

Treasure Island Pedagogies Episode 21

Podcast Transcript

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Tünde Varga-Atkins

Hi this is Tünde Varga-Atkins and this is episode 21 around Treasure and Pedagogies podcast series from the Centre for Innovation in Education at the University of Liverpool.

Tünde Varga-Atkins

Where we share.

Tünde Varga-Atkins

Our light bulb moments teaching props and pedagogies as we cohabit our Treasure Island to space for contact time with students.

Tünde Varga-Atkins

I have the.

Tünde Varga-Atkins

Pleasure of introducing 4 guests today. Stephany Veuger, Rachel Crookes, Gustavo Espinoza-Ramos and Matthew Tickle. Hi everyone, can I ask each of you to briefly introduce yourself your original discipline and your current role?

Stephany Veuger

OK so hi everyone. I'm Stephany Veuger. I'm a senior lecturer at Northumbria University and I'll attend teach biomedical sciences.

Stephany Veuger

As well as some medical students in Northumbria at my discipline area is drug design and development, particularly for cancer therapy, and have been teaching since 2010.

Stephany Veuger

I've told few universities, including the Open University and Pharmacy at Sunderland. I'm a teaching excellence leave from my department and I'm.

Stephany Veuger

Really happy to be here today, so thank you for inviting me.

Tünde Varga-Atkins

Yeah, thank you Stephany. What about you Rachel?

Rachel Crookes

Hello, I'm Rachel Crookes. I am head of SAGE campus which is a academic publisher, so I'm involved in learning designs for creating online courses for students and postgraduate students in high.

Rachel Crookes

I read before that I worked on development of textbooks and online courses at other publishers, so I've spent about 20 years crafting learning experiences and resources for faculty to use my own personal discipline, and I have a degree in English and Creative Writing and went to some quite.

Rachel Crookes

Inventive and creative secondary schools, which I think has informed some of my approaches to what I do now. I'm really happy to be here. Thanks for having me.

Tünde Varga-Atkins

Thank you, Rachel, what?

Tünde Varga-Atkins

About you, Gustavo.

Gustavo Espinoza-Ramos

Hello my name is Gustavo. I am a course leader model leader lecturer at the Westminster Business School and my areas of expertise are related to sustainable business, business strategy and also well I am from Peru and also I am.

Gustavo Espinoza-Ramos

Pretty interesting in the aspect, related with PG and teaching and learning.

Tünde Varga-Atkins

Thank you, that's brilliant to have you here, Gustavo.

Tünde Varga-Atkins

What about Matthew.

Matthew Tickle

Hello everyone, my name is Matthew Tickle and I'm a lecturer in operations management based in the management school at level.

Matthew Tickle

Cool, I did my bachelors and my PhD in that area both at Liverpool and and I'm the director of studies for the Masters programme in Operations and Supply Chain Management, which is obviously very interesting now with all the vaccines, supply chains and everything and I mainly teach project management and I've similar to Stephanie. I've also been.

Matthew Tickle

Teaching since 2010. So great to be here. Thank you for giving me.

Matthew Tickle

The opportunity, yeah.

Tünde Varga-Atkins

Brilliant to have you all and sounds like you will have had lots of lightbulb moments during your various activities related to.

Tünde Varga-Atkins

Occasion so can I ask you to share a light bulb moment with our listeners today, so this is the moment when you felt your students were getting it and what made it happen.

Stephany Veuger

I didn't think about this and there's been a few different examples, mainly because I've began as an associate lecturer and in 2010.

Stephany Veuger

So I had the opportunity to try quite a few different things and not being as a permanent member and it was in 2015 when I started to really think about how I could support students in their experiences.

Stephany Veuger

Expectations of that undergraduate project 'cause it's a big car.

Stephany Veuger

Storing module it's worth a lot of credits.

Stephany Veuger

That can be.

Stephany Veuger

Really high weight bearing towards their degree and I was aware that a lot of students would mutter amongst themselves that they weren't getting the same experience as their friends and.

Stephany Veuger

All these things like that and at the same time staff had their own.

Stephany Veuger

Concerns around what students?

Stephany Veuger

Were or weren't able?

Stephany Veuger

To do so out of that.

Stephany Veuger

And it was some research that I did with students as partners to try and understand and.

Stephany Veuger

What your perceptions and expectations were like? Where were the differences in where these similarities and what sort of toolkit of resources could we pull together?

Stephany Veuger

And what was really lovely was?

Stephany Veuger

Students actually asked us to start to run some student LED conferences where they would organise them and they would share their experiences and of carrying out the project.

Stephany Veuger

And what they wish they'd known before they've done their project, their top tips.

Stephany Veuger

And so they did that the level 6 students did that for the level.

Stephany Veuger

Four and five.

Stephany Veuger

And it was really well attended before COVID hit and face to face.

Stephany Veuger

And I'm glad to say it's been attended just as well online that it got better on our.

Stephany Veuger

Live and honest.

Stephany Veuger

Sometimes it was the first sunny day of the year and you wouldn't get that money, but what they found was it.

Stephany Veuger

Was a really light.

Stephany Veuger

Full moment all round. It was a light bulb moment for the level 16.

Stephany Veuger

Who suddenly realised that they had a lot to say, they developed a lot of graduate attributes, their employability and their ability to articulate what they've done was enhanced through being involved in level.

Stephany Veuger

Fives went from being very daunted to I can do this, and even more I think I can look forward to this. You know what I'm going to do?

Stephany Veuger

And then for me it was saying that if you give the students the opportunity to develop things and be involved as equal researchers and Co researchers as with the staff and it's really powerful that there can be very good change agents to develop resources and and make a real difference so.

Stephany Veuger

It was a lightbulb moment for everybody.

Tünde Varga-Atkins

Yeah, sounds yeah sounds amazing. Well for the final year students as you said and and the yeah the younger students and for you as educator as well.

Tünde Varga-Atkins

Is that if?

