

Treasure Island Pedagogies Episode 20

Podcast Transcript

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Tünde Varga-Atkins

Hi, this is Tünde Varga-Atkins and this is episode 20 of our Treasure Island.

Tünde Varga-Atkins

Pedagogies podcast series. From the centre. For innovation in education at the University of Liverpool.

Tünde Varga-Atkins

Where we share our light.

Tünde Varga-Atkins

Bulb moments teaching props and pedagogies as we cohabit our Treasure Island, the space for special contact time with students.

Tünde Varga-Atkins

And as usual, I have a lovely a queue of guests today, Christopher Edmonds, Elizabeth Hidson, Gary Fisher and Pip McDonald.

Tünde Varga-Atkins

And as usual, I will ask you to briefly introduce yourself, your name, your discipline, and your current role, and how did you arrive here?

Christopher Edmonds

Hi Tünde, thank you for the introduction. Yeah my name is Chris Edmonds. I'm lecturing the Department of Physics here at university.

Christopher Edmonds

Of all my background, is particle accelerator physicist, but I start spending more time like on public engagement. Eventually I made the transition to teaching and scholarship, so I spend much more time student focus. Now at university or I do lots of opening.

Elizabeth Hidson

Hi, I'm Elizabeth Hidson. I'm a senior lecturer in international teacher education at the University of Sunderland. As though my background would be secondary computing teaching.

Elizabeth Hidson

But now I teach teachers to teach, which is what my son finds to be hilarious. Part of.

Elizabeth Hidson

My job I've.

Elizabeth Hidson

Got interested in this podcast because I.

Elizabeth Hidson

I belong as a a member of the.

Elizabeth Hidson

Association for Learning Technology and it just popped up and I was fascinated by the idea, and when I looked at the website and it took the guests and had appeared listened, I thought, well, I'd love to be part of that. So thank you for having me.

Tünde Varga-Atkins

Today, yeah, it's great to have you on board at least, but that's lovely, OK and then Gary.

Gary Fisher

Ah yes, thank you for the introduction. So yeah, so I am a lecturer in teacher education and technology enhanced learning at Lincoln College.

Gary Fisher

But my background prior to that is in classics at the University of Nottingham. So teaching philosophy, history, ancient Latin and so forth, and somehow made the leap from Latin to digitally enhanced learning. I'm not quite sure.

Gary Fisher

What that step in my career was, but that's what I did full time now so.

Tünde Varga-Atkins

That's me brilliant. I think we we have had so many different trajectories on this programme. It's always fascinating to see how people arrive here.

Tünde Varga-Atkins

Last but not least, Pip.

Pip McDonald

Hello there, my name is Pip McDonald. I'm currently a senior learning technology project officer based at the Royal Agricultural University in.

Pip McDonald

Cirencester, I actually work remotely and so I I actually work in the Northeast and Sunderland to Elizabeth and I did used to work at the University of Sunderland in the language Centre and.

Pip McDonald

In the capacity of an academic tutor teaching English for academic purposes, a long time ago, so I kind of came into learning technology through a teaching route and and arguably, that's.

Pip McDonald

The best way?

Pip McDonald

And learning first. So, uh, my current role involves supporting technology, enhanced transnational learning, or title for short.

Pip McDonald

And and, uhm, I originally studied philosophy at university, so as a as an original discipline and and I believe that gives you a good grounding in in any further field.

Tünde Varga-Atkins

I think I can see Gary nodding.

Tünde Varga-Atkins

Then OK, brilliant, lovely to have you on board people as well. So and one of the first things we asked you to share is one of your lightbulb moments with students. So this is where you felt students were getting it and what made this happen so.

Tünde Varga-Atkins

Can can I ask you to summarise your lightbulb moments? One of one of those many that.

Tünde Varga-Atkins

You might have had over your career so far.

Gary Fisher

I had one that actually occurred quite quite Reese.

Gary Fisher

Only in it occurred, bizarrely, not while I was teaching, but rather actually during during the break from teaching. It happened during one of the breaks in a session I was teaching one of our teacher training courses and enjoys pain while give a little bit context.

Gary Fisher

So at Lincoln College, we're a predominantly a further education provider, so we've got a strong emphasis on trade and vocational skills.

Gary Fisher

Also, most of our teacher training courses that I work on are aimed at people who kind of recently left industry and I've currently employed as educators within the college, so there might be someone.

Gary Fisher

Who worked in software development work in mechanical engineering or construction?

Gary Fisher

Or whatever for.

Gary Fisher

10 years and then for whatever reason they made that decision to begin teaching and part of joining the teaching profession is they agreed to complete an initial teacher education course and.

Gary Fisher

And so I only began teaching on it quite recently, and I'll confess to harm it. Quite intimidating because not only am I teaching people who are mostly twice my age, but there are also people who are currently employed as teachers and have taken a morning out of their working week to take part in these courses. You know, these people who are teaching.

Gary Fisher

20-30 hours a week and I was quite on it because I was quite conscious that every hour they spent with me was an hour that they then couldn't spend.

Gary Fisher

Doing Mark Engle planning or catching up with students and so forth. So I was quite anxious about making this sort of worth their time and giving them, you know, knowledge rich curriculum.

Gary Fisher

And so I remember not longer we're having a session, and I think we were looking at some learning design.

Gary Fisher

Framework or.

Gary Fisher

Another, and it was we were gonna midway through recession. People looking tired so you know cool time let's take 10 minutes.

Gary Fisher

Have a had a T have a coffee and and that lightbulb moment came when I kind of noticed two of my students who are usually first in line for a laugh.

Gary Fisher

Say they're in the middle of looking at one of their lesson plans that they were teaching that afternoon.

Gary Fisher

And talking about how they could apply that framework, we've been looking at to their own teaching, and they're gonna do that awkward thing way or half sitting, half standing.

Gary Fisher

They were finding this conversation quite useful, but also conscious. They only had 10 minutes to get into Q Acosta so.

