you.

Tunde Varga-Atkins

Mentioned has has this.

Tunde Varga-Atkins

Done carried over to the assessment. Were there anything around?

Tunde Varga-Atkins

But was this something that the students did extra or has it influenced assessment practise of this particular module?

Marcus Pedersen

So carrying forward the assessment has continued for the second year running to be the interactive videos where they present an online or or in a face to face environment depending on what the restrictions are at time and if people are interested in looking at the feedback we've collected over the last two years, I'd be more than happy to share.

Marcus Pedersen

The form that would highlight the many other aspects. I'm not talking about within this within this conversation about the benefits of interactive video will be.

Tunde Varga-Atkins

Great thank you Marcus. Anyone else wants to share?

Tunde Varga-Atkins

That light bulb moment.

Johnny Lee

I I would like to share my life moment.

Johnny Lee

Actually, it's quite similar to Marcus because I would like to share an experience. I developed healthcare module with academics so my light bulb moment was.

Johnny Lee

Working with educators and academics to implement some innovative pedagogy and one experience, I'm going to talk about is authentic assessments. But when you two are like happy or excited, discussing the of the assessment.

Johnny Lee

So in in University of Huddersfield I worked with academic to design authentic assessment for nursing students. Because of for example students in the past they they simply wrote essay to demonstrate and learning outcome and we decided to take a step further.

Johnny Lee

So are we decided to ask students to make a poster to raise the patients awareness about our mental well being?

Johnny Lee

Jenny and they were asked to E learning tools like Adobe Spark to present their ideas. So I still remember the nursing professor was very excited about the proposed idea and asked Johnny is such a good idea and.

Johnny Lee

What support you can give to me and then we work together on the right the the project brief, the learning design and like how to get students on board with the two and.

Johnny Lee

It is really.

Johnny Lee

A lot that moment for me because I see the value of introducing innovative pedagogy and suggest some e-learning tools which can help academics to implement the learning as well as the students. So I would say it's really my pleasure.

Johnny Lee

To help students are sees the joining opportunity and get everybody excited in the learning.

Tunde Varga-Atkins

Thank you John. That's a really, really good example as well and I was wondering, you mentioned that the lecturer or.

Tunde Varga-Atkins

The professor in this case was.

Tunde Varga-Atkins

Very open to exploring new kinds of assessment 'cause.

Tunde Varga-Atkins

That when you.

Tunde Varga-Atkins

You introduce something like this, but staff digital capability.

Tunde Varga-Atkins

Can cut can.

Tunde Varga-Atkins

Be a factor in this so have you got any observations of what enabled your colleagues to embrace such a practise?

Tunde Varga-Atkins

When perhaps they already had those digital capabilities, or perhaps they haven't. But for more take only what what has made it succeed or progress.

Johnny Lee

And first of all I I must say that I'm lucky. Like Marcus I worked with very good colleagues who are willing to make changes and react, not just react.

Johnny Lee

Some take the initiative to make changes, so this is something I appreciate.

Johnny Lee

Very much when but you you.

Johnny Lee

Have also made a good point that and how to cultivate the digital capability.

Johnny Lee

And there are two things that I could think of, and the first one is being helpful and very open minded.

Johnny Lee

So usually when when they come to us we are there to help them and and celebrate the success with them. For example, when we introduce some new tools, let's say Adobe tools.

Johnny Lee

It may not be very easy, but we just do it with them and help them through and when they achieve even a very small achievement we will celebrate with them and keep praising them so that that will take them through. And another thing is.

Johnny Lee

I would say.

Johnny Lee

Is to break down the tool to manageable chunks and take a small step.

Johnny Lee

For example, like for the whole project, we can have phase one, phase two and phase three. So for phase one, let's say we just use.

Johnny Lee

Like recall the PowerPoint, so they, but that already incorporates the concept of multimodal presentation and then phase two, we go a step further.

Johnny Lee

Using Adobe Express Creative Express cloud, so it's a simpler version rather than the full version, so these manageable chunks can. I guess can give not just the educators, but the students. A sense of achieve.

Johnny Lee

Event so to to take them along that learning curve.

Tunde Varga-Atkins

Green, yeah, thank you. Thanks for sharing that Johnny. Any other lightbulb moments? So yeah.

Treasa Kearney

It it's really interesting to learn about Marcus and neither kind of talk about the different light bulb modes. These a lot of technology and one of the ones I did before was.

Treasa Kearney

Uh, live project, which is all about inquiry based learning, but actually the other light bulb model, which I think we're going to focus more on, 'cause I think it it goes.