Tünde Varga-Atkins

If you wanted.

Tünde Varga-Atkins

I mean I.

Tünde Varga-Atkins

Guess this, as you said that you needed some work to set this up and really give the confidence to students. What aspects do you think were.

Tünde Varga-Atkins

Were important in that to enable them to have this confidence and to shine.

Stephany Veuger

So in terms of the students who got involved, it was very interesting and those that volunteered weren't necessarily the best student.

Stephany Veuger

They all had different reason to want to be involved. There was altruistic reasons to want to help other students.

Stephany Veuger

There were those who were hoping to get publications and things like that to try and push themselves forward, but more than anything, haven't just been through it. They really wanted to share that experience and and so there wasn't an awful lot of work on my part.

Stephany Veuger

Give them the confidence to get involved. It was more they were really pleased that somebody were saying.

Stephany Veuger

Do you want to do something? Do you want to get involved? And it's surprising how many students come forward.

Tünde Varga-Atkins

Huh, brilliant OK thank you Stephanie. Any other thoughts or any other lightbulb moments?

Rachel Crookes

I had so many to choose from and but the one that I've chosen to share is around the starting point for learning, so you know the fact that you don't have.

Rachel Crookes

To start at the beginning.

Rachel Crookes

So I don't teach in a classroom, but I create resources for faculty to teach with, so it goes back to when I was working on textbooks and and textbooks, you know, follow quite a traditional narrative and structure.

Rachel Crookes

They're often conceived to follow the module week by week, and that can be quite trapping. I think for faculty.

Rachel Crookes

And for learners, so you know working on yet another textbook where we started with two chapters on the history of or the theory of all the foundations of. And just thinking wow is there. Is there a better way to do?

Rachel Crookes

This and so working with a lot of authors to really try and shake things up within their textbooks and start somewhere different and also saying to the learners, yes, we might be starting here in the book, but you can start at Chapter 6. You can start somewhere else and even that first chapter can begin with something surprising or unexpected.

Rachel Crookes

Or something that is considered maybe something that should come at the end. So I really worked with authors to try and do that kind of thing so that they were more come over thinking less in a linear fashion because I think it was working out that as a learner. What I'd why? Why?

Rachel Crookes

New was that learning is quite an emotional experience. It's not just a clinical exchange, you everyone comes in with different background, different experience, different hang ups, and so if you can actually bring people in at a place that they're not expecting, that's not the history of.

Rachel Crookes

Then I think you can come you can you can do something much more interesting.

Rachel Crookes

Thing, and I think maybe that that comes from my creative writing background, where you go to.

Rachel Crookes

Your classes and your.

Stephany Veuger

I was just gonna.

Tünde Varga-Atkins

Say, yeah, that this way I can really see the your English or your your.

Tünde Varga-Atkins

Narratives and how narratives might.

Tünde Varga-Atkins

Start at the beginning.

Tünde Varga-Atkins

Or they might start in the middle or the.

Tünde Varga-Atkins

End so I could.

Tünde Varga-Atkins

Really see, yeah, but.

Stephany Veuger

Sorry, go on.

Rachel Crookes

Yes, that's it. You get you go in and you have to produce something straight off.

Rachel Crookes

The bat you.

Rachel Crookes

Are making things and then analysing them and figuring out backwards how you got there and and you see how different everyone is. Quite quite early on in those classes so but I think that can be applied to any day.

Rachel Crookes

The plan and any type of learning experience, so that's something that I always try and bring with what I'm working on.

Rachel Crookes

But yeah, light bulb moment for.

Tünde Varga-Atkins

Me there great thank you, Rachel.

Gustavo Espinoza-Ramos

So it's it's very interesting not just to see how the idea to create different kind of short stories like a like a chapter, right? So at the end of every story where we chat at the end.

Gustavo Espinoza-Ramos

Does not have to be linked to the previous one. So actually, as you mentioned, right, you can start from a different one. Remains maybe like.

Gustavo Espinoza-Ramos

A like a Netflix, right?

Gustavo Espinoza-Ramos

You're going to suffer any chapter, right? It's available there, and the reader. Or the student may be in that case. Maybe they can stand for any any part. Or maybe it's more more compelling to them.

Gustavo Espinoza-Ramos

Wondering but also is part of the learning the tools that you're considering. For example, is still using something like.

Gustavo Espinoza-Ramos

I don't know like simulation games or online games as part of the of the adapted tools for online learning.

Rachel Crookes

Absolutely, and I was hoping this would come up as well around branching activities, so activities or thought exercises where students get to make decisions and then content changes based on what they've decided. So yeah, the simulation, I think again, that's a really exciting pedagogical tool that's my desert island one.

Rachel Crookes

Because you can, then everyone gets a slightly different version.

Tünde Varga-Atkins

Gustavo, do you want to?

Tünde Varga-Atkins

Share your light bulb moment.

Gustavo Espinoza-Ramos

Sure, well my late model lightbulb moments is related for the model that I was leading in the academic year last semester.

Gustavo Espinoza-Ramos

Two is about a model about the strategy, and the students have to produce a report. So part of the teaching activities.

Gustavo Espinoza-Ramos

Many activities that I designed was to share exemplars, but at the beginning I was very, very concerned that the students might copied exemplars and they might not promote creativity.

Gustavo Espinoza-Ramos

For them, so the idea to release his example was not the whole specific, as previous assignments, or it was sections or strong specific assignments. So I shared examples from different kind of path.

Gustavo Espinoza-Ramos

Assignments from students.

Gustavo Espinoza-Ramos

Focusing some specific areas or sections, and I was related to the marking criteria, so I created a rubric for the students and when we have the seminar which is more kind of practical activities, I was referring.

Gustavo Espinoza-Ramos

OK students, you sit here and try to mark these specific sections of the of these reports using the rubric and they have to work in pairs.

Gustavo Espinoza-Ramos

So I want this water enhancement award. Maybe my war baby might not engage, but because it was part.