Gary Fisher

So I said that you know you guys carry on talking. I'll get ready drinks. I'll leave you guys to it and then the kind of label moment occurred to me.

Gary Fisher

While I was getting those drinks because, you know, we're a vocational college. We're really, really good at work based learning every task we do is grounded in vocational context.

Gary Fisher

So our software engineering students aren't just told to write some JavaScript or some Python or whatever they're told to imagine. There a software developer at company and their line manager has said develop a programme that does this.

Gary Fisher

I'm kinda engineers aren't just talk about how resistance and tension and metal fatigue workers abstract concepts. We break our machine that they're gonna.

Gary Fisher

Be working with and.

Gary Fisher

Show them for real as if they're gonna be using it in a professional workshop.

Gary Fisher

And yeah, I was kind of going in the opposite direction as a teacher educator, I was taking the individuals who are working as educators at the same institution of.

Gary Fisher

As needed, and putting them into this kind of almost contrived classroom style setting.

Gary Fisher

And where I was the teacher, and they were the students, and so forth so.

Gary Fisher

Got me thinking, kind of.

Gary Fisher

What is the work based approach to teacher education and I was standing there with T order in my hand.

Gary Fisher

I kind of hit the unlikeable moment. It was the staff ring. It's the environment where teachers come together to plan their lesson, discuss ideas, share resources, get advice on marking how windy out their line manager, etc.

Gary Fisher

I most importantly put the catalogue.

Gary Fisher

That was exactly what those students in mind been doing during our.

Gary Fisher

Tea break and so that was kind of my labelled moment of why am I trying to take these professional educators who are studying while working and treating them as if their full time undergraduate?

Gary Fisher

So I used to teach back when I was a Latin teacher or.

Gary Fisher

Nottingham, so why don't I embrace the fact that their professional educators who were teaching lessons after lunch?

Gary Fisher

We've got a lot of planning to get done. Who are behind on their marketing.

Gary Fisher

So forth and use their time with me as a space as a ballroom, as a workshop for them to develop that skill. Not with me in the room, but with their their colleagues in the room. So now, kind of.

Gary Fisher

Rather than spending that time you know, deconstructing different learning design models, how they formulated, what the principles are, and the philosophy behind them, and so forth, we take the learning design models we look at them, and we understand when we discuss them. Then we use them. We plan some lessons, we say right under your teaching.

Gary Fisher

So business and finance students. Lesson on leadership styles. Next week, we've just looked at buying a large learning as a design science framework for design. For example, let's use that model and as a group, let's plan that lesson, and.

Gary Fisher

And in a way that's kind of feels like a no brainer, but also.

Gary Fisher

It took me Wolford Vius to me right, because you know?

Gary Fisher

A lot of these are a lot of.

Gary Fisher

These educators who I'm working with, they teach practical skills and they describe themselves as practical people, and so that's exactly what I'm trying to do now.

Gary Fisher

Is that they're learning by doing, and banks that lightbulb moment and providing them a space for that really, hopefully.

Tünde Varga-Atkins

Great yeah I'm I'm just saying, does this resonate with others so well? Clearly you've been very much thinking about.

Tünde Varga-Atkins

Yeah, I mean one of the things about teaching is very much thinking about the students and their context and what what is always meeting the students and and and where they are at. But I I can see Elizabeth, you're not in.

Elizabeth Hidson

It is absolutely those real moments.

Elizabeth Hidson

I have something similar Gary in that when I set my students off on a project, I say to them OK.

Elizabeth Hidson

Imagine the head is.

Elizabeth Hidson

Just giving you a budget and you've got free reign, but you've actually got to back it up with some theories.

Elizabeth Hidson

Some literature what are you going to spend your money on? You know? How are you going to put your money where your mouth is kind of thing and it works really, really well, because then they think.

Elizabeth Hidson

But if it was their school and their head teacher, and they were being asked to put in a school based intervention of some kind, they would

actually have to do that research and present it and convince the governors, or the trustees or the head teacher or the head of department. And I love those real moment.

Elizabeth Hidson

And in fact that leads on that as a very nice segue into my own kind of light bulb moment, because my students are everywhere else except here in Sunderland.

Elizabeth Hidson

And I do a lot of online supervision and and in this very manner we know we get together on teams. We have a conversation we have.

Elizabeth Hidson

A tutorial and.

Elizabeth Hidson

What I love is to hear.

Elizabeth Hidson

Back what I've been teaching, and perhaps I haven't had that conversation at that moment, but I know that somewhere in in the 12 week programme.

Elizabeth Hidson

They've picked up things that I've been saying. They've thought about them. They've turned them around and present it back to me as if it's the most natural thing in the world.

Elizabeth Hidson

I'm thinking yes.

Elizabeth Hidson

My job is done. They've heard about, you know, they they've heard what I wanted them to hear, and they've thought about it. And I love that that kind of international language of pedagogy.

Elizabeth Hidson

Take two teachers in a room and you're going to have curriculum assessment pedagogy or that sort of thing coming out. No, no matter how experienced or inexperienced.

Elizabeth Hidson

And also, as you say, Gary, it's it's not right to teach. Treat people who are on initial teacher training programme as if they are a fresh faced undergrad.

Elizabeth Hidson

Because in my situation these are very often teachers who are working in the international context but who just haven't been through a process of initial teacher education footage training.

Elizabeth Hidson

And so they might have been teaching for nine years in the international sector, but don't have a certificate.

Elizabeth Hidson

So you know those conversations can be really, really fruitful, but you know nobody is ever so experienced that they can't learn from a good engagement with other people.

Elizabeth Hidson

And I just find that you know, those those moments. We get two teachers in a room talking about things to be a real.

Elizabeth Hidson

Light bulb moment.

Elizabeth Hidson

I love that. So thank you for that insight.

Tünde Varga-Atkins

I mean, I go a lot from Gary example as well that as you said, two of your students and participants.

Tünde Varga-Atkins

In that case we we they were talking about how they can apply your framework into their teaching. So that was a lovely link or insight about research and or theory and practise, and they obviously were gaining something or I mean.

