

Treasure Island Pedagogies Episode 23

Podcast Transcript

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Tunde-Varga Atkins

Hi, this is Tunde-Varga Atkins and this is episode 23 of our treasure and 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 to space for contact time with students, we have three lovely guests today. Doctor Jennifer Johnson, Amy Sampson and Rachel O'Brien. So let's start there with quickly if to introduce yourself, your role and original discipline. And how did you arrive?

Jenny Johnson

Thank you so I'm doctor Jenny Johnson and I programmed director at the University of Liverpool of the MSC in Healthcare Leadership Co. Working with the head of postgraduates in the School of Medicine and my discipline as I work in is in human resource management, thank.

Tunde-Varga Atkins

You thank you Jenny. What about you, Amy?

Amy Sampson

Amy Sampson, based in Cornwall at Fountain University, so we're a predominantly arts space institution and I've been working as head of digital learning there for the last five years, but I've been in our digital education team for about the last five years but in our digital team for the past 10 and I'm very pleased to be on your Island.

Rachelle O'Brien

Hi so yeah, I'm Rochelle O'Brien. I currently work at Durham University but I'm based across the country in Liverpool I'm I'm in Durham Centre for Academic Development which is a centralised team which I'm very glad to

be part of. I have. A fantastic, very playful team. My current role. I'm a senior learning designer. But I also lead part of our PG cap in academic practise. My disciplines have changed a little bit, so I'm just going to sort of state those because a lot of people are surprised with where I started versus where I am right now. So my undergraduate degree is in dance performance and teaching for that absolutely, I was going to be a teacher. That's definitely what I'm gonna do with my life. And then realised that I really am not good with children, so that kind of foiled the plans. So then I over a period of time ended up specialising in digital education and more recently have kind of shifted that a little bit and I. Look at digital education and academic practise as well, so a little bit different, but that's me and.

Tunde-Varga Atkins

That's lovely. It's always amazing to hear all the difference when people start and and how you end up in the current job. And I think that versatility is always benefit betting the the. OK, so we are on our Treasure Island so slowly making the boats going to row that special place when we have this special time with students, whether they are staff or or or students. So can you please or share? Your light bulb. Moments with our listeners today. So this is the moment when you feel. Your students were getting it and what made that happen. And so if you just share one of those of of the probably many.

Jenny Johnson

Well, I I certainly I run something called a beacon project. I got funding for that at the University of Liverpool and this they enabled me to spend some time thinking about team skills and the title was developing team skills to enhance university group work and student employability as student employability has been a personal interest of mine. Many years in that we train people academically, but alongside that knowledge they also need the skills, the expertise, the understanding of self and also how to work in a team. Theme and so my lightbulb moment was on that particular project and we participants that come from undergraduate and postgraduate. But the occupational psychologists were at the end of their occupational psychologist degree and and the fact that they were so enamoured and full of ideas. And realisations as a result of the interventions that we undertook said to me. My goodness me if if they are like this learning about, we use Belbin team roles about Belbin team roles and from doing 1/2 day workshop doing. That what more could people from a totally different discipline in English, medicine, geography, whatever it might be, and who perhaps don't have that understanding yourself. So it really was

taking it to the ultimate with occupational psychologists. Final end of their their masters degrees.

Tunde-Varga Atkins

Thank you Jenny. So going back to to what you were saying. So what? What is it about the burden roles that you think help the students to have this understanding about themselves?