Gustavo Espinoza-Ramos

Of the assessment.

Gustavo Espinoza-Ramos

I thought they were very, very engaged and I noticed that actually some students they they were very very harsh markers, so it was very interesting to discuss at the plenary them to release the grades right when they were marking each kind of sections.

Gustavo Espinoza-Ramos

So for me, when we finish actually the activity and we have the plenary, I was just passing with working with small groups in pairs, checking how things were going, so that's something they notice, and in the plenary when they saw their.

Gustavo Espinoza-Ramos

Parents it wow.

Gustavo Espinoza-Ramos

So they get it though, so.

Gustavo Espinoza-Ramos

That's so interesting. How they were really very committed to that.

Gustavo Espinoza-Ramos

City kind of remove this kind of barrier. They have this perception now is not going to promote creativity. Actually. Definitely creative.

Gustavo Espinoza-Ramos

They realise that they can mix different type of approaches. We're creating the reports so that was something like, well, actually for them, but also for.

Gustavo Espinoza-Ramos

Me as well.

Tünde Varga-Atkins

Brilliant thank you and then what you were saying that these students were quite harsh in marking how did that go on after the plenary or did what did you have some?

Tünde Varga-Atkins

And join discussions around that, but sounds like.

Tünde Varga-Atkins

As as as.

Tünde Varga-Atkins

The yeah I can see how valuable it was for the students to really engage with the criteria and discuss that with each other.

Gustavo Espinoza-Ramos

Because in order to capture all these moments, I created a poll inducing specific software and I allowed the students to all of them to vote, right?

Gustavo Espinoza-Ramos

So maybe they disagreed with their peers when they market. So now is your chance both and I create a bridge bridge section. The ISP is in 4016 fifty, so it's 60.

Gustavo Espinoza-Ramos

And so on. No specific rate. Whether the grade bands.

Gustavo Espinoza-Ramos

And then we have the resource and realising wow the majority were very harsh in that section now and I don't think is is too bad actually right?

Gustavo Espinoza-Ramos

But they have their own perspective, and when this I notice my students engaged really well when they saw the results that their own opinion. And

then when I compared with the resources that I provided, right so that is caution.

Gustavo Espinoza-Ramos

Actually was a key moment or they know so some of them. They were taking notes and the idea for me was to make the students assessors of their own performance right, and that takes time.

Gustavo Espinoza-Ramos

I only planned that one in one session in one seminar, so I.

Gustavo Espinoza-Ramos

Was thinking maybe.

Gustavo Espinoza-Ramos

I can do maybe differentiations maybe two or three sessions before the assignment and see how they work.

Gustavo Espinoza-Ramos

Heidi works right? So that was my experience.

Tünde Varga-Atkins

Great thank you for sharing that with Stan.

Tünde Varga-Atkins

What about Matthew? Your light bulb moment?

Matthew Tickle

Yeah, so so I I I teach project management, which is a very practical subject and in the.

Matthew Tickle

Lectures, I teach them that the facts, as it were, so the theory on managing projects and people and the tools that are used to manage the projects and people.

Matthew Tickle

But the lightbulb moments comes in about week six where we have some sessions.

Matthew Tickle

In the computer.

Matthew Tickle

Rooms and in these sessions I give them.

Matthew Tickle

Example projects that I've just a fictitious project that I've just made up and they have to create a project plan for that project using a piece of software called Microsoft Project, which is the most famous project management software that project managers use on the daily basis?

Matthew Tickle

So to do this I give them some exercises in the class.

Matthew Tickle

And the exercises help the students to build this project plan step by step. So they do it quite slowly and throughout the exercises they're asked questions.

Matthew Tickle

So things like for example, how long does this activity take? What activity needs to be completed before this one starts? What's the end date for the entire project?

Matthew Tickle

That type of thing.

Matthew Tickle

So to answer those questions, they've got to go back.

Matthew Tickle

To the lectures.

Matthew Tickle

And use those tools that they've learned in the lectures so I didn't walk around the room. Answer the questions and the queries and cheque that their answers are right. And once they've finished all those exercises, they've got a fully fledged project plan. Or it's it's it's a very simple project plan.

Matthew Tickle

But it's a. It's a fully completed one, and that's when I so to say to them look, you've made a completed project plan. Now you've done what a project manager does every single day, so you know what project management involves.

Matthew Tickle

Jobs now and you can see that they they get it then that everything that they've learned in the past, so that makes sense.

Matthew Tickle

It wasn't just a load of boring theory and boring tools, it was like, oh, OK, so I understand now what project managers do, and some of them are quite proud of themselves.

Matthew Tickle

And I think, oh, I'm going to put that on my stay there. You know, I've created.

Matthew Tickle

A project plan.

Matthew Tickle

Type is like and it's quite nice.

Matthew Tickle

In the end, in.

Matthew Tickle

Module feedback 'cause they a few of them say or I now want to work in project management because I know.

Matthew Tickle

What it is?

Matthew Tickle

To do because management as as a as a general thing can be quite confusing, they're not sure.

Matthew Tickle

Which area to go into and some of them say that they've secured project management jobs. Based on that they've gone for it.

Matthew Tickle

A lot of them steal my stuff and ask for the slides, and then when they have to do a presentation or something they use it.

Matthew Tickle

But I I'm not bothered because they come to me and say I hope you don't mind, you know I used.

Matthew Tickle

Some of your slides or some of the computer.

Matthew Tickle

Sessions type of thing. It's like no.

Matthew Tickle

That's that's what it's for.

Matthew Tickle

You know, like.

Matthew Tickle

If it gets you further in your career then.

Matthew Tickle

Fantastic so.

Matthew Tickle

So yeah, it is quite nice for.

Matthew Tickle

Them to say oh, right and.

Matthew Tickle

That's the one thing that we've really missed out with COVID because we couldn't get them into the computer labs 'cause they were all.