Treasa Kearney

With the theme of what we're talking about.

Treasa Kearney

Is uh, I run treasure hunts for our students, so I think treasure hunt on the Treasure Island is a.

Treasa Kearney

Perfect way to go and.

Tunde Varga-Atkins

Yeah indeed, thank you.

Treasa Kearney

So kind of the idea behind these treasure hunts is it's far amnesty and marketing students. And as I mentioned you.

Treasa Kearney

Know we.

Treasa Kearney

Might have 200 plus students on this programme and So what we did was kind of split them across two separate days and we sent our students off on the treasure hunt.

Treasa Kearney

And the idea you know behind the treasure.

Treasa Kearney

Hunt these students.

Treasa Kearney

The embassy and marketing just give you a bit of background is for.

Treasa Kearney

Students that have never done marketing.

Treasa Kearney

So they have no idea about marketing theory or marketing concepts and what we're trying to do is very, very quickly.

Treasa Kearney

Engage students in the services marketing theory in marketing period in general. So on the services marketing module we give them kind of couple of introduction basics. But you know these students are from have studied previously. You know history, geography, architecture.

Treasa Kearney

And science subjects and also our students. You know, we've a large international population. Students coming from India, China, Africa and to many different countries across the world.

Treasa Kearney

So it's quite a cultural mix and you know they all have different ways of learning. And when I try and bring in.

Treasa Kearney

Is inquiry based learning and to get students really active in their learning and for some cultures this is a new phenomenon. Really this active learning where.

Treasa Kearney

They're having to critique and come up themselves with ideas based on the theory and so to.

Treasa Kearney

Make it really.

Treasa Kearney

Engaging so want to make it a good student.

Treasa Kearney

Experience for them.

Treasa Kearney

Is I send them off a little treasure hunt across campus so our students might go too. So they go to the gym.

Treasa Kearney

And they have to play a game of ping pong at the gym so they have to find other team members and they play a couple of games of ping pong and the team that win can come back with the.

Treasa Kearney

Ping pong ball.

Treasa Kearney

They have to go to the library and they have to download the library app. They have to figure out how to.

Treasa Kearney

Take a book.

Treasa Kearney

Out of the library, print a journal article.

Treasa Kearney

From the library.

Treasa Kearney

Then they'd have to go to the Student Support office and submit that journal article as an assignment, and so they learn how to submit an essay or where they're supposed to do or submit an assignment.

Treasa Kearney

They also then have to do it in an online forum and download the code to demonstrate that they've submitted online. They then also have to go to the students and learning and support.

Treasa Kearney

Office so they go there to kind of figure.

Treasa Kearney

Out well what?

Treasa Kearney

Time is the drop in session. What is the purpose of learning, learning and support?

Treasa Kearney

Because I think it's important that when students are when they reach difficulty, when you know they're really sick and they need the doctor or they've had in exceptional circumstances, they don't know where to go.

Treasa Kearney

Their stress, their panic.

Treasa Kearney

So by creating this treasure hunt, they already knew what to do before they got to the stage of, you know, getting upset and stuff like that and they found that really beneficial.

Treasa Kearney

So then they spend a couple of hours running around campers. They have to take selfies pictures everywhere they go as a team as a group and they come back and then they build a poster.

Treasa Kearney

But the poster has to incorporate the theory of services. Marketing had people engaged the physical environment and many concepts within services, marketing and then post this up. And it's really interesting 'cause initially students are, they don't understand that.

Treasa Kearney

University academic.

Treasa Kearney

You know it's an experience. It's a service experience. It's an educational service experience and they start then understanding very very quickly.

Treasa Kearney

And this was the key is I needed my students to quickly grasp those key concepts and services marketing that everything around them.

Treasa Kearney

As a service and when they came back and they sold the posters and there was a lot of peer to peer learning as well.

Treasa Kearney

'cause they got to vote on who they thought the best poster was and what they learned along the way and offered those key moments.

Treasa Kearney

So I think the student.

Treasa Kearney

Then you know they really enjoyed it, but at the end of.

Treasa Kearney

The day they were like, ah, I get it.

Treasa Kearney

I get what a service is about and I get that in order to create a good experience, but they had to Co create and they had to engage and that it was all about the student engagement because.

Treasa Kearney

The vast majority of teams they really enjoyed it, they engaged, but you know, we always there was one or.

Treasa Kearney

Two students that necessarily didn't.

