

Treasure Island Pedagogies Episode 22

Podcast Transcript

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Tunde Varga-Atkins

Hi, this is Tunde Varga-Atkins and this is episode 22 of our Treasure Island Pedagogies podcast series from the Centre for Innovation in Education at the University of Liverpool, where we share our lightbulb moments. Teaching props and pedagogies as we cohabit our Treasure Island, the space for contact time with students. I have three lovely guests today. Siva Preac, Rama Krishnan, Laura Mitchell and Lorna Mitchell. Uhm so can I ask each of you to introduce yourself and your original discipline and your current role and how you arrived here.

Sivapriya Ramakrishnan

Hi this is. Sivapriya Ramakrishnan. I'm working as a. Lecturer in the. Department of physiotherapy. In College of Health Sciences and University of Sharjah. I'm located in this beautiful deserted United Arab Emirates here nice to meet you all.

Laura Mitchell

Hi, I'm Laura Mitchell. I'm based at the university in York and have a historic interest in lots of very diverse things. From a study of organisation, studies, culture and human resource management with a specific focus on dignity and ethics, I'm currently. The programme lead for our BA programme in business and management and I teach on our undergraduate core module for business ethics.

Lorna Mitchell

Hi, my name is Lorna Mitchell. I'm a law lecturer at University of Liverpool. I'm also the academic enhancement lead and deputy director for education of the department. Uhm, before my career in education, actually I was a corporate solicitor, so my route was slightly different. I love being a solicitor but more and more I enjoyed working with trainees and training

them and which kind of led me on my path into education and I think I I'm not on Twitter but you can find me on LinkedIn.

Tunde Varga-Atkins

Yeah, great thank you all for introducing yourselves and lovely to hear your different subject backgrounds and different trajectories. So, uh, in these treasure islands is the space where we are working. As long as you said you really enjoy being with students and seeing how they develop or or whether they are already professionals, and so I guess on the on these treasure islands we might have a number of lightbulb moments with students where they. We feel they're really getting it, and so. I just wanted you to share some of your lightbulb moments when you're working with students and what makes these light bulb moment possible and how that might look for you.

Sivapriya Ramakrishnan

OK, if I may start, yes. So one of the lightbulb movement is about storytelling in the classes because I come from the background of physical therapy. So when I just put up the slides in the class until today objective is let us start with at the end of the session, they'll. Be like how? Nevertheless, and but when I say like. I give a picture of a case and I tell them OK, this patient. Do you know what happened to? Then this is what had happened, so I tell. Them they're like. I see them just getting on the edge of the chair and this keenly listening. OK, what has happened and next what happened and next what happened? They they keep listening to us and that storytelling was connecting them to the real world examples. They could easily connect to the cases. Which they see in the house. Levels and when I'm putting them like this is what had happened to them. They they connect. They immediately get connected and now I'll tell them OK for this case. As a physical therapist, what you're planning to do, let us make these patients life easier. Let us make something better for the patients so they are with me. So I feel storytelling was one of the lightbulb moments. In my career, which is always keeping the student interest. In fact, the whole session.

Tunde Varga-Atkins

Yes, it's great.

Lorna Mitchell

Yeah, I was just going to say, actually that's quite a. I do a similar thing in law. You know trying to relate it to real clients real stories, because I think when it's abstract it's very difficult for students to latch onto it, whereas actually when you use those real authentic experiences, I think that. Can really help. And so I I think it's a great kind of pedagogy to. Use yes, yes.

Laura Mitchell

I agree I. I think that the thing that's really interesting is, UM, when I so obviously most of my work is with business students, and often, UM, sort of first year or students with very little work experience. So what I think is really interesting is I have a similar and also very diverse that different. You, UM, because my students, I've watched them in the classroom over many years and they are not so much engaged by saying this is what really happens in business when I'm talking to them about large organisations or day-to-day work experiences because they've not had those experience. Since it's so, funnily enough, my light bulb moment is is the fact that when I used to start talking, my students used to stop and they were listening to me, but I didn't always feel like they were learning because what I was telling them about was too sort of foreign to their experience. So in a way, my focus is on trying to. To give them stuff that's real, but also stuff that they can connect to. Their own level of. Prior knowledge and understanding, which may be something that's rather specific to students in business schools, I'm not sure.