Matthew Tickle

At home, so I had to think of other.

Matthew Tickle

Ways of doing it?

Matthew Tickle

And it wasn't quite as good, so this year. Thankfully, we're back in the labs and they they they they can get too used to this light bulb moment again.

Tünde Varga-Atkins

Brilliant, what better praise for telling you to stealing, stealing the slides for them and brilliant.

Tünde Varga-Atkins

Yeah, again, that's a really nice way of showing the confidence that the students gain on the basis of that. So thank you. OK, so let we've got some.

Tünde Varga-Atkins

Project management students partners textbooks with unusual narratives or sparks to get people into the mix and assessments in pairs to get students familiar with rubrics and how how the assignments are worth.

Tünde Varga-Atkins

So these are all that they own our boats that we roll towards our Treasure Island. So is there anything in terms of teaching props or pedagogies that you would also like to pack for us while we're growing over?

Gustavo Espinoza-Ramos

I think.

Gustavo Espinoza-Ramos

The pedagogy maybe that also I was working on, but it was in a different module. Is problem based based learning which actually spirit linked with the authenticity and assessment and there is another model they lead which is linked to sustainable business and a four guys specific topic I think.

Gustavo Espinoza-Ramos

Is suitable because the idea was so students they select one specific city from a ranking that we provide.

Gustavo Espinoza-Ramos

I did and also they identify a real current sustainability issue. Could be social, environmental economic issue is selected. So give this freedom to the students to select and focusing one real problem and the students find the solution to that real problem. I think was a really kind of a.

Gustavo Espinoza-Ramos

Good way to engage students giving give them options. They select their options and try to try to solve real problems. I think so in terms forces for sustainability was very suitable.

Gustavo Espinoza-Ramos

I am very sure for any other model it can be also very suitable as well just to find we mentioned before about project management, whether working for real companies, proposing plans so many from startups or small companies.

Gustavo Espinoza-Ramos

Whether we can embrace this activity, for example with a model, we create a poster competition out of the out of the.

Gustavo Espinoza-Ramos

The posters that the students have to produce.

Gustavo Espinoza-Ramos

As well for a different assignment, so I think that's very, very interesting. Actually, pedagogy that in my case of sustainable business was very, very suitable.

Tünde Varga-Atkins

No brilliant that's

Tünde Varga-Atkins

More agreed for Jack Gustavo as well and very useful, OK, and so we've got problem based learning and student choice. Anything else to take with us?

Stephany Veuger

Yeah, so I one of the words that Gustavo just used that was authentic.

Stephany Veuger

And I think that is something that I've noticed I've been working with students as partners that there's a real room for authentic learning, inquiry, and from some of the things everybody said today.

Stephany Veuger

So for example, and typically when we think of authentic learning inquiry, we do think about working with employers and so sending students out. If you like to work in the real.

Stephany Veuger

The world, but one of the things that's come about when I've been doing my work, is that sometimes we're thinking about authentically inquiry into developing a community of practise.

Stephany Veuger

Getting the students to work collaboratively with somebody. Actually, you can have an internal community of practise as well, so when I'm working with students as partners or students with each other.

Stephany Veuger

On an important project that that is a form of event learning inquiry a little bit like those conferences are described earlier, so I think that'll be one that.

Stephany Veuger

I'd bring along.

Tünde Varga-Atkins

Brilliant Yep, thank you.

Rachel Crookes

We're gonna put a vote in for branching scenarios because I just think endlessly fun and who didn't have a book where you got to choose your own adventure.

Rachel Crookes

I've just started buying those again for my children and really enjoying going back to them and actually remembering the covers.

Rachel Crookes

And all that. So I think yeah, branching scenarios is a must for me. Whether it's a video that you pause and you ask questions and then it changes or it's simple text or multiple choice questions with a scenario that is an absolute must have for me.

Rachel Crookes

And I'm really interested if anyone here has tried this and this isn't branching, but another tool that I think might be does island worthy is where you ask MCQ doing MCQ and the student has to choose the answer but they also have to say how confident they are that they're correct so they rate their confidence from one to four.

Rachel Crookes

I'm so I'm 100% confident the answer is B or I am 50% confident. I would love to know.

Rachel Crookes

If anyone here?

Rachel Crookes

Uses those 'cause we're thinking of trying them and I think they sound quite fun for the learner to really reflect on on where where you're at with your confidence.

Rachel Crookes

Anyone tried them?

Stephany Veuger

We we use MCQS a lot, but I've never actually gone to that next level of asking them like level of confidence.

Stephany Veuger

So I use them in a variety of ways, either as the main assessment for the medical students, or if I do like seeing online, document colourize document for them to work through. I might break it up.

Stephany Veuger

With some MCQS, but.

Stephany Veuger

I think that's a lovely idea that we'll try.

Stephany Veuger

And actually adding that question, how confident.

Stephany Veuger

Do you feel?

Gustavo Espinoza-Ramos

It's interesting right to use it, but where there might be suitable to stuff for some of the formative assessments, because if it's MCQ if it's formative, maybe there's not much pressure in terms of time to respond to questions, right?

Gustavo Espinoza-Ramos

But if it's formative and it's a MCQ, maybe some instance might create a bit of a bit anxious.

Gustavo Espinoza-Ramos

To answer the questions, but then answer another way how they are feeling.

Gustavo Espinoza-Ramos

Confidence about the answer might be a bit difficult, maybe for them, but many of his formative.

Gustavo Espinoza-Ramos

Will interesting to experimental data, but during the lectures especially just to see how concepts were the leader or Assange.

Gustavo Espinoza-Ramos

As an asynchronous activity, so stress can do it after the the decisions.

Tünde Varga-Atkins

Great, OK so yeah Rachel, that might be a really nice one for you to explore. I know how students so medicine tended to use it.

Tünde Varga-Atkins

I don't know if they are using at the moment. It might be worth looking at. Also the current research on this. I don't know whether there may be a gender difference around confidence ratings of people.