Tünde Varga-Atkins

Ideally, so yeah, that was a lovely moment that you could see.

Tünde Varga-Atkins

How what you were?

Tünde Varga-Atkins

And teaching them was making a UM, they were really reflecting on their practise on how they can adopt it.

Tünde Varga-Atkins

Elizabeth just asking on that you mentioned that the international language of education. Do you mean it's the shared language?

Tünde Varga-Atkins

But I'm I'm.

Tünde Varga-Atkins

Guessing, did you have accent do because of the international context you find it's a really a shared language.

Tünde Varga-Atkins

Do you also get?

Tünde Varga-Atkins

Some different flavours of the language. The how does that work in your A?

Elizabeth Hidson

Little bit, we get some of the international contexts and regional context. But because we're working to the British teacher standards, we tend to use that.

Elizabeth Hidson

The same sort of language as as any other initial teacher training, but one of the great ways of of hearing this and how it's impacting.

Elizabeth Hidson

Is when a trainee I will call them a trainee in their school. They might just be a, you know an experienced member start, yeah well the trainee will.

Elizabeth Hidson

Say back to me.

Elizabeth Hidson

Oh, and I've been asked to lead a professional development session on this topic that I've been looking at, and I just think, wow, that's fantastic. So not only are they engaging in initial teacher training for their own.

Elizabeth Hidson

Benefit, they're actually then cascading it, and in some parts of the world where there aren't the same kind of access to initial teacher training, sometimes that goes out from the international schools into the local government schools, and so you find that although you're a different kind of school system, you find that the wider region is benefiting you know.

Elizabeth Hidson

What's that that Jennifer?

Elizabeth Hidson

Uh, the tide lifting all ships, you know, and I love that and and it is really you know it is literally about that that shared understanding of what is assessment.

Elizabeth Hidson

What is pedagogy? What is behaviour management? How does that work, no matter where you might be in?

Elizabeth Hidson

The world. And it's it's.

Elizabeth Hidson

Surprising how much more similar the issues are than different that always.

Elizabeth Hidson

Going to be an interesting perspective.

Tünde Varga-Atkins

Great thank you anyone Chris Opie what are your light bulb moment?

Christopher Edmonds

Happy to follow up again, I really appreciate it.

Christopher Edmonds

I just homeless.

Christopher Edmonds

If the stuff that carry the work placed learning experiences other hiring Mercer, they sounded.

Christopher Edmonds

And I guess that resonates really strongly for myself. So physics is an incredibly creative subject, and I think that's where a lot of the fun is.

Christopher Edmonds

But often when it's introduced at school, it comes across as facts and very procedural approach to solving problems. So for example, this is a mechanics problem.

Christopher Edmonds

How do you solve that mechanics problem but?

Christopher Edmonds

Once you get to the real world.

Christopher Edmonds

Yeah, it's it's very very.

Christopher Edmonds

Very different and the approach that's taken its course. It's not entirely bad though. A lot of rules you got to learn whilst getting to grips with physics in order to become an effective physicist. But in terms of actually being good physicists, there's so much more to know.

Christopher Edmonds

So that first opportunity to initiate your own investigation. It's super intimidating.

Christopher Edmonds

Or you just not.

Christopher Edmonds

Exactly clear as to what's going to make.

Christopher Edmonds

A good question and.

Christopher Edmonds

And how would you go about solving that question?

Christopher Edmonds

How do you break it down into its components and come up with something that is solvable?

Christopher Edmonds

But as soon as student.

Christopher Edmonds

Kind of cross that bridge.

Christopher Edmonds

And the questions keep on coming and these really significant opportunities for independent learning. They come along soon afterwards as well, so I think that's a really wonderful thing to watch.

Christopher Edmonds

And I think that experience in completing open ended projects. It's a really important development opportunity, and it's actually essential to becoming being able to access the most interesting physics problems.

Christopher Edmonds

So yeah, that that really immersive approaches me. I really appreciate that's my light bulb moment.

Tünde Varga-Atkins

So what is it that you do Chris to enable students to have these open-ended projects and this questioning? And that's quite a shift in terms of

how students as you said were used to doing things in school and as opposed to almost like literally doing this.

Tünde Varga-Atkins

Light bulb, moment for them, and when you setting them on the path of these creative projects and problems so.

Tünde Varga-Atkins

Solving absolute.

Christopher Edmonds

Absolutely. So again similar to his bus example. We give them a budget. He did say yours was £30. This is a £30 and this might be smaller than you are envisaged.

Christopher Edmonds

So it's a very small budget that these guys get.

Christopher Edmonds

They have to. They have to basically create something that's innovative. We set them a criteria of using some sort of sense so they have to analyse the sensor data and then create some meaningful out purpose so they start using all their physics skills.

Christopher Edmonds

In doing something that's actually useful.

Christopher Edmonds

We work a little bit with external partners, so we've had hospitals, for example, come up with problems that they wanted solving within their wards and students will work towards that and and a lot of the time students will identify their own problems they want to work on. So for example, this year we had agreed with students.

Christopher Edmonds

Who wants to listen to their plant so they come up with a sensor?

Christopher Edmonds

That they connect to the plant using the same sort of Connexions that you use on heart. Monitor in a.

Tünde Varga-Atkins

Hospital sorry this is a plant and a green living Organism. No no yeah OK.

Yeah, I agree with that.

Christopher Edmonds

It yeah it was a well travelled plant as well. He brought it in on the.

Christopher Edmonds

Bus every week and.

Christopher Edmonds

They've connect these little electrodes to it and by the end of this semester they were making music out of it, which is absolutely fantastic, but they're looking at the ways in which it responded to different stimuli in the environment, so changes in the light.

Tünde Varga-Atkins

OK.

Christopher Edmonds

Different water conditioning. Things like that.

Tünde Varga-Atkins

Oh brilliant.

Christopher Edmonds

Oh, it's great. They really get.

Christopher Edmonds

Into it, it's really nice to watch them really take off with that kind of thing.