Jenny Johnson

Well, it was very much an active learning situation where we brought together the head of Belbin Team Belbin team roles Belbin company Joe Keeler, the venture director, and she had used the loss of visuals moving people around the room, so one of the things is that they they all get their report in advance when they're allowed to ask for observers. Advanced people, they know what they think of them basically and then they get their own into place assessment at the end. Of that where? They get a report about the self perception inventory, what they think about themselves, but also what 4 observers are saying about them. So that's an interesting pre course available piece of. I suppose learning that's available to them and they read that in advance of the of the actual day itself, and then they come along. Therefore, the degree of preparation but minimal understanding necessarily and Joe Peeler enabled us to stand around the room in our on our own individual aspects of the team roles. And there was a real sense of AHA moments as they realise. Well, that's why I am who I am and what are you least like moving around the room for for your what they call allowable weaknesses. And I think in relation to why I've worked with Belbin team roles for many years, and in fact I've worked with Meredith Belbin himself who created it and wrote it, and I still see him just saw him last year. And we talk a lot around this, so I think I've stayed with Belbin team roles. It's a simple language to use and I love the idea of allowable weaknesses, and I think all too often in academia and and in the world of work as well. We as individual humans are expected to do too much, and if we were enabled instead to work with our brilliance. And then work with other people who who were effectively or allowable weaknesses so are foils. If you like, how if we could learn to work together as absolute opposites, how fantastic that was. Would be and that's something I've I've learned over time. Personally, I I did some work a while ago for for Welsh Government and and we were filmed by the BBC and for me that was an absolute perfect situation. Rochelle will smile at this because the tech was totally sorted for me. I could take with them all the information I needed. And to to set up, I told them exactly how they were and it was perfectly done. The tech was there so I could shine and do my

brilliance. What I'm brilliance. That which is the stage and I'm being there and being a. Presence if you like. Because what gothman talk talks about that backstage was absolutely there, and fundamentally fundamentally supporting me, and that's what we that's the in in building terms. It's it's your monetary evaluate is your completer. Finishers there to support you in order for you to be this shaper that you were made to be but all too often. I think we do expect too much of people, and certainly students need to understand where they are brilliant and think about roles and jobs that are going to enable them to be brilliant.

Tunde-Varga Atkins

And Johnny, that sounds like a really, really useful thing to have for students that self understanding. And also, as you say, preparing them for the future sounds like an idyllic Treasure Island as well. When everyone can complement each other. And any other lightbulb moments or anything that may resonate with you. Me and Rochelle.

Amy Sampson

I think the the point there about allowable weaknesses really resonates, because I always think you know space to fail, especially curriculum and lots of background where a lot is put upon the critique of work and explaining. Kind of, you know, feedback to peers. And it's sometimes we don't allow ourselves that space to fail because you know no one comes into everything. 100% perfect, but it's having a dialogue to say, you know how you might be able to improve, but just that space to actually say you know what? I didn't get it 100% right. I think it's really really valuable. So yeah, I resonate. With that

Rachelle O'Brien

But I think the other thing that's. Really good there as well is encouraging people to be different. I think there's a lot of work that's being done around inclusivity at the minute, and it's really. And and and I think just that encouragement of, you know, we have differences. Let's be brilliant in our differences is is fantastic. And that's something that I see in what you were saying. There Jenny, and something that I'm really passionate about and think is really important. So yeah, that.

Tunde-Varga Atkins

Great, any other light bulb moment.

Amy Sampson

So I guess, but prior to this role mean I've always worked in kind of learning technology and digital learning, and I always found with learning technologies you get. Very much associated with the BLE. It's like oh you're the BLE people, you just fix the BLE and to a certain extent yes. There's part of that, but we will kind of practitioners and experts and pedicle to ourselves and always try when someone gives me a problem. Like he said, you've got real issue with people engaging with this or an activity that doesn't quite work like that's. 100%. When learning technologies tend to thrive and. We had we have like. A lot of. Group assessment within our institution, and I think you know, a lot of universities do, and you tend to have the same kind of feedback coming back about certain group members. Maybe not engaging, and that being a problem for kind of group dynamics and working together as a group. And I remember. Kind of when the first set of kind of digital collaboration tools started coming around. So looking at Google in particular and. The academic is coming to us saying, you know, but a real issue with our students working on essays together. I mean, this is a while back there, but so my light bulb moment was just going in there and kind of saying, well, actually you know there's some really great collaboration tools that you could be using and it's just like to me. Just a simple Google doc. But I remember students that we were interested in introducing this to you. And the staff just never used it before. Fundamentally, for us, it was doing it in the session, so having it up on the board, everybody working on a project or something together. And that was great. And then showed that I wasn't just the BLE person and that revolutionised kind of at that point. You know, assignment, writing involving several individuals, but on the whole, now you know digital collaboration tools. Where would we be without them and? For me, if I was taking anything to your Treasure Island, it would be be. The invention and the use of digital collaborative tools. Because the last couple of years, we've you know fundamentally relied on tools such as teams, so we would be doing this if it wasn't for teams. So I think now having a world where you didn't have that collaboration and it, it's just as valuable for those students on campus as it is off campus and. Universally used, you know, after they leave university as well, I just think that is the linchpin is the core of a lot of what we're trying to do as educators is getting students to come together to discuss to work on things. And yeah, it it's I mean excited to see how that develops and how how it changes. But yeah, I think that for me is a definite lightbulb moment. Just having that instant communication with peers across countries is is fantastic.