Tünde Varga-Atkins

So that might be interesting to to follow up, but definitely from those branching scenarios there is some. There's some sense of excitement, isn't there of what would happen and and what would be the outcome.

Tünde Varga-Atkins

And then I guess comparing notes as well would be really interesting between students where they.

Tünde Varga-Atkins

Go off to.

Tünde Varga-Atkins

OK Matthew, more about your.

Tünde Varga-Atkins

Teaching prop.

Matthew Tickle

Yes it is.

Tünde Varga-Atkins

OK.

Matthew Tickle

The top yeah leads on.

Tünde Varga-Atkins

I see.

Matthew Tickle

Really well, I mean mine was. I thought mine was a bit of a boring one, but from what everybody said.

Matthew Tickle

Mine is is poll everywhere.

Matthew Tickle

Come for the reasons that you've all just said really, and I think Rachel that adding that confidence thing in would be very useful in in this scenario and just.

Matthew Tickle

To have, uh, like a pie chart.

Matthew Tickle

Of how useful or how which concepts are students not understanding? Or they're not that confident on?

Matthew Tickle

And then you know if that's coming up in on in the exam, maybe I need to do another.

Matthew Tickle

Session on that or something.

Matthew Tickle

But yeah, I mean how I use the.

Matthew Tickle

Poll everywhere is similar. I try and make a a quiz or project management quiz at the end of every lecture.

Matthew Tickle

And I sort of sell it as a students always complain that they don't get enough feedback, so I feel like you almost have to say this is feedback you know, like I'm giving you feedback now in the next 5 minutes type of thing. Make it really swift, yeah?

Matthew Tickle

It's the only way that they say it. So I sort of say this is your summative feedback, you know? And it's yeah, making sure that you've paid attention in.

Matthew Tickle

That you listen so.

Matthew Tickle

And how it works is multiple choice. Students open poll everywhere on their phones, 'cause they've always got their phones with them, and the question comes up on the big screen and they have to choose the right answer.

Matthew Tickle

Using their phones.

Matthew Tickle

And they receive points.

Matthew Tickle

Based on if they get the answer right, but also, the quicker you answer.

Matthew Tickle

The more points you get.

Matthew Tickle

So the answer is then revealed and then the screen shows a leaderboard of the top ten students with the most points.

Matthew Tickle

So who got it right and who got it?

Matthew Tickle

Right the.

Matthew Tickle

Quickest now obviously.

Matthew Tickle

The students are given anonymized names and they only know they're the only one that knows what their anonymized name is. I think that's quite important because I think some students.

Matthew Tickle

Just wouldn't participate if the real name goes up on the big screen, especially because I've got like 2-3 hundred students in a class, so I think it can be quite daunting in that sense for some students, so that's really useful.

Matthew Tickle

So the feature of poll.

Matthew Tickle

Everywhere if you like and then we move on to the next question, then the leaderboard is updated after each question.

Matthew Tickle

The points are awarded. The leaderboard moves around and you can see people changing positions and it's just a bit of fun, ready to get feedback to the students in a in a sort of interactive, interactive way.

Matthew Tickle

It's the kind of thing that I think only a third of the students would do in their own time, so it's almost like right?

Matthew Tickle

I've got you in the lecture theatre. Now you've got to do it.

Matthew Tickle

You know type of thing and it.

Matthew Tickle

It sort of tells me which bits they've got.

Matthew Tickle

Right in which bits they've.

Matthew Tickle

Got wrong as.

Matthew Tickle

Well, so at the end, the student.

Matthew Tickle

With the highest score is obviously the winner.

Matthew Tickle

And it comes up on on their phone, and I think there's a confetti thing that plays and students get really competitive.

Matthew Tickle

But I was a bit worried. You know, when you introduce something new, you sort of think students going to like this is this.

Matthew Tickle

Is this a bit sort of naughty?

Matthew Tickle

For them a bit simplistic but.

Matthew Tickle

They can't really, really competitive at.

Matthew Tickle

It and one students. Before we were going in.

Matthew Tickle

I was waiting to go in the the person before me was had gone over the time and we were waiting with the students and I was just talking to them and one student came up to me and he said are we doing the quiz again?

Matthew Tickle

Today and I.

Matthew Tickle

Thought well, no. He's going to say I don't want to do.

Matthew Tickle

That now I.

Matthew Tickle

Don't want to do that type of thing and he was like I said, Oh yes, yes.

Matthew Tickle

We are and he said Oh yes, tighten the exact words he used were which I had to bite my.

Matthew Tickle

Lip read, he said oh it's so exhilarating.

Matthew Tickle

I I just about my let him not laugh really because I thought it was quite funny.

Matthew Tickle

But it's funny that one of those things that you think are our students liking this or not. And then you think, oh.

Matthew Tickle

Thank God they are so.

Matthew Tickle

I would think so. So yeah, I mean it's it's a fairly obvious.

Matthew Tickle

One, but I think it's quite useful in the sense that it.

Matthew Tickle

Makes it a little bit fun.

Gustavo Espinoza-Ramos

I, I think this also is this is linked to gamification of learning because stressor learning in order to get more points and at the end there is a winner right? So I think it's this kind of literature reading about that and also material like that.

Stephany Veuger

I think she.

Tünde Varga-Atkins

It could be me too.

Gustavo Espinoza-Ramos

The using this function, new functionality of portable which is competitions right at the point of using that software.

Gustavo Espinoza-Ramos

You mentioned probably well. It's like there is no music background when you're.

Gustavo Espinoza-Ramos

Using the hood.

Gustavo Espinoza-Ramos

Where do you think a hood for the game? So it's a very strong song?

Gustavo Espinoza-Ramos

But I'm wondering whether whether.

Gustavo Espinoza-Ramos

Uh, when you finish this activity at the end of every session, every week, to identify who is the winner, right?