Tünde Varga-Atkins

And then do you? I mean, sounds this project all sound amazing. What happens? Also when do you get students to present to each other?

Tünde Varga-Atkins

So in terms of the peers all doing their own little projects, though, do things happen as they share what?

Tünde Varga-Atkins

They're working on or.

Christopher Edmonds

Yeah, absolutely. So it's a great project.

Christopher Edmonds

To start off with.

Christopher Edmonds

We we try and help them navigate the complexities of this, and there's quite a few political issues that we haven't had to deal with in the.

Christopher Edmonds

Best and and then.

Christopher Edmonds

Part way through the semester, about halfway through, just to make sure they're kind of heading in the right direction because they're given a.

Christopher Edmonds

Lot of freedom.

Christopher Edmonds

And it's quite easy.

Christopher Edmonds

For them to go home.

Christopher Edmonds

Now I want to see a wrong.

Christopher Edmonds

Direction but.

Christopher Edmonds

Not a useful or meaningful direction, so we have a video presentation halfway through and then at the end.

Christopher Edmonds

The end of the semester we have some intermediate feels like Christmas Day where there's this big set of presentations.

Christopher Edmonds

Everyone got their devices set up in front of them. You've got these weird sound effects in the background.

Christopher Edmonds

And it's just a pretty an environment. You get to see what the students have done.

Christopher Edmonds

They get to go and explore and see what others have done too, and there's. There's normally some really nice conversations surrounding.

Tünde Varga-Atkins

Them oh brilliant we should.

Tünde Varga-Atkins

Have a soundscape excerpt in the podcast.

Tünde Varga-Atkins

It's definitely that OK. Thank you Chris. That's brilliant Pete, can I ask your light bulb moment please?

Pip McDonald

Yeah, sure.

Pip McDonald

So, uhm, so with a light bulb we have.

Pip McDonald

Lights and we have the bulk.

Pip McDonald

And I'm gonna go all metaphorical.

Pip McDonald

So I'm gonna present the bulb first, the bulb narrative, so I've been interested in the possibility of critical zoom literacy and the issue of the extensor weather at which literacy.

Pip McDonald

In that case would be a kind of commode.

Pip McDonald

The TI UM so we UM the context was a large, large classrooms on zoom maybe up to 150.

Pip McDonald

Students, so there's.

Pip McDonald

A there's an.

Pip McDonald

Issue there of how to engage 150 students in a 45 minute session. So we tried to use an escape room using breakout rooms. Now escape rooms are nothing new.

Pip McDonald

They were new to us, so we needed to get it right and.

Pip McDonald

Make sure that.

Pip McDonald

We could get this to work, so uhm.

Pip McDonald

The purpose was.

Pip McDonald

To explore zoom literacy so and I focused on staff training on how to train our staff, how to use zoom. But it was kind of assumed that students could use zoom automatically, so it goes without saying that not all students are digital natives, and perhaps arguably we shouldn't be using that term at all.

Pip McDonald

So I created a series of zoom based multimodal scenarios, such as when some mute when chest share screen. How to use the private chats for digital differentiation. So this was a kind of experiments in scenario based learning or project based learn.

Pip McDonald

And so when students worked out the code from the scenario, they went to the Royal Agricultural University Digital Transformation blog.

Pip McDonald

They entered the code and.

Pip McDonald

They received a digital batch.

Pip McDonald

So that was the bulb.

Pip McDonald

Narrative, so let me let me share the the kind of light narrative.

Pip McDonald

So what I found was actually that team teaching is critical for large online classroom.

Pip McDonald

Contexts, so as I said, up 250 students, it's a real challenge to engage that many students at in one setting, so students probably need 2/2 teachers, or educators or lecturers in in that setting to to receive two lots of pedagogical energy to keep them engaged and.

Pip McDonald

Also, one of the outputs of this kind of experiment was.

Pip McDonald

Me to present my findings at this to the collaborative Action Research Network events in 2021, so it's really.

Pip McDonald

Good to share things.

Pip McDonald

Even when they don't go as planned.

Pip McDonald

You know, as learning technologies, it's really important not to over promise and under deliver we have to be realistic and always try to put the learning first.

Pip McDonald

The other outputs.

Pip McDonald

Was to reflect the other light narrative was to reflect on technology enhanced learning in itself. So I did a presentation at the Association Learning Technologies Winter Conference a couple of years ago. One of the participants of this session come from North Hampton University. Said technologies itself.

Pip McDonald

Not a pedagogy. It's possibly an agnostic pedagogy.

Pip McDonald

So there's always that risk isn't there of assuming that we need to use technology to engage students. Obviously over the pandemic as a result of that, we we we had to do that as a result of that, but coming out of it and before it wasn't the case and we we risk as what Sharma and Barrett said in 2007 if we default to technology we.

Pip McDonald

Run the risk of the worst of both worlds, so students kind of wanting to use technology and some don't, so that that was the bulb and.

Pip McDonald

You also got the light.

Tünde Varga-Atkins

Brilliant, thank you Pete. That's brilliant. So I would like now to ask you if you are going over to our islands and where we have this special contact time with students.

Tünde Varga-Atkins

So it's not a deserted island. This way. It's where we go and teach students and spend and trying to.

Tünde Varga-Atkins

Have these light bulb moments with them, So what would be a teaching prop or a pedagogy that you might want to pack in our little boats as we roll over to the island so they.

Tünde Varga-Atkins

Can be useful to us.

Gary Fisher

I'll jump in. I'll be bringing a million of cattle, uhm.

Gary Fisher

I think so.

Gary Fisher

Only so many great conversations I've had over a.

Gary Fisher

Cup of tea and.

Gary Fisher

I think it's.

Gary Fisher

Something in the back of people mind that having a cup of tea, speaking somebody drinking a beverage in front of you.

Gary Fisher

It kind of.

Gary Fisher

Signals you're in a in a supportive environment. I don't know whether it's simulates memories of tea with granny or something along those lines, but people demeanour has noticeably changed when there's a hot.