Tunde-Varga Atkins

And and as you say, it's also starting with the educational problem and how you can shift your narrative or what what your role is in terms of your own practise. But yeah, I I think I did the reflect back to I think it was Etherpad origin. Can't even before Google bought out this synchronous writing tool and now it's like second nature is and everyone is working together in Office 365 documents and and so on. OK and Pasha, what about your nightfall moment?

Rachelle O'Brien

So my lightbulb moment. Now, this is possibly a little bit different. That's kind of standard for me. You'll you'll realise this so. I came to teaching and I realised that I didn't want to teach children, but then I kind of started to think Oh well, maybe I quite like teaching adults, but it's quite difficult if you aren't on an academic track or if you don't have a PhD to get into teaching. Certainly in my discipline, so I came in via digital education as a learning technologist and then more recently a learning design. Essentially, a chance was taken on me in Durham where they said you can teach. Go for it. So this is how I sort of came about, leading part of our PG cap. Now when I started I had this real idea in my head of what teaching was or what it meant to be an educator, and I'd done lots of study. I was very fortunate that I'd gone and done a masters. With the University of Edinburgh, so I had a real great theoretical educational background. Great understanding of pedagogy, however, didn't actually know how to teach. And I realised this and it was a little bit shocking to me and I think my real light bulb moment was when I realised that and I realised that because other people were challenging the way that I think. And when I say other people, I need my students and it suddenly occurred to me that actually if I wanted to get the best. Out of the people. The people that I was interacting with and if I wanted them to get the best for themselves, I needed to stop going into a room and asking questions and I needed to start supporting people in figuring out how they could ask questions themselves. So that really shifted my practise and it shifted my approach because I don't go into a class now and start the class and say well today these are all of the things that you're going to learn from me because I mean I know things about things but I I don't really have any expertise in anything, but I think that people bring expertise from their own. Experiences and. I am in a position where I can scaffold that and I can give them the tools to go and do that exploration themselves. So my lightbulb moment was when I realised that my own thinking was being challenged by the questions that other people were asking me. So I hope I hope that is fairly clear and OK.

Tunde-Varga Atkins

Yeah, it's a. It's a great moment of of of shift again that you're describing. And yeah, I I was just gonna ask Jenny and Amy if did. Did you have a similar experiences around this?

Jenny Johnson

Yeah, I remember recently I was talking in in class. And very much asking questions about oh, you know the the what what? What do you think are some of the key things affecting potential HR decision making today, economically and one of the students that will definitely costs of living? Isis and a UK student and an international student put up his hand and said, how dare you use the word crisis? You don't know the meaning of the word crisis. Let you tell me about Christ in my country and he talked about crisis with no government support whatsoever with absolute destitution, absolute, not relative. Poverty but absolute poverty, where people without a job cannot afford food they cannot afford accommodation, they're living on the streets, and there is absolutely no governmental support for those people. And he talked for about 5 minutes and. At that point then I brought in Perma crisis, being the word of the year last year and and the whole of the that the the whole of the room. We could have stopped at that moment. I learned more from that student in those moments, and I think many of that class did as well than we could have talked about economic theory till the cows came home. Relate your perspective so. Bringing in their knowledge, understanding and learning from others, absolutely with you, Michelle and. That's brilliant point, thank you.