Treasa Kearney

But the vast majority of students they really got engaged in it and they realised if they engaged in the process, they could get such a great experience out of you know, doing amosi and marketing.

Treasa Kearney

So that was kind of.

Tunde Varga-Atkins

I like I.

Treasa Kearney

Like doing that with the students 'cause they just fill up with themselves so it just makes it fun all around.

Tunde Varga-Atkins

Yeah, and I I think.

Tunde Varga-Atkins

What's beautiful about this stressor is that.

Tunde Varga-Atkins

How you have combined?

Tunde Varga-Atkins

The marketing the discipline.

Tunde Varga-Atkins

Yeah, weather with what you you could class as.

Tunde Varga-Atkins

An induction at Treasure Hunt.

Tunde Varga-Atkins

And getting through, there's so many things here. You know you get them together working as a.

Tunde Varga-Atkins

Team the ideal.

Tunde Varga-Atkins

For induction and get.

Tunde Varga-Atkins

In them, but at the same time they.

Tunde Varga-Atkins

Are really having the hard moment.

Tunde Varga-Atkins

Which is a disciplinary moment of understanding what what you're one of the. I guess what we call a threshold concept. You know the concept of services, industry, new cases.

Tunde Varga-Atkins

So that that works really well and it's nice for you to see that as well so clearly.

Treasa Kearney

After day one, yeah, yeah.

Treasa Kearney

And and I forgot to mention the the.

Treasa Kearney

Other thing is.

Treasa Kearney

'cause it's quite a cultural mix up what I often.

Treasa Kearney

Found was, you know.

Treasa Kearney

So students might know one or two other people just about they've met them just in the lecture the week before, but they kind of stayed within their own cultural mixes.

Treasa Kearney

So what I did was I got students in teams of two. I told them they could choose one other person to work.

Treasa Kearney

With and then I'd.

Treasa Kearney

Take the team to.

Treasa Kearney

Two and create whether it's a gender mix.

Treasa Kearney

Or cultural mix. So then it created more engagement as well and they kind of, you know it. It helped. Kind of, you know, reduce barriers. Sometimes in communication which was great.

Tunde Varga-Atkins

Did you find the competitive elements engage students as well? 'cause you you said about, you know having to obviously collect the treasure as they went along, yeah?

Treasa Kearney

Oh yeah, they looked at.

Treasa Kearney

'cause they're really keen on the group that came back first. So they had different times because there are so many students that comes around 100 students to run around the library all at the same time. The library would have been overwhelmed. And So what I did was they had certain time frames.

Treasa Kearney

And that that's why they took that picture during that time frame of themselves at the library or at the.

Treasa Kearney

Jim, but the students all had to come back to me at the same time, but the group that came back first also got extra points.

Treasa Kearney

You could see them just running down the corridor to get to me first in the grids, but but also all five members are six members of the group had to be there to present.

Treasa Kearney

The poster so you.

Treasa Kearney

Could see them sharing it ID girls.

Treasa Kearney

It was hilarious. It's pretty much.

Tunde Varga-Atkins

Enough so he also managed to do some.

Tunde Varga-Atkins

Well being here.

Tunde Varga-Atkins

To be active you know because deactivate.

Tunde Varga-Atkins

Nikki into this brilliant.

Treasa Kearney

They were warned to wear their runners along the way.

Tunde Varga-Atkins

Thanks Tessa, but Gemma.

Tunde Varga-Atkins

What about your light bulb moment?

Gemma Ahearne

Well, I think mine UM fits in perfect with stressors. So that idea of Co. Creation of inquiry based learning and or peer to peer learning fitting perfectly with what I'm going to talk about. So my light bulb moment.

Gemma Ahearne

Has taken place on one of the five modules that I lead here, so it's called Saki 3/4.

Gemma Ahearne

Seven creative consultant dissertation by portfolio and it was inspired by my quite recent diagnosis as having dyslexia, which I didn't know until the university.

Gemma Ahearne

Liverpool had been diagnosed and sort of 18 months ago and it's an alternative for people that don't want to go down that traditional dissertation route.

Gemma Ahearne

So it's another capstone option, so we've got the interchange option where people can go into work based placements and write and report for that NGO.

Gemma Ahearne

We've got the traditional this option. You know 8 to 10,000 words of and your own research, and we've got my option.

Gemma Ahearne

And my option involves students working in clusters in action learning sets, so I was inspired quite heavily actually by colleagues from the management school and including Professor Lisa Anderson, and then of course we had met Newton Day recently on the leading in learning and teaching at Liverpool programme.