Gary Fisher

Leverage involved and I think.

Gary Fisher

It's it's quite disarming and quite humanising as well. For the educator to be seen slipping out and getting a coffee moustache as well, I think it's very simple and quite a quite a potent, powerful love cut. You know, quite potent symbol of equality, I think, actually that we're.

Gary Fisher

All human beings, so we'll see I'd be bringing a.

Gary Fisher

Kind of tailing cattle.

Tünde Varga-Atkins

Yeah, and it was linking to your light bulb moment as well, where you had this epiphany when exactly in the in those situations and those scenarios? Yeah, so OK.

Gary Fisher

I'm like what's loyalty card. I'll bring that.

Tünde Varga-Atkins

As well and what sorry?

Gary Fisher

And my Costa Coffee loyalty card. I'll bring that.

Tünde Varga-Atkins

As well, oh, we can't advertise on this. We have to be agnostic.

Tünde Varga-Atkins

Uhm, yeah, but yeah. So I I think yeah, Uhm Morgan, a coffee of some something like that. I was only being silly about, you know.

Gary Fisher

Any High Street brand, although I'm not.

Tünde Varga-Atkins

And yes, or local supporting local branch. OK, anyone else?

Christopher Edmonds

I I'm happy to. I saw Elizabeth on you at the same time.

Christopher Edmonds

So actually I've I've brought a prop with me here.

Christopher Edmonds

I mean, it's anything that's going to inspire curiosity. I know this is a it's quite a visual thing, so cheese for you guys can see it and you can kind of react. It's just two pipes that I've got with me in front of me, OK?

Christopher Edmonds

One of them said made out of plastic and one of them is made out of contact. OK, and I've got a little magnet just.

Christopher Edmonds

Here, and copper is not magnetic, so we get this magnet, stick it on the copper and you know it's not going to stick to and.

Christopher Edmonds

Everything like that. It comes off quite easily.

Christopher Edmonds

And I'm going to do it through the the first pipe here. This plastic pipe.

Christopher Edmonds

You know, I'm just going to drop the magnets for it, OK, and it's about 2 foot long. The dimensions of both these tubes are exactly the same.

Christopher Edmonds

The magnet falls pretty.

Christopher Edmonds

Straight away is out and it's a way across my.

Christopher Edmonds

Carpet let me.

Christopher Edmonds

Just get back.

Christopher Edmonds

We've got our copper tube.

Christopher Edmonds

We dropped this copper tube and it's it's not a magnetic material so not expecting this magnet to stick to it in any way. So if I drop that through the.

Christopher Edmonds

Like that, you might expect it to fall exactly the same, right? So I'm dropping it now.

Christopher Edmonds

And it's still falling still falling.

Christopher Edmonds

And then it just pops out like that.

Christopher Edmonds

And I'm not anything like that because.

Christopher Edmonds

I think.

Christopher Edmonds

Companion, first time I saw it, it's definitely not the result that I expected. I saw your face is to kind of tilt to one side, then as well, so maybe it's a little.

Christopher Edmonds

Bit different to.

Christopher Edmonds

What you expected to you? Because there's a very real.

Christopher Edmonds

Difference between being told?

Christopher Edmonds

You need to know something and wanting to know something.

Christopher Edmonds

And I think that.

Christopher Edmonds

Demonstration or that kind of demonstration. It really inspires curiosity. I don't think without physics students in particular, they've got a lot of knowledge already and they probably have the basic tools they need to start kind of interrogating that situation that we've just seen.

Christopher Edmonds

And they can start asking questions and trying to figure out we're trying to build some sort of.

Christopher Edmonds

Story as to what's going on.

Christopher Edmonds

And I'm really working out why.

Christopher Edmonds

It is that migrant takes just so long.

Christopher Edmonds

To fall down that.

Christopher Edmonds

And that's what I'm taking with me.

Gary Fisher

And I'll tell.

Christopher Edmonds

You why it falls down achiever you want.

Christopher Edmonds

It you probably don't want to know that you do.

Tünde Varga-Atkins

Yeah, no, you're gonna have to tell us yeah.

Christopher Edmonds

So OK, OK, so this this this cheap I just said it's not magnetic but what?

Christopher Edmonds

Actually happens is.

Christopher Edmonds

There's the electrons in Machu cosmetics conductor electrons in surface.
The material that are free to move.

Christopher Edmonds

Around and then what happens as?

Christopher Edmonds

The magnet starts falling through the.

Christopher Edmonds

Tube it starts moving those electrons.

Christopher Edmonds

In the metal, and that produces a magnetic field and that magnetic field is
a very temporary magnetic field that's dependent on the motion of the
magnet. But it actually opposes the motion of the magnet.

Christopher Edmonds

So it decelerates the magnet as it falls.

Christopher Edmonds

It's quite beautiful to watch.

Tünde Varga-Atkins

Yeah yeah, so and I. I guess it's a nice visual to demonstrate how you're getting students to be. As as you said, interested in asking those questions and want it. But did you say wanting them to know?

Tünde Varga-Atkins

Why I think so, but.

Christopher Edmonds

Yeah exactly yeah. So having them ask good questions. So rather than telling them these are the facts.

Christopher Edmonds

Leaving them for the question, having them ask the question.

Christopher Edmonds

And then helpful.

Christopher Edmonds

Process to understand what it is that they seek.

Tünde Varga-Atkins

And then it's the the penny will drop. Or the.

Christopher Edmonds

Yeah, it's the case of which crops the fastest.

Tünde Varga-Atkins

Brilliant thank you grace. So we've got some mug coffee magnetic tubes already in Elizabeth or Pete. What would you add to the boat?

Elizabeth Hidson

I feel a bit of a disadvantage. I do have a copy cut, but it's not that interesting and I don't have anything fancy to show you, so I'm just going to have to tell you that I I really like mental shortcuts.

Elizabeth Hidson

I'm always trying to find a way to shortcut the thinking process because it it's really about what you do with the knowledge rather than forcing people to step through every single bit.