Lorna Mitchell

Yeah, I mean, I think it depends where your starting point is because I I definitely students law students tend to you because it can be quite complex. The actual mechanics and going through cases that linking it to a case they may have heard about a football team they know and definitely piques their interest. But I understand what you're saying, 'cause I think sometimes you have to. Make it personal as well. So to get them to empathise to imagine it was their house that was being repossessed. Or, you know, get them involved in it to start seeing 'cause I you know I. I teach corporate, also similar to business. It can be very abstract for students and so it's trying to get them to think about the people behind that. And imagine you had your company and and getting them to think. About that

Sivapriya Ramakrishnan

I agree on this because I had this experience when I began the storytelling in my teaching career. I was using the similar cases, maybe across for this

year 2 and year four students. I had the same cases. Both interested the year 4 students was not of interest to the year 2 students because they didn't know many terminologies. So and then I customised my script in such a way that I just talk at that level and I have to stop at certain point giving too much of information it was taking them away from the cloud and thinking that oh it's so. No interest, I don't know the initial engagement was lost. So I agree.

Tunde Varga-Atkins

With Laura so that seemed to be common in all of your experiences that not necessarily connecting to real experiences, but also how that might look like. So what you were saying that personally experienced personal collections, empathy or level of knowledge prior knowledge is also something that you consider when you construct these cases. Or the the examples that you're giving with students, yes. Is there anything else that you consider when you build a case study that you think will resonate with students or that you want to? Or think things there may be things that you want to. Perhaps these include, sorry, exclude, sorry.

Sivapriya Ramakrishnan

I have something to include in the case studies, you know. I I get cases from the classrooms. I teach a course and there I have a student who had a thumb fracture. I immediately called her in the class and told you please meet me after your class. I want to just have a interaction. With you I got. The entire history from her. And I told her like, can you please explain me what happened? How does it happen? And and I told like I'm going to place you on your case as one of the examination cases, and she's. Like, surprise is really. My case is am I going to be? But definitely your name is going to be masked, but I'm going to have you case as an example, so getting the cases from their families from the students itself. They were like more. Involved and they just come to now. They just knock my door and tell me doctor my uncle had suffered this and this was the history and this is what it is like. Would you like to have this? Have a look onto it. So we get cases from the real samples from the students itself, so they get connected to the assessment also.

Tunde Varga-Atkins

Huh, that's really interesting. Lorna, did you have a light bulb moment as well? I know you were resonating with siebels example.

Lorna Mitchell

Yes, well, I think my light bulb moment I I when I was thinking about this. I took a slightly different approach. Typical lawyer. I was thinking about a light bulb moment. For me, really, you know, because I think in my teaching I was trying to think of an organised approach. You know you're trying to respond, for example to feedback, and it's like how can I improve the course? Course and you know, I always kind of look at the pedagogy. The literature think about you know what what we could do to change, and actually in that process came up with my light bulb moment. So what I was looking at was formative assessment. A lot of students were kind of feeding back that they were confused about things like peer assessment, the merits of it. What could I possibly teach my peer about, whatever it? Was and it was like how can we improve things for students? And I've been reading a lot of the assessment literature. Face it, you know talking about summative assessment and taking a programmatic approach, but not as many people looking at formative assessment and actually taking the same programmatic approach. So, looking across the curriculum. And instead of just focusing on your own module and your own assessment, which we all do, we get very protected over our particular module and what the assessment looks like. And actually, instead taking a step back and looking at the programme as a whole. And So what? I'm working on this. Errors trying to take a programmatic approach to assessment, support, and formative activities I'm starting with. First year law. Students this year. So looking across their year one, but the intention is that moves to kind of second and third year and the idea is that, well, you know you go through the letter and I had all these things set out that I wanted to achieve. And and one of them was, you know, I wanted to prioritise particular skills and different modules because I think as lack. We try and cover too much stuff all in our own module instead of actually sharing that out and it's overwhelming them for the students. We also, you know, wanted to kind of avoid repetition. You have a varied kind of sample of different formative activities for students, but one of the most interesting things that happened was. Thinking about you when I was doing this, the kind of automatically what happens is if what once you stop thinking about your own module. And how do I get students to the assessment point and what would be useful once you take that step back and think about the whole programme automatically, the shift in your focus moves away from that and you start thinking well. What kind of skills do we want students to have reached by the end of year one and then by year two and by year three? And it kind of. Happened automatically. It wasn't necessary. May be aimed to begin with, but it was kind of a light bulb moment because I'm like we're focusing on particular assessments focusing on our module instead of looking at what does the student look like at the end of this degree and how you will say there's not enough time to build in skills. And so instead of looking at completely as formative assessment or