Gemma Ahearne

And we've really solidified that idea of action learning sets for me, so I've been able.

Gemma Ahearne

To take that further.

Gemma Ahearne

They work in Costas, UM, on projects that we give them their preestablished projects, but they take a different strand of it to make it work for them and the light bulb moment I think, was where students UM came to me.

Gemma Ahearne

And they said that some other students you know haven't been well or they haven't been able to engage. And instead of being angry or frustrated, as students often get in those kind of situations.

Gemma Ahearne

And they realise this is an EDI issue and they realise that we all learn in different ways. We all have different responsibilities.

Gemma Ahearne

You know, caring and otherwise and we are in a pandemic, so we need to be aware of chronic illness and and different health based reasons for not engaging at the same pace they're.

Gemma Ahearne

In the same.

Gemma Ahearne

Way so they started.

Gemma Ahearne

Making reasonable adjustments for people without me directing them to. So they started to realise that if someone asked anxiety, they might not be able to attend the face to face meeting.

Gemma Ahearne

Or they might not even be out of their camera arm on azum call or teams call, and that does not mean that they don't wanna engage.

Gemma Ahearne

It means that they cannot engage in that way at that time, and that is perfectly understandable, so.

Gemma Ahearne

Some of them would.

Gemma Ahearne

Be meeting face to.

Gemma Ahearne

Face in their research across stack.

Gemma Ahearne

Some of them would be doing zoom or teams course and for other students.

Gemma Ahearne

They were allowing them to engage in their group and on WhatsApp chats and so that their person didn't even feel the pressure of engaging in real time. But through using these different channels.

Gemma Ahearne

The students all found, but they were getting really diverse and valuable insights into the research project that it was good because some people were taking time to reflect.

Gemma Ahearne

They weren't just being reactive and saying something down, then 'cause they.

Gemma Ahearne

Felt they should.

Gemma Ahearne

So they were.

Gemma Ahearne

Getting different perspectives delivered in different ways.

Gemma Ahearne

And of course, they also realise this sicki transferable employability skill because you need to be able to use all different platforms and you need to be able to project manage.

Gemma Ahearne

Edge with all different people. They might be working in.

Gemma Ahearne

Different time zones they.

Gemma Ahearne

Might be working, you know around childcare eldercare.

Gemma Ahearne

And it's important that we can do that.

Gemma Ahearne

And my light.

Gemma Ahearne

Bulb moment was was kind of a.

Gemma Ahearne

Repeated incidence of.

Gemma Ahearne

That taking place and I realised how it fitted in with.

Gemma Ahearne

My own and from them.

Gemma Ahearne

Form pedagogy and the micro learning pedagogy that I developed where students have control over the direction and the pace of their own learning I realise.

Gemma Ahearne

That students were actually.

Gemma Ahearne

Developing that and implementing that themselves.

Gemma Ahearne

And this for me with great.

Gemma Ahearne

Hope and great happiness because from September 2022 we're actually taking this action based learning a stack further and working cross faculty with engineering and also the School of Medicine, and we're developing different well projects where are.

Gemma Ahearne

Different research clusters work cross faculty, so they're going to have to work around different people, clinical practise, and different commitments.

Gemma Ahearne

So it just made me really happy that students took it upon themselves to recognise how important that is, and that it's a key part of learning.

Gemma Ahearne

That we have safe spaces to learn and that they support it, and it isn't always about what we're learning.

Gemma Ahearne

I say that as someone that enters academia myself for a very non traditional trajectory. It's often about how we learn and how safe and respected people make us fail. That is very important. That's a brilliant example German I love.

Tunde Varga-Atkins

Because as you describe it, that interdisciplinary working, it's giving students that real sense of this is how it's going to be in in, whenever, wherever I'm going to work after graduation and for you to then really use that.

Tunde Varga-Atkins

It's great to hear, so I think you have mentioned that already, but what is it? In addition to creating this space for students and the actual learning set, what extra do you think you have put in this so that they can have that a hard moment or recognition? Can you talk a little bit about that?

Gemma Ahearne

So I think.

Gemma Ahearne

The the the mode of assessment really speaks to this, so it's a portfolio and it's 8 to 10,000 words, so it doesn't mirror the traditional dissertation in terms of you know validity and word length.

Gemma Ahearne

But half of it is on the topic that they're looking at, so this year, some of them looking at stigma and Sachs work, 'cause my area of expertise is the sex industry and I run a third year specialist module on that crime.

Gemma Ahearne

Justice in the sex.