Elizabeth Hidson

Of of the the path to get there. So one of the things I realised on one of my modules is that if students can construct a title with the necessary conf.

Elizabeth Hidson

That's they immediately have bypassed a whole load of waste of time, and they've got where you want them. So I'm forever saying, you know this is a case study of did it is it, is it?

Elizabeth Hidson

Is it because I say that 1000 times a year now? And really it's about getting to think about the fact that there is a methodology that there are a group of students?

Elizabeth Hidson

They might be accessing that. There's a learning theory behind that, but there's a learning need that needs to be addressed.

Elizabeth Hidson

And then you've got to tag on the the geographical location and school setting, so it might be a case study of a pullout EI intervention.

Elizabeth Hidson

And to it for dyslexic students in a Hong Kong primary school. But if I can get them to construct the title in just that way, they've immediately hit the kind of the major learning outcomes they they can't.

Elizabeth Hidson

They can't avoid them because you know the way. Sometimes you read a piece of work you think. How have they missed the fact that they needed to do this or that.

Elizabeth Hidson

And it was really a simple thing just to try and take that in hand and force them through these mental shortcuts and then just to keep repeating them.

Elizabeth Hidson

So every time I hear them back and I hear a nice title, it's back with that Sir. That lightbulb moment.

Elizabeth Hidson

But I've been doing that a lot more in the last few years, so I've got my kind of title constructor Matic in in the abstract.

Elizabeth Hidson

Sense, sorry, nothing visual.

Elizabeth Hidson

I need to make something I need to make I. I'll get one of my learning technologies.

Elizabeth Hidson

To create something whizbang.

Elizabeth Hidson

Where you put something in and then it turns it and it pops it out with a beautiful title. I'll get that going for next year.

Elizabeth Hidson

But they've also got things like a methodology formula, so I run a case study module, so I want them to tell me about K state and education.

Elizabeth Hidson

Not, you know what is? That doesn't mean to you. I want them to tell me about different forms of research methods because I want them to understand how the research methods will answer the research question, and I want to talk about triangulation. So the research you know methodology.

Elizabeth Hidson

Formally becomes case study method, method, method of triangulation, and I'll just count that off when I'm doing my online talks with them and they eventually get there with that as well. And the other thing I'm loving these mental shortcuts you can tell.

Elizabeth Hidson

Uhm, the inverted pyramid for literature reviews start with a big picture. Narrow it down, narrow it down, or turn it the other way up and and make it a.

Elizabeth Hidson

Normal pyramid and.

Elizabeth Hidson

Those sort of mental shortcuts as silly.

Elizabeth Hidson

As they are.

Elizabeth Hidson

Are actually really, really helpful because I think people can really appreciate metaphor.

Elizabeth Hidson

We can really appreciate stories and analogies, something that catches their interest and they can quickly remember it when they're trying to write. And do you think that thinking is writing so weird?

Elizabeth Hidson

With a blank page in front of you and all you've got is sort of silly things to pull back on.

Elizabeth Hidson

Like these, you know methodology, formula or the title constructor Matic. I think it just makes things a lot quicker.

Elizabeth Hidson

A lot easier. I don't assume that somebody else has taught them how to do things.

Elizabeth Hidson

In the way that I would.

Elizabeth Hidson

Expect and particularly you know I, I'm dealing with students in 60 different countries.

Elizabeth Hidson

You know that there's very little chance that they've all had the same sort of edge.

Elizabeth Hidson

Nation or the same sort of of of training in academic writing or research methods. So I think by bringing the lighthearted elements into it, it bypasses some of that.

Elizabeth Hidson

People don't have to feel bad about the fact that they've never done this, that or the other. They can just jump into the slightly quirky way that I will do it with them. And then as I.

Elizabeth Hidson

Say when I hear it back.

Elizabeth Hidson

Uhm, you know I feel like that is my my light bulb on, but yes it worked. So yeah nothing fancy but stuff. I'm sure that we all do in our own kind of quirky way.

Tünde Varga-Atkins

Yeah, I mean that I'm sure that seems very pragmatic and very efficient for getting students to think about research and research method and constructing their own legal case study or research very well. That's great. Yeah, thank you Elisa. Well, people about you.

Pip McDonald

OK, so in terms of the teaching prop or pedagogy, and so I'd like to share Rory's story cubes. They are kind of like dice with images on.

Pip McDonald

And very simple and I like to use them as an opportunity for things like collaborative storytelling. So storytelling on an island, I think, is quite a powerful act.

Pip McDonald

It's kind of fun. It's simple. You can share your stories. It's quite inclusive, so there's if there's any.

Pip McDonald

Other people on the island that maybe feel left out. You can include them in that sort of activity. It's quite accessible and.

Pip McDonald

Quite ended interdisciplinary. You could tell stories and share stories collaboratively in that way, and.

Pip McDonald

So the other idea is a a really interesting notion I came across called Poly Vocality, so where everyone?

Pip McDonald

Has a voice.

Pip McDonald

Uhm, so you could use the Rory story cubes as a prompt for UM, turn, taking with voice. Obviously student voice is a huge thing, and so, uh, kind of experiment recently that I did.

Pip McDonald

With this sort of approach was a crowdsourced poetry experiment where you leave a series of prompts or images, for example on the cubes themselves, and allow a range of people to contribute to that particular stimulus, and then you amalgamate all the responses and create some.

Pip McDonald

In this case, the creative outcome was a poem, so it's a way of everyone contributing to something and achieve.

Pip McDonald

Think something the other thing, possibly a possible teaching prop, is to use something called Agile stationary, which is a bit like using found objects and sharing them in zoom situations or team situations.

Pip McDonald

So I think.

Pip McDonald

All of those props and approaches would be part of what Blake?

Pip McDonald

I'd call the brave new digital classroom.

Tünde Varga-Atkins

Fantastic, so can you just explain what does the agile stationary mean? What what's the edge object in the stationary? Is that mean that it's virtual or the fact?