assessment support, trying to think about what skills can. We build into the curriculum that students who kind of work on throughout their whole journey and a particular thing we're thinking about was the sequencing. You know, which I think is important to try and take students on a. Ernie of progressively challenging tasks, so starting with, for example, a marking activity where students learn about the rubric, things like that, and they're moving through to kind of practising class appear evaluations. You're getting students to come up with what they think. The questions should be that they ask when they're reviewing work, but you know, kind of having them very much low risk. You know, being able to ask plenty of questions and then really in Semester 2 moving on to more complex activities where they can really build in the thing, the skills that they're picking up as they go along so it you know each time they get more practise or something more complex and so they build up the skills. So that was kind of my light bulb moment and I'm kind of hoping this year. That students get that light bulb moment as well, but I've just on the marking activity and you know a couple of students are afterwards said, well, you know, are we going to cover this in criminal law as well? And I'm like no, no you can do different. Activities you know and kind of. Really, we we told. Them all about the plan, but you know they never take it in until you're actually doing it. Just like the rest of us and you know, I could see anything. OK, so I'm going to build up skills as I go along and there was interest in that. So fingers crossed that they they get to the light bulb moment as well.

Laura Mitchell

Uh, that's really interesting Lorna. I was just listening to you as you sort of went through that and just. Thought you know this is. But now I think about it. I've taught sort of at different levels and the way my focus on how the students are developing through the module separate to the content has really adapted based on learning to teach at different student levels at different points in their degree teaching some sort of post experience students. As well as teaching on the MBA and things like that, it's all very, very different. Uhm, I was wondering. I I wonder if this might affect both of you as well. To what extent does that sort of approach to try and build skills over a longer period of time across the programme? Uhm, is that sort of also sort of embedded due to the need of like sort of professional accreditation bodies or things like. That like how much flexibility do you have over that kind of thing?

Lorna Mitchell

Well, for law actually it used to. There used to be a lot of regulation, but it's actually moved away, so we have a lot more flexibility, so it's not really a requirement. You know when they go into practise, it's more they when we speak to law firms and barristers. This says they're saying they want more. You know, you know, a lot of particular employability skills, so I guess that's what's driven it from my perspective. And we've tried to dovetail it into our academic advisor system, so students go and speak to academic advisor about these skills that are building up and reflect on them on a reflective log, and the intention is, I mean, it's the first year. We've run it that they build that through into their second. And and into their third year.

Sivapriya Ramakrishnan

Yeah, sounds good. Uh Malone, if I can ask you a question on when we say it's a formative assessment, is it going to be built within one semester? Or it's going to. Be open for the year itself.

Lorna Mitchell

And what we've done this year is we actually because we do lots of formative activity, some more. Formal than others. And so we we kind of. I mean, this is the hardest part with the other module leaders trying to get everyone to agree because everyone very precious over modules that we've worked really hard on. So it can, you know I understand it, but it has to be that compromise. So we agreed on 8 activities and it was good because it gives a chance to talk about 'cause you don't always know what everyone else is doing. And some amazing things colleagues are doing and so sharing those ideas and really taking the best of what all of us could offer. And I think actually. You know students because we've spaced them out. We know that these key activities students have the time as they go along to do them. It's not all you know. We don't find that everything is being done in February or you know, it's a huge pressure on them are kind of building them, hopefully so they feel more confident by the time they start approaching summative assessment.

Tunde Varga-Atkins

Yeah, I think see what were you asking? I think that some of the most of the modules will be semester long modules lower now which you have year long modules. 'cause I I? Think Low is a modular structure as opposed to perhaps some other disciplines where you might have a. Year or other competency based disciplines, yeah.

Sivapriya Ramakrishnan

OK, yeah sounds good so because I was thinking about the time frame because students they do not give more attention to the formative tasks compared to the summative tasks. So I was wondering how well they are doing with the formative task with this time duration.