Gemma Ahearne

Industry and the other clusters are working with another colleague on homophobia and transphobia in sport.

Gemma Ahearne

So different topics there that they look at. The different strands also barriers to access in education or health care or the welfare state or whatever it might be.

Gemma Ahearne

But that also, yeah, only half of it is the academic material, the academic topic. The other half of it is the process of learning so.

Gemma Ahearne

They have to show.

Gemma Ahearne

How they've collaborated with others. How they've shown leadership skills, how they've developed resilience, how they've managed to.

Gemma Ahearne

Project manage what new digital fluency skills have they learned 'cause we've had quite a lot of expert embedded sessions teaching them digital storytelling skills, for instance. And you know different things like that that they can use.

Gemma Ahearne

They also have a research day where they present their findings orally and for students who, for a range of health based reasons might not be able to do that in real time.

Gemma Ahearne

They can record a podcast or make a poster or whatever they want to do to share on the date, and then they click critically reflect on that so.

Gemma Ahearne

In that chapter, a 2000 word chapter where they've got to document their collaboration with others.

Gemma Ahearne

I think upon the writing up of that, they've realised how much work they have actually done over the whole academic year, and they've they've realised that giving you a way to appear to look at to give you feedback on that's something they've never done before because they've always been taught, you know, about competition, but I'm teaching them about collaboration.

Gemma Ahearne

And how beneficial that is. So I think having that space in the portfolio where they have to document that and that is just as important as the academic work has really made them recognise the importance of this.

Tunde Varga-Atkins

Yeah, that sounds great. So you you are really in a sense modelling that choice and freedoms for them to play their best depending on their preferences and and learning side. Thank you. Thanks for sharing these, these are great.

Tunde Varga-Atkins

So we are going to.

Tunde Varga-Atkins

Roll over our treasure.

Tunde Varga-Atkins

Island where we have these special concept language students. So what I would like to ask you now, what teaching crops or pedagogies would you like to bring with you?

Tunde Varga-Atkins

So that we can have this really.

Tunde Varga-Atkins

Good experience with students.

Gemma Ahearne

So mine would definitely be my micro learning pedagogy and form and form pedagogy, so making the students feel safe and giving them as much choice as possible in the direction and pace of their learning and realising we do live in a different way of now and we've got to embrace.

Gemma Ahearne

That that freedom and I'm allowing students to have different choices.

Tunde Varga-Atkins

So just for listeners and.

Tunde Varga-Atkins

Microlearning and how how that might look.

Tunde Varga-Atkins

Can you just?

Tunde Varga-Atkins

Elaborate a little bit on on that.

Gemma Ahearne

Absolutely. So I've done me a case study on the microlearning with CIA, and I've also had.

Gemma Ahearne

Quite a lot.

Gemma Ahearne

Of publications and I'll put over the last 18 months to two years on it.

Gemma Ahearne

It's the idea that.

Gemma Ahearne

All the content on my modules, including the assessment questions and and all of the talk contents is released from week one.

Gemma Ahearne

I'm kind of on most of.

Gemma Ahearne

My modules the 1st 2 weeks.

Gemma Ahearne

Will be theories and concepts.

Gemma Ahearne

And then each week going forwards as a case study example.

Gemma Ahearne

The idea being that students can tailor the module tailor the course to their preferences and their research interests, but it also means that the students come to each of the seminar classes.

Gemma Ahearne

It's at a completely different point, so I say imagine it as like a board game.

Gemma Ahearne

And all the pieces.

Gemma Ahearne

Of the board game or moving around at different speeds, different directions.

Gemma Ahearne

Maybe some of?

Gemma Ahearne

Them are clashing going the other way, but it means.

Gemma Ahearne

That we really get the.

Gemma Ahearne

Most out of our contact time.

Gemma Ahearne

Because people are using a diverse range of materials.

Gemma Ahearne

It also motivates students if they haven't looked at something yet, read something. Yeah, then if.

Gemma Ahearne

If other students.

Gemma Ahearne

Are saying oh, it's really good. You need to listen to that podcast that new report it. It's really powerful and that peer LED learning and encouragement.

Gemma Ahearne

Make students want to do that. Great thank you.

Tunde Varga-Atkins

And yeah, Johnny, do you wanna continue? What teaching?

Tunde Varga-Atkins

Proper pedal, would you like to take?

Johnny Lee

Yeah for me because as Gemma mentioned, trauma informed pedagogy is certainly a really insightful one, and for me I would say is that.

Johnny Lee

Authenticity enabled by technology. And because I'm for example again, I will go back to the experience in the University of Huddersfield.