Amy Sampson

If I resonated with your point about kind of non traditional roots into academia. And having that professional standing, you know it very much is, you know either ref or not ref. Or your team you've got and a lot. Of our. Lecturers and practitioners first, you know they're they're incredibly experienced dancers or makers and they come into education for. For a passion for education and and helping the students. But a lot of them don't have. You know traditional PHD's or whatever and they're working towards it. And for me, that's when we had an internal course. We still run it online for our PGH. E and bringing those people together. And them all learning from each other. And a lot of the time they you know they're 100% are amazing educators. They wouldn't be where they are, but they just

didn't necessarily have the terms. So they'd explain something, but Oh well, that's constructive. Simon, you already know it, it's just essentially putting a badge on something that they've been doing innately for years. And and that's really powerful because you know they're all sharing practise and it's a passion for education that brings them together. And so, yeah, you might not have a doctorate yet, but you're working towards it and your students and you're amazing. So that's that's more important.

Tunde-Varga Atkins

And that OK. So we, it's time to you have lots of light. Moments and lots of similarities and such richness around team based learning, learning from each other. Creating this diversity in the classroom where you can have allowable weaknesses and. And experiment and explore together. Ask important questions. So let's prepare our little boat to this Treasure Island a little bit. So what would you? We're not sneak into it, but what would you bring with you? What teaching props or pedagogies? And would you bring to this Treasure Island? Create a really good experience for our students.

Jenny Johnson

I would bring my 9 chairs so I've got 9 little chairs and I sent a picture of those and and I discovered those a while ago and for me they represent 9 Belbin team roles and the 9 Belbin team roles gives a chance for said before of understanding who we are. And where we are brilliant. But also taking it well beyond that as well. How can we can move then into a group setting that we're often asked to do within a university situation, and then how we can become a team? And all too often, when we're faced with difference and opposite, and this is in relation to our behaviours. So Belbin team roles looks to our behaviours, we find it very difficult indeed and when we are particularly weak at something in terms of our allowable weaknesses, we find it all even more difficult to work with those kinds of people. Unless we have the knowledge and the expertise which then enable us to appreciate and really value those people. And so I I see it move, I see it moving on a journey. And on our boat and on our island. In discovering where we are all brilliant and where we are able to contribute because we need to be a team on the island, wouldn't we need to be able to work together and live together? And we wouldn't have as many people as normal to rely upon as so where we had like a deficit of roles effectively would be helpful knowing. And also where as I keep saying we are absolutely brilliant and where we shine. So it's our shining character. It's our shining team roles and then our our our weaknesses and so mine 9 little chairs represent that. And in my picture I put them in a circle. Because I I I work with lots of different thinking where they could all be

and I and there was no one that was better than the other and it can't that we can't have one that's better than the other. And that's the beauty about team roles. Is that every single person within that team is of equal value. They're of equal importance, and every single one of those team roles is equally important. And yet all too often in a work sense, and indeed in a student sense, some types of individual are more likely to gain the upper hand and other types of individual more likely to be pushed aside. That's the opposite. When we work together collectively and cohesively as working teams, because a shaper. Within with knowledge of other will know how to step back and how to allow that complete a finisher to do their job or how to allow the the team worker to bring the bonding to bring the team together and much as they may be very good at dynamic and thriving on pressure and overcoming obstacles. The shapers they still need to have those complete finishes alongside them to help with that painstaking, conscientious polishing and perfecting. So that relationship between people, I think, is encapsulated in my 9 little chairs.

Tunde-Varga Atkins

Lovely, so we've got these lovely colourful chair, probably around less with them around our fire on the island. So what else would we?