Lorna Mitchell

I think you know the the. The reason that well, they're working OK at the moment I will keep you updated is what we've tried to do with the form factors and put them into work. Topics and some of these are large workshops and lecture theatres. Depending you know on on the pressures throughout the timetable. But because students have to actually attend it, you know, as opposed to sometimes you may have a formative activity that students will go and do on their own. Because we've allocated classroom time or workshop time we have had anyway, it's the start. So maybe it's initial enthusiasm. But we have had a lot of students turn up, you know, to actually have a go at the activities, I think it's always hard. Well, especially in first year, if you kind of give them a, I don't know an essay or something to do. They go off. They're supposed to do it on their own, and they might feel, well, I don't have time or there's better things to do, but when it's actually timetabled and I've got them kind of writing parts of essays to kind of compare with other student answers in the session. It doesn't seem too difficult for them because that time is time, you know in a classroom, so they have much choice about what they're going to do, but it would be interesting to see it is something that we've considered and we're thinking about. You know how will it go? Over the whole year, interesting.

Laura Mitchell

Yeah, we use a lot of a lot of formative activities with our students. We have a built in institutional requirement that every module in our sort of programmes has to have a formative activity. UM, that students can elect to do that will give them some sort of insight into developing the skills. Or experience for the summative. And we actually find we have a really high uptake with our students, even without necessarily always having a lot of classroom time. It does change according to different modules. I mean some students and some modules. For example, use presentations as formative activity which is done in class. Time, UM, but uh, in my module we do. We do a practise essay UM and what we do is to try and connect. It's each little bit, UM, so this is part of much like you were talking about Lorna. It's also part of a programme wide sort of skills approach. So we come, we introduce certain skills in the first year in different modules. UM, and my module, specifically the business. Ethics module is meant to teach

students. How to write essay? Uhm, in addition to teaching them about business ethics so that module includes students on about 6 different programmes. So I have some students studying accounting. Some students studying marketing, some students studying management and a full range of other subdisciplines as well. So to begin with. We we set an initial read. Thing and then we do a sort of a little seminar session about the reading and how to read and then that sort of links into later on the essay. Their first formative essay is about sort of getting down their thoughts on that reading and sort of summarising the arguments for and against one of the contentions in that and. And that then links into things that I've developed recently, such as the game that try and help them get towards the ultimate goal that is the summative rating. Their first academic essay and we have made a very concerted effort as an institution to make sure that is built into class time. For the first years, which it does mean, there's quite a lot of contact time. Actually. Uhm, certainly compared to my experience elsewhere, it was a bit of a jump, but uhm, it seems to be that because like you say, you devote time to it. You're telling them this is something you should be doing. They respond really enthusiastically. Which is it's delightful to see, but to be honest I also found it a little bit scary. Because I have first years turning up sometimes every week going. I have done this written preparation. Can I give it to you? Which was when I first started working at my university was a bit of a. Shock to the system.

Tunde Varga-Atkins

A good problem to have lower reasoning, but yeah.

Tunde Varga-Atkins

So it can be. Scary if you have all these students. So before we.

Laura Mitchell

I I was wondering if they hadn't discovered pubs or something. Yeah, I mean.

Tunde Varga-Atkins

Oh, so a wonderful evidence of lightbulb moments here. So shall we come? I think you're already probably hinted at some of the teaching props and pedagogies that we could look at. So this is about anything that you might bring to your treasure islands. So that we can have these many lightbulb moments to the students.

Sivapriya Ramakrishnan

Yeah, so my teaching prop would be the human model itself, because I cannot tell them. OK, there is a artery coming from here and going the other way. Around so I have to have some human model to show them OK. It starts from here. You have to move. It this way. It lengthens, you have it. Move it this way. Some visual representation for them to focus with me. I feel like one of the teaching prop that will be mostly used as human model and. Me as the. Person who will be doing the activities in front of them to show how to. Do the activity so the for doing the activities. I am there as a teaching prop itself to do all those things, but to support me I'm going to have this human model to exactly show them the location, so that would be mine.

Laura Mitchell

Yeah, brilliant thank you Siva. Yeah uhm so I I have a little bit of a daft one. I've said card games uhm so this is both specifically in terms of I find that students, they're they're very comfortable sitting sort of absorbing the knowledge. And expertise of the very advanced level. Sure, but that is not always very active engagement in their learning. So trying to encourage them to learn from each other by interacting with each other I find is absolutely crucial. So to some degree any form of card game to be honest where they can interact with each other and start sort of learning. From each other through discussion about some of the topics that we bring up and then in addition to that, like more specifically, I would probably want to take why card games I've developed specifically for teaching. Uhm, because it it really breaks down things. I would if we were in an archaic institution. My teaching prop would probably have been books. I'm a great fan of books. Uhm, but books are intimidating. They're long. They're dusty. You have to get them from the library. If you watch digital. If you use digital books. They're very draining. On the eyes, using a lot of bats. Three to power your device. Uhm, so I use cards to get students to sort of cut it down to little bite sized pieces of the arguments in the reading, and then they can discuss using those. So that would definitely be what I would need to take. With me, yeah do.