Johnny Lee

I I guess Marcus may might understand because of Cova like mainly nursing professionals. They cannot and go into placement and when I was working on this field the students couldn't do it as well. So what we do is our building a simulation suite.

Johnny Lee

And are we build some scenarios using H5P and airport and incorporated the interviews and audio clips from voice actors and actresses role playing the patients and?

Johnny Lee

So what students needed to do is to come up with a healthcare plan I guess.

Johnny Lee

Uhm, because in the old days it wasn't that possible. Like for example if like imagine without the technology enhanced learning with covert then the world might stop, but now it's giving them students a safe environment to practise.

Johnny Lee

Being up.

Johnny Lee

Virtual environment.

Johnny Lee

I, I guess this is.

Johnny Lee

Very valuable, especially when we are talking about offering better scaffolding for for them before the future placements while keeping the authenticity. So if you are asking me to bring one pedagogy.

Johnny Lee

To the Treasure Island, I guess this would be second to none choice. That is to say, enhanced connexion with the real world made possible by technology enhanced learning.

Tunde Varga-Atkins

Great, thank you very much. Links to Marcus like you were talking about interactive video and in in a sense similar.

Tunde Varga-Atkins

You know that simulation role play and connecting it to the real world?

Yeah any.

Tunde Varga-Atkins

Other teaching props or pedagogies.

Treasa Kearney

Mine is.

Treasa Kearney

Very old school.

Tunde Varga-Atkins

Great, that's nothing we.

Tunde Varga-Atkins

I think.

Tunde Varga-Atkins

Don't know old school if it works, bring it.

Treasa Kearney

I I bring pen and.

Treasa Kearney

Paper, and the reason like 1.

Treasa Kearney

Of the key reasons for this is.

Treasa Kearney

Students remember more when they write physically with pen and paper you get 25% more brain activity I.

Treasa Kearney

Think it is.

Treasa Kearney

Don't quote me.

Treasa Kearney

On that one, but I'm pretty sure I need.

Treasa Kearney

To write more.

Treasa Kearney

With pen and paper to remember this.

Treasa Kearney

But you are more likely to remember things if you write them down. I don't know if any of you guys do this, but I'll write lists and if I physically write a list, there you go.

Treasa Kearney

I I'm more likely to remember, but if I.

Treasa Kearney

Yeah, if I.

Tunde Varga-Atkins

Just put it in.

Tunde Varga-Atkins

I think the.

Tunde Varga-Atkins

Listeners haven't seen by a few of us gone and showed our little pen and papers.

Tunde Varga-Atkins

Yeah, it's good to.

Treasa Kearney

See everyone using their fat and.

Treasa Kearney

Paper, but I think it's actually.

Treasa Kearney

A skill that students are forgetting about, and I think it's so important.

Treasa Kearney

That you know.

Treasa Kearney

I'm looking at it in front of.

Treasa Kearney

The lecture and.

Treasa Kearney

All my students are on their laptops and.

Treasa Kearney

They're typing away, but.

Treasa Kearney

I'm also conscious that when they're typing.

Treasa Kearney

In their laptops, they're getting distracted by you know Facebook or Twitter or videos, and sometimes accidentally a video. You can hear video going off on them and.

Treasa Kearney

You know you can't really.

Treasa Kearney

Say no technology allowed in the classroom.

Tunde Varga-Atkins

But I.

Treasa Kearney

I really like.

Treasa Kearney

I always say to my.

Treasa Kearney

Students who use pen and paper.

Treasa Kearney

But you know, it's not something I can enforce, unfortunately. In some ways which are kind of code, but I can't and for many reasons, and I do understand this pedagogical reasons for not using pen and paper, but the strong pedagogical reasons for using pen and paper and then on top of that as well our students, Sam, they still do.

Treasa Kearney

Paper based exams. I know in the last two years.

Treasa Kearney

With COVID, they're online, but in the management school we are going to be moving back and again there's many pedagogical reasons why we do those types of exams, and you know, it's important for students them to have those writing skills. So yeah, I'd bring pad and.

Tunde Varga-Atkins

Paper great thanks Tessa Marcus.

Marcus Pedersen

Yeah, mine's old school two as I'm in the incipient start or the beginning stages of my career is learning technologists as there have only been about 2 1/2 years as one I take Edward de Bono's lateral thinking.

Marcus Pedersen

In book if anybody ever read it, they know it's quite a small book, but it's insanely complicated and interesting to diverge into each chapter, so I thought.