Gustavo Espinoza-Ramos

For the invitations or or the the the whole weeks of classes, is there a reward for them or this is just more formative for the surprise for them?

Matthew Tickle

I mean the yeah, I I think at one year I did give out little packets of sweets to the winner.

Matthew Tickle

But then somebody said.

Matthew Tickle

To me, I'm not sure if you should do that because you know they might not like that particular type of sweets.

Matthew Tickle

And I don't know. I think I'm always.

Matthew Tickle

A bit worried of sort of upsetting somebody or something, you know, but it's but yeah, I mean, I think it's a good idea.

Matthew Tickle

To have some form of a reward, I think sometimes at first I was thinking, oh, who is student number 45678 type of thing put your hand up because you're the winner and I did it once and nobody put their hand up and I thought.

Matthew Tickle

Or maybe I shouldn't have done that because?

Matthew Tickle

I think people are quite shy. They don't want to brag.

Matthew Tickle

That they are the winner type of thing. So yeah, it's a. It's a good question. It's a difficult balance of knowing what to do in that sense for the reward, but I think it's a good idea. It's a really.

Matthew Tickle

Good idea to have some form of a reward.

Stephany Veuger

I just wanted to ask if you found a difference between different year groups, because Darvish just mentioned the hook there and I used the hoot across the three years.

Stephany Veuger

And as you say, it's got a great little theme tune, so you can go Halloween version and a Christmas version and students love it and and exactly like you said Matthew. It really creates that.

Stephany Veuger

Oh, it isn't it almost exactly exhilarating experience. 'cause I quite enjoy it as well. Waiting to see if the same persons on the top or not and you really get into it, but I've found the level falls or the first years adore it much more than the final years and I don't know if there's a mindset shift now from I've just joined Uni. I won't have this bit.

Stephany Veuger

And now it's a bit. I'm really focused on those final exams, or if it's just maybe my cohort, I don't know. Have you found any differences?

Matthew Tickle

Yeah, it's a good.

Matthew Tickle

Yeah, that's a really good question.

Matthew Tickle

I mean I I.

Matthew Tickle

Unfortunately, haven't used it on on first years as much I've used it.

Matthew Tickle

I use it on third years and master students so, but the the modular teaches like the first module of master students.

Matthew Tickle

So in effect, I suppose they brand new to it and that it was the master students that said that it was exhilarating.

Matthew Tickle

The strategy is I I get the idea that they they say it's fun, but I've heard a couple of times some a couple people saying God that whoever that one was at #1.

Matthew Tickle

You got every.

Matthew Tickle

Single question, right like?

Matthew Tickle

What a gauge and I thought. Well that's.

Matthew Tickle

That's not the point.

Stephany Veuger

Yeah, it was born here.

Stephany Veuger

I run it and you know they can give their own names and impostor and in them couldn't and one person called themselves impostor. And they were the Top Rank and the students thought it was me.

Stephany Veuger

And that created.

Stephany Veuger

A bit of a number saying it.

Stephany Veuger

Really isn't me. I'm not impressed.

Stephany Veuger

Yeah, I still think that they're great, but they have their caveats at times.

Matthew Tickle

Yeah, definitely, and I think that's a really good point, I mean.

Matthew Tickle

That would be.

Matthew Tickle

An interesting study to see the difference between first years and third years and Masters and undergraduates. In that sense, yeah, that's a really good idea for a piece of research.

Tünde Varga-Atkins

Brandy and so that that was a great discussion around in class polling. Active learning and then also so we've got a number of items here now for the islands items of being pedagogies and props, so is that.

Tünde Varga-Atkins

Can you see using each others or is there anything that we could add in addition to problem based learning?

Tünde Varga-Atkins

Or the the ones that you mentioned so far. The branching scenarios. Obviously this obviously the ones you're already using 'cause Stephanie you mentioned that you're also using these poll everywhere in class pause.

Tünde Varga-Atkins

So, any thoughts on how you could use each others items or anything that we could still add to this?

Tünde Varga-Atkins

That would enhance all these.

Gustavo Espinoza-Ramos

I think the reason to use more the collaboration between students, right label CS with level 5 like a like, a way of kind of mentoring, maybe them so that was obviously I mentioned before, right?

Gustavo Espinoza-Ramos

It's more about improving their ability skills that that that that that that they can show that I meant to, uh, specific.

Gustavo Espinoza-Ramos

Different level 4 level 5.

Gustavo Espinoza-Ramos

So that's something I'm very interested to see as a as a bigger kind of project. No for the university, maybe not necessarily for one specific model, but a bigger project and I have another colleague that maybe use something from foundation students from foundation students. They they were teaching master students, so the the metrics.

Gustavo Espinoza-Ramos

These were kind of mentoring the Level 3 students in the Business School, so that's something that's been in training as well, so I wanted to explore a bit more about that.

Tünde Varga-Atkins

Uh-huh great, that's 'cause Stephanie was talking a lot about. Yeah these peer links and communities of practise which sounds yeah sounds like a great idea and I guess Rachel with your branching I.

Tünde Varga-Atkins

I guess there's loads of examples of quizzes when you might have adaptive questions, so depending on what students to use.

Tünde Varga-Atkins

Then they might get higher level questions, although it so that might be a nice application as well to add into the mix of combining these different items.

Rachel Crookes

Absolutely, and I'm quite keen on Gustavo's idea around giving them examples, examples and it may feel a bit like cheating at first.

Rachel Crookes

You know, oh gosh, I'm just getting to see what an amazing piece of work looks like, but actually it's really effective to bring them behind the scenes, isn't it? And actually so this is a great.

Rachel Crookes

Output and these is. This is why, and this is the criteria I'd use to evaluate it as a faculty member or market.

Rachel Crookes

So I'm wondering about doing more things like.

Rachel Crookes

That in our.

Rachel Crookes

Courses and because it's all asynchronous, it's really hard to get the feedback loop going.