Amy Sampson

It's very practical having chairs as well on the just shortly fallen trees or anything. Well, I was gonna bring a camera with me on on the island and again mention we're kind of very arts based, but a lot of our students kind of use cameras and image to document and work in various stages. We do a lot of reflective. Practise as part of our curriculum and and quite often where students are using kind of journaling to document their. S You know picture paints 1000 words and having those cameras be on your phone and you know a stand alone camera to help document or or see how far you've come and capture things that are important. Things that inspire you but also to share with at a later date. So hopefully if we have. A left or island. We could show. Our loved ones. What it was like. And and that picture would would do. A lot. Words can't, and you know a lot of our activities, especially in the initial stages of summer, online courses is our students showing where they are, what where they're studying, what their studio space looks like, and you know, studio space might just be a. A tiny corner of a desk for one person, or it might be a massive. You know, not like in the House thing with lots of paint and stuff everywhere. But you know, conveys a lot and image and that would be. Definitely be my luxury item to take. With us

Tunde-Varga Atkins

Yes, so that's it. That's a brilliant one. And Amy as you were talking, it just made me also flashback. I don't know. Ten 1520 years ago how a camera wasn't really as available to everybody and and now you can really ask students. To most of them will have access to. To do that kind of technology and it's so much easier to share these images as well so that it just because you were talking about technologies, it just made me realise how how technology has advanced in that sense as well. Rachel, what teaching proper pedagogy would you bring to the island?

Rachelle O'Brien

So I'm going to be a little bit naughty here. I'm going to bring. I'm going to bring a box and my box is going to have surprises in it. So I've recently started a PhD and the thing that I'm looking at in my PhD is surprise and its use in. Teaching and learning. So within my. Box you would find things like a couple of pieces of Lego. There would be a sparkler. There would be a kinder egg. There would be some magic. You're not going to know what that is, because it's magic. There would be a pinata because why not. We'd have a couple of novels with twist endings and there'd also be the new TV show on Netflix Kaleidoscope because that has a choose your own adventure type feel and a kinda like that kind of thing. And it's about heists. And you know that's a bit exciting. So the reason that I'm bringing this box of random bits and bobs as I'm going to call my box of surprises is because I'm very. Much of the belief. And I very much enjoy taking items that aren't necessarily designed to be used in a certain way, and changing how they're used. A good example of that is using tools like Microsoft OneNote to create escape rooms, which kind of ties into what Amy was saying about collaboration tools. So I very much enjoy. Just picking at the edges of things and seeing what their capabilities are in different contexts. So I'm thinking around this island. I might find things that I can make surprising, and then I can create some unexpected opportunities for people to engage with and experience and. Some people might find that really good, and some people might find that terrifying, so there will always be an. Opt out. So they that's that's what's in my box.

Tunde-Varga Atkins

That is amazing that cabinet of curiosities, or a box of surprise that that sounds great. Rachel, I'm going to challenge Amy and Jenny here. What what else would you put? Would you want to just put a random item into Rachel's Box as well?

Amy Sampson

Oh an animal. Just to throw it out there, just because they're.

Rachelle O'Brien

Unpredictable like a rabbit in a heart.

Amy Sampson

Yeah, something like that. Just like an edible just because it might start eating some of your things, or you know, change it into even more unusual things, but.

Rachelle O'Brien

Yeah, hopefully not the kinder egg because I kind of. Want to eat that?

Jenny Johnson

I'm I'm always practical, so I'd be always what what do we need on the island that we could also make random? So I'd be looking at fishing rod. I think something like that, so we could actually eat. When we were there and survive.

Tunde-Varga Atkins

Good, but I think, yeah, that that's always Rochelle. I guess what you're also talking about is is that how? By making these Connexions to render things, you can sometimes bring out some new insights in whatever you are exploring. So yeah, we'll be lovely to hear about your research when you get near that. Yeah, OK, so we have the chairs. The camera. We've got a box which is sounds all exciting. Is there any? Something else we've got fishing rods and what was it? Amy the last bit that an animal and I, you know.

Amy Sampson

I mean go with the rabbit in the hat.

Tunde-Varga Atkins

And hope they wanted the chocolate OK, is there anything else that you could imagine adding into this mix? Perhaps to create a good experience

for students or or any ways that you could use Denny's chest or Rochelle's box.