Marcus Pedersen

If I was sat on.

Marcus Pedersen

A Treasure Island bought out of my brains. I'd take his book and then come back to civilization as a incredibly well articulated education list.

Marcus Pedersen

And then if I've learned it all off by heart, I could have a little fire at.

Marcus Pedersen

The end of the trip and burn his book.

Tunde Varga-Atkins

Yeah, we like this using things or reusing things so great. So let's think about our collective island because you've all bought things, so we've got the lightbulb moments with the students where we are on the island, treasure horns, microlearning, trauma, import pedagogies, simulation.

Tunde Varga-Atkins

And connecting with the real world penalties and some old school stuff.

Tunde Varga-Atkins

Book pen and paper.

Tunde Varga-Atkins

The bull nose letter or thinking is there.

Tunde Varga-Atkins

Anything else that?

Tunde Varga-Atkins

You would want to put in the collective boat or Treasure Island pedagogies or props that we might still be using.

Johnny Lee

I would really like to add to the trauma informed pedagogy. It's it's really important I guess as a learner to have safe space to innovate and let them to have choice because.

Johnny Lee

Nowadays, when, especially when no matter adults or youngsters, we are talking about and.

Johnny Lee

Like social emotional learning. So I believe like the affective domain of learning is definitely one area that that we would like the students to be benefited from. And corresponding pedagogy would contribute hugely to that.

Tunde Varga-Atkins

I think yeah, you talked about this key recreating that safe space for learning that then benefits the students personal preference, and I guess Tracy worked also talking about, you know, creating opportunities when

students with different perspectives can come together and learn from each other, which I think again, they're really useful.

Treasa Kearney

Just to kind of follow up with that was kind of both Lee and Gemma. They've talked about the safe space, and I think that's really important is sometimes inner modules were trying to incorporate someone to their theories.

Treasa Kearney

We've got to focus on the intended learning outcomes and so forth, but actually creating those safe spaces are the social spaces. I think that's really, really important.

Treasa Kearney

And that's something as well that you.

Treasa Kearney

Know I I I took at.

Treasa Kearney

The idea of sweets, but you know one of the things we try and do is do a social event at the very beginning of the Masters courses for students.

Treasa Kearney

Whether it's a pizza and a drink after they've done the treasure hunter and we do teen coffee coffee mornings before the lecture begins that you know, students could pop along and I'd say to them, bring your cup of tea, bring your coffee and we can just sit down, have a trash about anything really, and it was to get students and I.

Treasa Kearney

Found it particularly tricky, and because we did an international cohort crossing those boundaries of social interaction and what's acceptable and what's not acceptable and like even our you know, homie, you student.

Treasa Kearney

There's that cultural shift, I think where you know as a married person. I just talked to everybody.

Treasa Kearney

And say hi.

Treasa Kearney

But you know, I think that people are a bit more anxious about just walking up to somebody and saying hi, my name is, and I think it's important that we create.

Treasa Kearney

As Gemma said, those safe spaces and least talked about those environments where students feel comfortable to just say hi, and that even if it feels a bit awkward, you create.

Treasa Kearney

An environment, but.

Treasa Kearney

Allowing for that organista kind of just disappear.

Gemma Ahearne

Yeah, if I could just pick.

Gemma Ahearne

Up there as well on.

Gemma Ahearne

What Tracy just said.

Gemma Ahearne

That yeah, it's important to have those spaces and that sense of belonging and identity for students on campus.

Gemma Ahearne

Yeah, it's great. We've got all these technologies now and we live in a hybrid world and that's brilliant, but.

Gemma Ahearne

Going back to what you said about, you know, old school pen and paper. There's something you cannot replicate about face to face contact for for.

Gemma Ahearne

Many tasks and.

Gemma Ahearne

Particularly for building relationships.

Gemma Ahearne

And you know one of the things in curriculum 2021 is about seeing campus as a living lab, and I think that's really important to bring different students together and to work on tasks together.

Gemma Ahearne

That inquiry based learning and that you mentioned action baseline then and yeah and just never the past kind of.

Gemma Ahearne

We could also how lovely and sunny it's been and on campus sing students out in Abercromby Square just sitting or sunbathing or meeting after class or before class. I just think that's brilliant and it really helps for them.

Gemma Ahearne

Getting students talking again and developing those soft skills that they are. They have lost a lot of confidence with just going up.

Gemma Ahearne

Approaching someone chatting to someone and meeting new friends.

Tunde Varga-Atkins

Great, I mean something that you know the Greeks knew and brought into education thousand thousand years ago. So thank you so you've been.