Lorna Mitchell

Could you tell us an example?

Tunde Varga-Atkins

You want those? Yeah, I was just. Hey, do you want to show us your cars? Because it might be easier 'cause there's so many cards and I was just gonna push you a little bit on describing the cards, but you've done that little bit because you can have. I don't know top top Trump's type cards you can.

Laura Mitchell

OK.

Tunde Varga-Atkins

Have the sort of competitive games or the ones that are a bit more physical and you hit things in on.

Laura Mitchell

Hi so. Time yeah, yeah.

Tunde Varga-Atkins

Yeah, is there any particular type or or you can talk us through yours that would be great.

Laura Mitchell

Well, if you would.

Laura Mitchell

I would try to use any and all of those techniques, but the one that I've done recently is. It's kind of like a combination of top Trump's and Domino's, so some students all have a little deck of cards and the deck of cards from our premises. So you know, like a claim, uh, whether it's some a statement of something that is true or not is. On it and they have to organise them to try and make the most points as if they were organising an essay argument and then each card has points at the bottom and I give them a selection. They only have like round about 6:00 or 8 cards that are possible conclusions and then they have to. Sort of competitively. Collect

the conclusion card that will fit with the essay they have built using the cards, so that's what they do. It's got quite a complicated scoring mechanism. We discovered that when we were testing it this year. Quite a lot of the students were. Like how many points? Have I got? They were very invested. Uhm, so we're we're making a little video for next year so that it's a little bit easier for the students to understand. But on the whole it went down well and they they enjoy talking about the statements on the cards in a way that is a lot more accessible. Then asking them to talk about an article that was written in 1970. That's a couple of pages long, so.

Sivapriya Ramakrishnan

Interesting, Laura. I'm interested, you know, so do you make these cards for every topic or every outcome?

Laura Mitchell

So specifically, I've made this deck of cards for teaching business ethics, and I teach the students on that course a range of different ethical theories. So the conclusion cards are all. For specific ethical theories so. They have to choose which theory. Uhm, the cards are all the statements on all of the cards are related to a single question, which is about a man. Does a company have responsibilities? UM, which is a very open question in the context of business ethics. And there are a lot of, UM, sort of scholarly works that they can. Used to research that question and it kind of links to a lot of the different things that we might then ask them to explore in the assessment so it's kind of just encouraging them to learn to. To sort of. Discover how difficult it is to sort of put things together. Sometimes that you get from diverse source. Says a lot of the statements on the cards are taken from specific academic articles and and. For example, here's a statement that's on a card. This one might say governments, like businesses are capable of corruption and moral failure, so that would be a statement where they might want to argue against. Government regulation of business and say that businesses have responsibilities they might use that statement saying governments are not very good. And or there are other statements to do with the environment and stakeholders and all these kind of things and then all of those aspects are included as the keywords that they have to match. Up to them to try and get the best points so it encourages them. The keywords encourage them to use statements that come more or less. From the same sort of background or the same line of work, UM, statements that generally have something to do with virtue ethics. For example, we usually have the keyword virtue on

so they can easily match them up without having to know too much about the background of the statements themselves.

Lorna Mitchell

Well, do you find you get UM? More interaction from quieter students 'cause I know that. I mean I I'm interested in games actually, so I think that it sounds fantastic. What what you're doing I I suppose I do smaller activity things like matching exercises, structuring it with pieces that I've kind of laminated, because actually, you know you know, especially if you put a timer on the. Board your electronic timer. You you create a kind of atmosphere and they're up and they're energetic and and and people who sometimes are more reticent don't want to speak, tend to to join us. That been your experience?