Tünde Varga-Atkins

Yeah, so just.

Pip McDonald

I suppose agile we we're used to using that word in a kind of in the traditional sense. In project management you know you have to, you know, manage your project in a challenging situation in an agile capacity.

Pip McDonald

To make sure that you work around people to achieve something so you can't do the waterfall approach, you can't stick to the plan, so at my experience in teaching and learning and working in universities, when you try and contribute or support support a project, you have to do it in that way because the teaching and the learning the students come first, period.

Pip McDonald

And the agile stationary it it, it's it's, it's. I think it's a company in itself. So they've created this term and I discovered their products throughout the online user throughout the pandemic as part of the online pivot. And it was. It's just a way of using a card.

Pip McDonald

Or uh, with a picture to communicate to a particular idea. So instead of using nonverbal feedback on zoom for example, you could actually use some.

Pip McDonald

In, in the basic sense, a piece of paper or card so students could actually create their own agile stationary to personalise the whole online classroom experience, which is also quite important.

Pip McDonald

So to be honest with you, agile as metaphor is what we've all had to be as as as educators throughout the.

Pip McDonald

Particularly online.

Pip McDonald

Uh, pivot, because we've all had to change. I, I believe that the pivots kind of forced us out all of our identities to change a little bit.

Pip McDonald

And in terms of how to cope with and manage uncertainty and and it, it hasn't been easy for anybody but so in in the widest, most metaphorical.

Pip McDonald

Understanding we've all had to be agile like hell.

Tünde Varga-Atkins

So I was just wondering, let's say if posted note was a normal stationary in the virtual world, do you mean like a picture of a posted note?

Tünde Varga-Atkins

Or do you just mean that like student would represent things on these cards, that could be anything that they are then used in the teaching as as props?

Pip McDonald

So, uhm, the.

Elizabeth Hidson

Or am I?

Pip McDonald

No, actually what you've actually come up with some good ideas there. So the the the company itself. I bought some of their a card deck of their their products so it was just things like you're on mute.

Pip McDonald

The basic things like that and.

Tünde Varga-Atkins

Saying OK, yeah, so it's just it.

Pip McDonald

It you see the same things the.

Pip McDonald

Same signs and signals within zoom and teams itself, but it's it's a paper based version, so sometimes they don't work. If you've got a virtual background, so you've got to be aware of that.

Pip McDonald

And you know these these difficulties these zoom.

Pip McDonald

Difficulties we have, uh?

Pip McDonald

But yeah, so it's it's it's.

Pip McDonald

There's nothing complex here.

Pip McDonald

It's really just basic. It's words and images.

Pip McDonald

In an online classroom and how you make the most of them to achieve your learning outcomes.

Pip McDonald

And to make sure your students are.

Pip McDonald

Happy and engaged.

Tünde Varga-Atkins

Brilliant. OK, that's yeah, that's brilliant.

Tünde Varga-Atkins

And and before I ask you to maybe barter ideas, can we just quickly go around? And if you can share your luxury items, so obviously you've been teaching a lot with coming up with loads of ideas, engaging your students nationally, internationally in, in engaging their curiosity.

Tünde Varga-Atkins

But in terms of you now relaxing somewhere in a quiet corner of the island, what would your luxury items be?

Tünde Varga-Atkins

The relax of duty of teaching.

Christopher Edmonds

God, I'm happy to go first so mine.

Christopher Edmonds

Would be, uh.

Christopher Edmonds

Audible, but all of it the whole thing. The whole library audible.

Tünde Varga-Atkins

So this is new books that I read.

Tünde Varga-Atkins

A lot, yeah.

Tünde Varga-Atkins

Yeah, that's fine because we do have Wi-Fi on the islands.

Elizabeth Hidson

It's just.

Tünde Varga-Atkins

You don't know that's fine as long as yeah, it is for your relaxation.

Christopher Edmonds

I was worried about that.

Elizabeth Hidson

Thanks, great thank you.

Gary Fisher

It sounds quite sobbing, but I've got. I've got a 2 year old son and I'm very fortunate to only work four days a week, so every Thursday I leave my phone at home and just come up with him for the day and we're we're quite lucky in that 5 minutes away from us we've got our building citing on the reaction of farm in the other and forests in either. So depending on what he's into at that moment and we can usually find something to entertain him.

Gary Fisher

And say I just go out, leave my phone at home, and forget about the other four days in the week where I'm at work.

Gary Fisher

So that's can I can I bring my son to the island? Not sure.

Tünde Varga-Atkins

I think I I on on, for instance our inspired Desert Island is that humans are not allowed, but I know I have slipped up on did let people bring people.

Gary Fisher

Must see.

Tünde Varga-Atkins

But I think already just the fact that you're choosing, UM, I love the way that how you have different options.

Tünde Varga-Atkins

And then, depending on whatever the mood is, you have different corners to explore, which is quite nice. Yeah, thanks Gary.

Tünde Varga-Atkins

What's your name?

Elizabeth Hidson

I feel quite jealous now. I mean I, I have three sons so I would leave them at home. To be honest if I want.

Elizabeth Hidson

To have some.

Elizabeth Hidson

Relaxation but you know different stages.

Elizabeth Hidson

Uhm, I I.

Elizabeth Hidson

Actually want to take audible and steal it from Christmas so you know, sorry about that. Can we share our luxury items because I'm going to bring with me the most whizbang coffee machine which I think.

Elizabeth Hidson

Gary might quite like and you know, an unending supply of of coffee. To be able to fill them. But when I, when I was thinking about this, I think actually my other luxury item, you know, I'd be wanting a bit of tech. I don't have to completely go tech free and.

Elizabeth Hidson

He had said at the highest end webcam 'cause all my communication teaching even down to my moderation, my whole professional life is through webcams and I actually run my whole professional life through a £15 webcam at the moment, which is shocking. So shocking.

Elizabeth Hidson

So I want one of.

Elizabeth Hidson

These whizbang expensive webcams and since.