Rachel Crookes

So to try and think of static ways to do that.

Rachel Crookes

Where there is still a feeling of contributing that the learners are actually giving, giving feedback back and learning from each other, even if it's from a static example that someone else has done.

Tünde Varga-Atkins

And I guess another thing that seemed to emerge from Mamino talked about project based learning, authentic learning and this idea of giving students a choice which then motivates them to do more. So that's definitely a spirit or theme for our island I guess. Yeah, OK, so.

Tünde Varga-Atkins

So we have been working out. You have been working really hard on on the islands with the students, so let's talk about relaxing now. What would be your luxury item that you would choose to bring to the islands?

Tünde Varga-Atkins

Bay charcoal.

Rachel Crookes

Oh, and I would bring an endless supply of plants and some gardening equipment. I think that would be a great thing to have on the island.

Rachel Crookes

Just to create that wonderful.

Rachel Crookes

Planted space that we'd housekeepers going give us some hope and UH-11 phrase that I've heard and it replies to parenting but I think it's also applicable to educators and that you are, uh, you're not a Carpenter you're a gardener you're not chipping away at something to create a an absolute structure you are.

Rachel Crookes

Creating the creating the environment and then letting the plants do their own thing or thrive so I feel like that will be a good mentality. And if we got the gardening mentality on our pedagogy island.

Tünde Varga-Atkins

And then obviously this is something you would do in your free time to enjoy as well. I guess in addition to completely passionate about your job as educator, that you would still link it to that. But yeah, it's a lovely metaphor. Thank you. Any other luxury items.

Stephany Veuger

Oh, sent.

Stephany Veuger

So this probably sounds a little bit boring, but make sure I brought plenty of pens and paper with me.

Stephany Veuger

I've got, I'll write.

Stephany Veuger

Everything down. Has anybody been talking today on scribbling? I'm always writing and do a lot of teaching of writing to the students, and I think writing helps us think.

Stephany Veuger

I think clear writing is clear thinking and I just think give.

Stephany Veuger

People opportunities to journal and collaborate and just couldn't get anything but what they're experiencing when they're out there to help them relax.

Stephany Veuger

So that would be more luxury item.

Tünde Varga-Atkins

Really, and I can.

Tünde Varga-Atkins

See awaits those eyes going as well? Had the joy of having pen and paper to write?

Tünde Varga-Atkins

Brilliant, thank you Stephanie. Any other items?

Gustavo Espinoza-Ramos

OK, well this is.

Gustavo Espinoza-Ramos

Something that an item that I can explain a bit more previously and I thought I would not use it again but I I participate in training to become a clown.

Gustavo Espinoza-Ramos

The idea was to become a clown for hospitals, right as a way of healing, juicing, laughter, and I I realised I have inducing some cleaning techniques in my in my classes.

Gustavo Espinoza-Ramos

In order to juice the things that the students brings to the class, whether it's a question, whether it's something unexpected happens in class or maybe before that was feeling a bit embarrassed.

Gustavo Espinoza-Ramos

But now I use it as a input just to kind of create humour and as a way there's a hook. And then when they popped.

Gustavo Espinoza-Ramos

They they have this style of ipang. I started actually talking about the theory or concept and and that is something actually using. That's why I will bring to the island and my right now.

Gustavo Espinoza-Ramos

Post and I have to have any clowning shoes. But maybe I would like to. I would like to bring it and coincident here in in in Lima.

Gustavo Espinoza-Ramos

Has been there have been again a training for clowning that I haven't been doing. I don't know more than 10 years and also you never know a stand up comedy as well. I went to a taster station as well because I think it is a very good way.

Gustavo Espinoza-Ramos

To communicate with the students, find new ways because they communicate them in a different way that I communicate before.

Gustavo Espinoza-Ramos

So finding these new ways and I can bring them into the island, we can make a show, you know, stand up comedy shows so I can entertain, or the OR the persons who live there.

Tünde Varga-Atkins

Oh sounds fabulous. Yeah we would we. I think we would be also hoping to have some free tickets for this Gustavo, thank you.

Tünde Varga-Atkins

Matthew bye bye you luxury item.

Matthew Tickle

Absolutely, it sounds like the perfect Treasure Island, really. I mean, all three of those things is, like, you know, I find them very enjoyable. All three of them in in that sense, but they I mean, my.

Matthew Tickle

Things more obvious and get more boring, but you know if you give me your pens and paper and and you and your comedy and.

Matthew Tickle

Gardening then you you.

Matthew Tickle

Can have a go on my Nintendo.

Matthew Tickle

If you want mine would be the Nintendo honestly like. It's just pure escapism and I.

Matthew Tickle

Think we all needed?

Matthew Tickle

That, especially during the lockdowns I mean.

Matthew Tickle

It's just crazy, wasn't it? I mean, I I've had a lot of video games consoles I grew up with Super Mario in the 1980s, but this is the one I will look back on the most. I don't think I'll ever get rid of this. I think I'll probably just keep it.

Matthew Tickle

It just lets you.

Matthew Tickle

If you pardon the pun, it's a Nintendo Switch and it lets you switch off. It just takes all that outside negativity.

Matthew Tickle

You can just get lost in a game, but it's it's more fun if you've got something to play with.

Matthew Tickle

In that sense, it's one of the I think that's what Nintendo do very well. It's not one of those Call of Duty.

Matthew Tickle

Or FIFA where you just, it's just you.

Matthew Tickle

Playing against people online, it's one of those.

Matthew Tickle

Where you need people.

Matthew Tickle

In the same room to to play against.

Matthew Tickle

And I've I've forced my partner kicking and screaming. Now she's a gamer now because of it. Bought her one in in in the lock down.

Matthew Tickle

But I think there is.

Matthew Tickle

A real need and just over you said it before you know for for games in education down the gamification in that learning should be fun and I always feel bad saying that I almost like don't want to say that.

Matthew Tickle

To the students that.