Laura Mitchell

Yeah, I think it does encourage students to join in more and I also this is emphatically a prototype and to be honest even if I use this game for 10 years and I get it professionally printed, I will still tell students it is a prototype because they are allowed to change the rules of the game if they think it's too complicated. And they just want to use the statements as discussion points in a little. Group and they don't want to play the game because they find it too confusing. That's fine, like accessibility Trump's being forced to do the activity. In my in my book, but equally it does seem to be more engaging than just asking students saying hey, So what were the three key messages? In this reading you know what were the key arguments, because then you encourage like the three most talkative, most outgoing students to participate in the. Class and a lot of the Shire students or more reticent students. Students who are concerned about their fluency in the language. All of these kind of things hinder their participation, so it it works on a lot of levels. And I also find it helps because you can use it with larger groups and I. I realise this is very much a Business School problem sometimes, but this course, particularly this year. Uhm, I have like 430 students across the county. Or so even our small group sessions have 25 to 35 students in, and that's quite a lot of students for you know, a sort of an in depth, detailed discussion where you just moderate as one person, and I think it's more productive for the students to to have that opportunity to bounce ideas off each other. And they also feel less intimidated than being sort of singled out by the teacher.

Tunde Varga-Atkins

Sounds great, Laura. If at this point they are more sort of impromptu groups though discussion groups, they they are not necessarily working in sort of group projects at this point. But this, as you said, it sounds like a really good approach. For those reasons.

Laura Mitchell

Yeah, they they do. They do group projects in other modules, but not not emphatically in this one.

Tunde Varga-Atkins

Uh, I love how you you said accessibility Trump's the the the the task. Sounds great, OK. Lorna, do you want to share your teaching proper? Hello good day Vida.

Lorna Mitchell

I suppose it's a pedagogy. You're getting students as kind of Co creators of resources I think has worked well in the past. A tutorial or seminar that I used to run. There was two parts to it, so the first part with students and groups presenting on. An area of law that they kind of knew about, but they had to research some new elements. So it was kind of consolidation and a bit of research in their groups. But I said when they presented it back, you know that I wasn't the audience, it was everybody else in the class. So it's a. About not just explaining things you know, because then you tend to get lots of quotes from books and things, but actually, you know, think about how you're going to communicate back to your fellow students and to be honest, I was amazed how well they did they. They had some amazing slides. They you know, sometimes you think they worked and they came. Up with mnemonics and. You know funny pictures that will help them remember concepts. Yeah, and it was. It's a bit of a dry area of law actually. So they've done a really great job and we also you know, so we watched all the group presentations and they were all recorded. And then in the second part of the tutorial I used. I don't know whether any of you guys have used Prezi before. So yeah, it it. It's supposed to be used as a presentation tool, but I kind of used it as a. How to describe an electronic kind of concept map? So there's three different areas, and I think Prezi is quite good at enabling you to focus and then show relationships between different areas. And so I got stewed. It's kind of to come up and join me as we built this kind of concept board so they were able to, you know, we I I, I prompt them with questions, but you know there would be particular cases they wanted to talk about concepts, links that they'd used in their research and we kind of built it all up together. You know a whole. So it's

like a presentation, but also something they could take. Away with them and into that I also embedded the videos that I've taken of the student. So they all the feedback on the session was really great, but then later on in the year when it came to assessment, you know I asked them again and they all used it to kind of revise from which was really nice and and and it was quite funny. 'cause I I've had a similar experience. One of them said to me it was funny 'cause I watched my own video. You know on a concept they kind of forgotten about. Because they had recorded it in November, say assessment must may time and they said, even though you know I was learning almost from myself and actually had the, you know, gave them confidence. 'cause it's like I knew this really well. So actually I can go back to this and actually build on it. And sometimes I think the way the students had explained it. You know, because they're so new to the information is sometimes unbeatable compared to with what we can do. So you know it was. It was a useful way of putting together something that you can kind of capture and send out to them, and they've got to keep.

Sivapriya Ramakrishnan

Yeah, like this is something similar to like how I'm getting the cases from the students to including the assessment. To make them feel more inclusive to like be a part of the course content creation itself. Yes, this is something interesting, but like I'm just having. I'm thinking like we when when the strength of the student is more. Like thus, every student has the equal opportunity to give their contribution or feeling included in the content creation process.