Tunde Varga-Atkins

Very busy, you know you might have lots of students.

Tunde Varga-Atkins

Come from all.

Tunde Varga-Atkins

Walks of life. How do you relax?

Tunde Varga-Atkins

So let's talk about your.

Tunde Varga-Atkins

Luxury items, so if if you were to.

Tunde Varga-Atkins

Have your own.

Tunde Varga-Atkins

Little space on the island when you relax off duty, what would you like to bring?

Tunde Varga-Atkins

Like to have some off time.

Gemma Ahearne

So I think I will maybe cheat. I would bring two things. One first I would bring my yoga mat.

Gemma Ahearne

Because I love yoga.

Gemma Ahearne

I love wet life balance. I like I just.

Gemma Ahearne

Love the practise.

Gemma Ahearne

Of yoga and I would also bring my four dogs so I know that's cheating, but I couldn't live without them.

Gemma Ahearne

So that my dad got that on before dogs and I'd steal some of traces, sweets or or something else from somewhere else.

Tunde Varga-Atkins

Do your dogs let you do yoga Gemma?

Gemma Ahearne

Well, they do think it's an unusual activity that they have to get involved in, so I you know, I don't think it's the the traditional practise of yoga when they're there, but you know we will try and do yoga and and don't get together, yeah?

Tunde Varga-Atkins

Oh sounds great. Yeah brilliant I'm. I'm sure we'll I I think I've allowed people to cheat before so I can't really say no to that. It is important to have work life balance so dogs and yoga sound like cool great candidates.

Tunde Varga-Atkins

Anyone else?

Johnny Lee

And for me, then, when thinking about this question, I would think out what allows me to live better in the island. Actually, I have experience. I have experience in surviving in in an island called Britain and then.

Johnny Lee

Right, I believe.

Johnny Lee

No matter in career or like life it is can do spirit which takes me far. So I would bring this with me because without it I I don't think I can live well, right?

Tunde Varga-Atkins

That's brilliant, the candle spirit definitely.

Marcus Pedersen

I think to further on from Johnny Point.

Marcus Pedersen

I too have experience from two islands now.

Marcus Pedersen

The United Kingdom and Australia, Australia has a pretty harsh sun, and when I was thinking of this I was actually I listened to some Desert Island Disc podcasts and I became fascinated by the idea of what I would bring if I was.

Marcus Pedersen

Trapped on a dead.

Marcus Pedersen

In Thailand and I asked some people and they said ADI Foundation plan as sunscreen and these old people living in Australia.

Marcus Pedersen

So I think if this Treasure Island.

Marcus Pedersen

Was also rather deserted. I would bring with me a sunscreen.

Tunde Varga-Atkins

Greats OK, definitely you can.

Tunde Varga-Atkins

Read grantee, then let's hope we.

Tunde Varga-Atkins

Have lots of sunshine.

Tunde Varga-Atkins

As well, again, press, so what's your luxury item?

Treasa Kearney

Oh, I'm not sure now.

Treasa Kearney

Going to try and build on.

Treasa Kearney

What everybody else is kind of broad like idea and Marcus mentioned earlier was going to start a fire so I could use my marshmallows to do something nice. While reading is well. Now you print the book.

Treasa Kearney

I can't read the book anymore.

Treasa Kearney

But one of the things I'm going to stress this just bring some music are a musical instrument. Not that I play a musical instrument, but I like the idea of.

Treasa Kearney

Just being able to.

Treasa Kearney

Chill out and maybe learn something new.

Tunde Varga-Atkins

I think that's great. Yeah, definitely, uh. Musical instruments. We've had you clearly before people trying to learn learn you clearly in previous episodes and all sorts of other music.

Tunde Varga-Atkins

So yeah, definitely a good idea.

Tunde Varga-Atkins

Great, OK so thank you very.

Tunde Varga-Atkins

Very much for sharing your light bulb.

Tunde Varga-Atkins

Moments teaching, props, and pedagogies so it's time to sail away from our treasure islands together. Thank you for our listeners for listening and if you have enjoyed the episode you can subscribe to our podcast.

Tunde Varga-Atkins

If you want to become.

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A guest there is an expression of interest form on our Liverpool CI website.

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And you can also access our previous episodes.

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And goodbye for now and.

Tunde Varga-Atkins

Finally, a big thank you to.

Tunde Varga-Atkins

Our full guest today.

Marcus Pedersen

Thank you.

Gemma Ahearne

Thank you bye.