Elizabeth Hidson

I've got Wi-Fi I must.

Elizabeth Hidson

Also have a device to run this on so and then you know I'll be able to listen to audible as well, 'cause I've stolen it from Christopher so it's all good.

Tünde Varga-Atkins

Yeah, bartering is definitely encouraged. Man can see that that's already working quite well in terms of what you're sharing. What about you Pip?

Tünde Varga-Atkins

Be by it's.

Pip McDonald

Really difficult 'cause it started.

Pip McDonald

And let me talk about it.

Pip McDonald

Yeah, can you hear me?

Tünde Varga-Atkins

Yeah, with a bit of delay.

Pip McDonald

Can you hear me OK, yeah.

Pip McDonald

OK apologies, uhm it was really difficult 'cause when we could. I started to think about the idea of luxury items like luxury for.

Pip McDonald

Who, because we always tend to think of.

Pip McDonald

Got it and from from our own point of view.

Pip McDonald

But it was really difficult to think about, because uhm, I thought about bringing my guitar 'cause songwriting, UM could really sort of help all the stranded people on the Treasure Island, and also I.

Pip McDonald

Then sort of.

Pip McDonald

Thought about the ability to set up.

Pip McDonald

Bringing equipment to set up a radio station from the Isle.

Pip McDonald

So this could be called, you know, Treasure Island FM and or something like that. So throughout the pandemic I experimented with this myself and created a kind of pop up radio station called Pivot FM. So that was quite interesting, UM.

Pip McDonald

So I'm not really sure. Uh, it would have.

Pip McDonald

To be between the radio station.

Pip McDonald

Equipment or probably the guitar.

Elizabeth Hidson

This is amazing. This is an amazing island actually. I I really want to go now because I've got a radio station.

Elizabeth Hidson

I've got audible. I've got coffee. I've got a guitar, I've even got, you know, other people, children, any rather I don't have to look after, so I'm I'm.

Elizabeth Hidson

There I'm there already.

Christopher Edmonds

Where do we go?

Tünde Varga-Atkins

Anything else that let's perhaps missing that you might want to add to the island so just people on the P word station and the radio station. We had our Treasure Island or islands of Innovation Festival recently and we we had participants.

Tünde Varga-Atkins

Tünde Varga-Atkins

Create these islands that they want to.

Tünde Varga-Atkins

These Future Islands of education and one of them was, uh, Pirate Station radio that would, so it kind of links with that as well, quite nicely. So in addition to music audible and are there any other things that you could want?

Tünde Varga-Atkins

Uh, to add to your islands together.

Gary Fisher

I'm really like what Elizabeth was saying earlier about that kind of shared international language of teaching, and so I wonder if we could make a dictionary or something along those lines of these.

Gary Fisher

These universal terms, which transcend.

Gary Fisher

Local cultures and languages so that that really struck corderie when he said that as well as, well, 'cause I've been working with some of our international teacher education stuff recently and something I found quite interesting is those terms being used perfectly contextually correctly.

Gary Fisher

But by someone whose English is maybe not their best language or speak English as a second language and so forth. So that really.

Gary Fisher

Children may, so I think yeah, we should make a dictionary.

Elizabeth Hidson

I think if we have this number of academics and educators in the same space, we're going to end up with something really amazing one way or the other, and probably a bit of technological flair thrown in with all these learning technology people as well.

Elizabeth Hidson

Not not just like a text based dictionary, but really something rather special and we could yeah then.

Elizabeth Hidson

We could go on.

Elizabeth Hidson

The world tour. To promote it with everybody.

Elizabeth Hidson

You know, virtually or in person either way.

Elizabeth Hidson

In fact, we might need now a whole cruise liner today. I'm sorry, but you may have before counts for some some way to get us off the island and back again because it's going to be like the coolest island ever, but we may want to go and visit and share the, you know, share.

Elizabeth Hidson

The knowledge and expertise around the world.

Elizabeth Hidson

On our world tour of of Education, it's.

Elizabeth Hidson

Becoming ever more bizarre by the moment.

Elizabeth Hidson

But I'm liking it.

Pip McDonald

Let's go.

Tünde Varga-Atkins

I I like the idea of the dictionary, but a living dictionary as well and almost like an Esperanto and language of education, which is very much a language of education is international, isn't it?

Tünde Varga-Atkins

So maybe for your cruise is we could think about umsom trailers. You know some advertisement for these cruises.

Tünde Varga-Atkins

So that you get people on boards and then as they come off the island or return back, it's almost keeping in touch as well with each other in one way or another.

Elizabeth Hidson

Yeah, that sounds good.

Tünde Varga-Atkins

Any final touches?

Gary Fisher

I've I've just had a thought so I was remembering at the start of this podcast. I said I'm not quite sure how I got from teaching Latin to technology, enhance learning and just thinking about what we're saying now about this kind of.

Gary Fisher

The universalizability of.

Gary Fisher

Teaching language and so forth, making me think about how we know Latin was the.

Gary Fisher

Language of learning sorts. For the vast majority of European history until 120 years ago, maybe I can tell myself that that's how I got into scholarship and teaching research.

Gary Fisher

It was that hunger for the the current lingua franca and the the language of all educated sorts. Maybe that was what it was.

Tünde Varga-Atkins

OK, so sounds like we will have a lovely time on the islands. Uh, with all sorts of luxury items, but also dealing, dealing or talking about education and doing education. OK, great, I, I mean that that's I think that that's what we had time for. Brilliant discussion.

Tünde Varga-Atkins

And So what we will do now is sail away to our treasure islands together.
Thank you very much to our listeners for listening.

Tünde Varga-Atkins

And if you enjoyed our piece, or you can subscribe to our podcast if you want to become a guest. You can find out expression of interest form on our CI live unit CI.

Tünde Varga-Atkins

Podcast website where you can also access our blogs to our previous episodes and just wanted to say goodbye for now and finally a big thank you to our guest today.

Pip McDonald

Goodbye, thank you.

Gary Fisher

Thank you goodbye.