Lorna Mitchell

Yeah, I mean. With with this aspect I you know I'd said look, you know they're they're in small groups so it's only five of them, and I think in most groups all of them spoke. But I said if you're kind of dump more of the actual presenting. Or the slides, or the research you know, so they're allowed to kind of play to their strengths in that particular activity so. Some of them had thought of the mnemonics you know, thought of the graphics because they were, you know I. I thought sometimes you always wonder you do these activities and they can be a bit more you know and and students aren't really interested in it. But I think 'cause they told them they're going to be videoed, I think that had made them really, you know, put some effort into it and they come up with a really good. Kind of learning resources I think, and there was. I think they shocked themselves.

Tunde Varga-Atkins

And me so when you said you were going to video them for you mean for the purpose of presenting it?

Lorna Mitchell

That's nice.

Tunde Varga-Atkins

What was the sort of reason you gave them for the video to then showcase it to the whole group or for any other? What's the what? What do you think motivated?

Lorna Mitchell

We we did that.

Tunde Varga-Atkins

Them in that part.

Lorna Mitchell

I think well they knew they were going to get feedback. That it was. It was a long session. They knew they're going to get feedback from their peers, but the reason we are video recording is so it could form part of the Prezi, and so they'll be able to go back to that, and the idea was that this isn't just about a presentation. Now it is a resource that you're building. Thing for your fellow students that you will use and go back to and I think they all did. 'cause they built kind of WhatsApp groups around. You know revision and and I think it did build this sense of community 'cause they're all involved in this particular resource with all of their different videos. And you know, so they could have a laugh at each other. But actually, there's a lot of interesting stuff.

Laura Mitchell

In that I love that pure learning element, though it's brilliant. It's brilliant like. It reminds me of some of the suggestions where you get students to sort of build wikis together, but the multimedia aspect of this sounds so much better.

Lorna Mitchell

Yeah, it worked really well. Prezi isn't meant to be used in that way, but you know, you know I had an overall structure and they could type in their thoughts. Or, you know, we could take some of the graphics that they'd used in their presentations. And you know, we actually did it there in real time. I think I spent, you know, maybe 20 minutes cleaning it up at the end. And obviously embedding the videos for them. But actually you know it even though it's not its intended commercial purpose. It worked quite.

Laura Mitchell

Well yeah, I've used them. Mural for commercial. Similar commercial applications as an Interactive Whiteboard, but it's basically the same sort of idea. It's just a lot of these things. Adapting them for education is always a bit of a journey, isn't it?

Lorna Mitchell

Trial and error.

Tunde Varga-Atkins

So you've got your your lovely islands we're rolling over with and you know human models to teach about how the human body works. Peer learning with card games, and really good. It's a group discussions and we have got students as Co creators of learning resources then creating it for themselves. They're their own sort of audiences. Are there other elements that you might want to bring in in addition to the island or any other connexion points between the the the? Teaching props and pedagogies you. Have discussed anything we might still want on our wish list, I think.

Sivapriya Ramakrishnan

My vision is just I have sorry the wishlist is like I was writing in the note as well. I was thinking that why I should carry my course syllabus with me.

Lorna Mitchell

They're good.

Sivapriya Ramakrishnan

The refined, completely refined the course syllabus with me too. They say curriculum is dynamic and we should make changes with the course syllabus. As and when required for the students. So if I have the course syllabus carried with. Me I can. Make a note of things. What I'm making for

this semester. Right away there. OK, this works fine. This methodology is working fine for these students. I can make a note and write on that particular aspect. Maybe the course syllabus will be another one which I can think about.

Lorna Mitchell

Yeah, that sounds good.

Laura Mitchell

I'm thinking on that on, sorry, Mona.

Lorna Mitchell

I I would think.

Laura Mitchell

No, you don't call you. Go I was just gonna say I think on that. Like we should. We should add paper and pens and everything you know get the yeah the students editing the course syllabus and editing the games as well as Co. Creating these materials for future.

Tunde Varga-Atkins

Study, yeah, I think both of you have said about being flexible to student needs or the accessibility or whatever works for your current cohort. So I think that flexibility or inclusivity around the edges sounds like, yeah, it's nice to capture that. Yeah, so paper and pens. To edit things.

Lorna Mitchell

And I think I like the idea of kind of getting students to create their own games to make a meaning over what you're actually teaching them. I think that would be a great kind of activity to get students to do. Actually, when they're thinking about. You know difficult concepts and how you get them across. I think games is a great way of doing it.

Tunde Varga-Atkins

Yep, so creative gains that that's definitely the flavour of today. So you've been working really hard on this islands. I mean, sounds like your students have brilliant experiences, creative, engaged classes, video. Also, you also need to relax a little bit, So what would be? Your luxury item that you

would choose to bring to the island, which would help you relax off duty teaching.