Matthew Tickle

You should be having fun because their source you feel like there are little bit sort of well.

Matthew Tickle

I'm paying money for you to teach me I'm not paying.

Matthew Tickle

Money for you to.

Matthew Tickle

For you to entertain me in.

Matthew Tickle

That sense, but I think that there is.

Matthew Tickle

You know games offer that possibility for learning and fun and under branching thing that you were saying, Rachel, you know I can see that in in simulations we use for project management.

Matthew Tickle

You know what would you do in this scenario? Or you know the projects gone completely wrong, what?

Matthew Tickle

You going to do?

Matthew Tickle

A day or C and then it branches. That would be great to have something like that in there because as as.

Matthew Tickle

Definitely saying you know it. It makes it fun, not just for the students, but you get out of it as well. And I think they see that that you all have.

Matthew Tickle

In fund and.

Matthew Tickle

It sort of makes.

Matthew Tickle

Them more fun inside when somebody got very infectious laugh isn't it?
And and and then you you start laughing as well.

Matthew Tickle

So I think anything that's that makes it fun without it being too sort of too silly. If you like, you know you can't.

Matthew Tickle

Just say right?

Matthew Tickle

Let's go around the room here is, you know, 200 Nintendo's. Let's play some Super Mario, but.

Matthew Tickle

You know it's it's one of those where you can sort of make it relevant, but also make it fun. I think is is. It would be really useful.

Stephany Veuger

Rachel, you've said that learning is an emotional experience and it is.

Stephany Veuger

And I think that adds to it. Doesn't it bring in a bit of gamification as to that emotional experience of connexion between people?

Matthew Tickle

I think a lot of people think that lecturers just stand at the front and you know you must be quiet and listen to me type of thing where it's you know it's the opposite.

Matthew Tickle

Really, because I.

Matthew Tickle

Think people just switch off from.

Matthew Tickle

Don't they?

Matthew Tickle

But and maybe some people are a little bit more. I mean really, you try something new. It's always a little bit worrying, isn't it?

Matthew Tickle

'cause you don't know if you're gonna fall flat on your face or if people are going to like it, you know.

Matthew Tickle

But you know, we should be.

Matthew Tickle

We're trying to teach students that it's OK.

Matthew Tickle

To make a mistake so.

Matthew Tickle

Maybe we should teach us ourselves that as well.

Gustavo Espinoza-Ramos

I will add a sorry that sometimes when we try to explore this new way for teaching or to communicate in first with the students, creating this emotional space as well, but also cognitive space as well. Sometimes don't feel this in college we hear from maybe colleagues saying but that's not academic.

Gustavo Espinoza-Ramos

And and the idea when when we try to make changes to break the status quo of pitching, it's not more a transmission pepper style.

Gustavo Espinoza-Ramos

No, I told you listen and then you know no, no. It's a. It's a different way and the idea to.

Gustavo Espinoza-Ramos

That's why I mentioned by the client techniques taking on board different things input their students brings you don't judge this.

Gustavo Espinoza-Ramos

This kind of inputs juice in a way that maybe that's something relevant to you. I can use it in order to create something there.

Gustavo Espinoza-Ramos

I think just like a little example right, I tried to explain something concepts related with.

Gustavo Espinoza-Ramos

With operations in a different module, and operations management, and I remember this song students didn't revise the concepts properly and suddenly attacked asking why the motivation.

Gustavo Espinoza-Ramos

Why are you?

Gustavo Espinoza-Ramos

Asking what do you like something that you?

Gustavo Espinoza-Ramos

Watch or like and he.

Gustavo Espinoza-Ramos

Told me my sounds ridiculous, OK?

Gustavo Espinoza-Ramos

But it Oh well.

Gustavo Espinoza-Ramos

I watch narcos.

Gustavo Espinoza-Ramos

They seriously Netflix and say OK, and I watched a series. I said, OK, let's use that as an example.

Gustavo Espinoza-Ramos

So when I click is explained concepts of operations have transformed inputs into outputs. OK, let's use an example of nervous when they produce these products right and the students get it. So the idea is when I mentioned about just the inputs regardless.

Gustavo Espinoza-Ramos

What is the input that they bring? We can create developing, learning, building, learning with them, right so and I think we need to embrace the emotional space enthusiasm that they have it and don't be afraid of breaking the status quo.

Rachel Crookes

I'm just going to add we talk about the learning journey a lot when we're designing courses and it really is a journey. You're it.

Rachel Crookes

It's so iterative, isn't it? When you're learning, I did a course last year, so I was a learner for a few months on a on a Futurelearn MOOC and so went through the journey and the UPS and the downs and the iterative nature of.

Rachel Crookes

Sort of grabbing hold of the stuff that I was.

Rachel Crookes

Learning how to do and it was that was a real eye opener to that kind of up and down nature of it and the fact you need to connect with it in some way and be able to apply what you're learning in the real world.

Rachel Crookes

So whether it's watching Narcos and thinking, oh, they've employed this technique here, which I've learned about it's those Connexions which.

Rachel Crookes

I think, Oh yeah, it's so valuable and that fundamentally we're all trying to teach people to make those Connexions, regardless of our subject area, and make those decisions really well.

Tünde Varga-Atkins

Yeah, good OK. And I think that that that draws to our islands to a close. I, I think we have such a rich way of interacting with students, making choices, Connexions, companionships, having fun along the way, structured form that looks much harder than it may appear.

Tünde Varga-Atkins

There's a lot more design behind making those moments of fun.

Tünde Varga-Atkins

Possible so thank you so much for all your contributions and the discussion. It's time to sail away to our treasure islands together.

Tünde Varga-Atkins

Thank you for listening to our listeners. If you enjoy the episode please subscribe to our podcast and to to join as a guest and you can fill out an expression.

Tünde Varga-Atkins

Of interest form we will be running these next year as well and goodbye for now and finally a big thank you to our guest today.

Tünde Varga-Atkins

Bye