Sivapriya Ramakrishnan

I have two different view on this. If it is an item I would use, I would choose a headphone to listen to some music, but if it is not an item, I would say I need my office covers and non office however specified above. Good because we are an island. I don't want them to come over all 24 hours a day and ask for something. So I just wanted to take a board card and keep it sane an office. However, it's an office hour, so I just wanted to set out this balance. The work life balance because I I see. Students who come to us, they'll be shooting the e-mail early morning, 1:00 AM, and when I enter the office doctor, did you see the e-mail? I said when today morning 1:00 AM I have sent you that I will be. I said no. I'm just entering my office, it's 7:30 so you know they don't understand the importance that the faculty will have their own things to do and we have to give them time. So I feel these two things would be my choice.

Tunde Varga-Atkins

Uh, I I. I'm sure I can let you have both. In this case you have given a very good rationale for, and a very nice visual concrete example. Of work life. Balance, which I think is so important.

Laura Mitchell

Absolutely, I think so. My luxury item is a Kindle. Uhm, I, I will confess. This is because the the Kindle that I have or you know, any e-reader is is one that lights up, so I could. I could read in the dark when presumably all of the students. Would be sleeping. Or or off on the other side of the island.

Tunde Varga-Atkins

Or emailing you, but you don't look at the emails.

Laura Mitchell

Or emailing me, but I'm not. I'm not taking my laptop as my luxury item for sure. Yeah, because I I just I like to read non academic texts. My spare time.

Tunde Varga-Atkins

Lovely, that's also granted, so you can also barter with music and reading. Looks like with Seba. OK Lorna, what's your luxury?

Lorna Mitchell

Well, it's looking like we need the students to go and hunt for food because none of us. Thinking in relation to that, but I I would well my luxury item, I suppose is clay because I you know, hand build kind of decorative mugs and bowls and I got one here actually. So you see I really do this I've made-up but. And I suppose you know, I.

Tunde Varga-Atkins

Sorry it looks awesome and we will take a photo of it for our listeners.

Lorna Mitchell

But I you know, I, I think it's creative and relaxing, but you also, you know, make something quite useful as well. Which is, I suppose what I like about it. But if I brought the clay, I would. I you said luxury items, so I'm assuming that we have matches maybe? Uh, because obviously I'd need the fire to. Kind of, you know, make the ceramic. But and I think for me, one of the most important things with the matches would be if I could be cheeky. And take matches too or. Assume they're already there is, you know, I I whenever I've kind of I, I've done a lot of backpacking, but you know, sometimes you had a hard day and a campfire. Really come, you know? Cheers everyone up up. You know you know and it's a relaxing thing and it's an opportunity as opposed to. Shared stories, and I I know you were talking about storytelling right at the start, and I think you know that would be a nice thing to do because I I think it's, you know, lectures in particular get a bad press or have done for a while, but I think you know, I think we have to embrace pop the good parts of them as storytelling. You know, because I think that's probably one of the oldest. Way to learn and I love a good story and if someone tells it well, I remember it forever and that's the way I try and approach lectures, obviously with interactive interactivity and everything else. But sometimes I think. It's nice to just share stories and listen to someone tell one really really well.

Sivapriya Ramakrishnan

I think all.

Tunde Varga-Atkins

Your luxury items connected to them because I'm sure with Steve or listening to music, they tell a story. Laura Kimball is about storytelling. And then you've got the fire and the nothing better than tell stories about buy drinks or things that you make from Clay Lorna. So that's lovely.

Laura Mitchell

Yes, Lauren Lauren is going to keep us all alive by by making little bowls so that we have something to drink. Green water out of.

Tunde Varga-Atkins

So sounds like a lovely self sustained islands and good stories has been have been around for a long time and they will be as you say. So that's brilliant. OK, so I think that that's been a really, really enjoyable conversation. Thank you very much. All of you. And so it's time to sail away to our treasure islands together. Thank you for listening to those of us who will be listening. If you enjoyed our episode, you can subscribe to our podcast and then. Also, if you wanted to join as a guest, then the expression of interest form is on our live you DC website and you can also access our blog post. So goodbye for now. And finally a big thank you to our guest today.

Lorna Mitchell

Thank you bye.

Tunde Varga-Atkins

Bye bye.