Rachelle O'Brien

See, I think I'd quite like to make Jenny's chairs into a tower so I could stand really high and see if there's any cool things to see on the ground, but then that might not be very practical, so we'll pretend it's really practical and it makes a nice sturdy tower. So you've got a nice lookout point, and it would also give you a little bit of solitude as well, just. In the air away from everybody else. So I think that might be quite nice that. Says a lot. About me, doesn't it?

Jenny Johnson

We're under, I'm react I'm reacting to that and I'm thinking Michelle, we're going to be a team here it's not the Solid creed to place on there. You can walk up a hill or a mountain and go and see that no, I see us as having all our nine chairs around and sitting on them and choosing. Different place to sit and being representative and talking about it and loving a fire pit in the middle, that's how. I see it a real team camaraderie, place of togetherness. Rather less solitary space.

Rachelle O'Brien

Was nothing surprising about that.

Jenny Johnson

Well, you don't know the conversations with my. Child don't prompt you.

Rachelle O'Brien

Please, I'm the I guess the chairs could also be facing outwards and you could play musical chairs.

Jenny Johnson

If you want to too, yes, thanks leader here.

Tunde-Varga Atkins

I was waiting for your dance training Rochelle to emerge at some point. Is there any way that that you sometimes maybe bring your original discipline into your teacher?

Rachelle O'Brien

I think I think absolutely the creativity side of it. I don't enter rooms and burst into interpretive dance, although people often like to use that as an analogy of a way to change up your assessment. Because that's like the least likely thing somebody would do, which as somebody who actually like, has a degree. In that it's it can.

Amy Sampson

Be a little bit insulting.

Rachelle O'Brien

Anyway, that's a very different conversation and and yeah, for sure the creativity side and also the I guess looking at things from a different perspective and. Like Amy was saying about documenting and journaling and things like that. To understand your own thought processes, I think that. Is really really helpful from like a.

Jenny Johnson

Reflection perspective, that's really hard, because like.

Tunde-Varga Atkins

OK, thank you so finally. Oh Amy, were you gonna add something gone?

Amy Sampson

What else going on? Yeah, look just thinking about. Was that thinking how things to kinder egg? Because potentially. Inside that kinder egg might be all those spots for like a boat, that that would be our escape or something. There could be anything about Kinder egg, you know.

Rachelle O'Brien

I like this idea.

Tunde-Varga Atkins

I think there's the Russian. Doll opportunity here, isn't it? The boxes within boxes and kinder eggs within or even Lego you could be under your little boat with the Lego.

Rachelle O'Brien

You could what would? It be waterproof because there's gaps isn't there. Maybe we could use the chairs on the.

Tunde-Varga Atkins

Logo while I am sure that the Jenny's team roles you could figure out someone who has got. The boat building. Expertise in the crowd. OK, so I think we we talked about doing things together as a team. We talked about reflecting where you might need students who have their own space where they can reflect on their own or their experience and also as educators. You also need time to relax off duty. So on now the final part of of the. This discussion is around your. I would just love to hear what luxury items you would bring so this is purely not for not work reasons. This is when you want to relax off duty in the islands. So what would your items be?

Amy Sampson

And like he said items today because I couldn't decide between 21. Was like well. I'd well my. First item would definitely be a radio like I. I feel you know music is just so powerful and working in this space and a lot of time on screens. And you know, I always kind of totally advocate for audio and. Well, it's great you could do that on a video, but we'll do it as an audio recording, and I say it's really transform this of music and you can take you somewhere totally different whether it be spoken, web, music, sound, that was one, and then my other one. If I'm allowed to. Would be a book, would just any book just cause? Again, it's a great form of escapism. Probably a big book if we're.

Jenny Johnson

Going to be.

Amy Sampson

A man them for a while that would be. My 2 items.

Tunde-Varga Atkins

OK, we can let you maybe sneak it in there if we are if you're lucky.
OK, Danny.

Jenny Johnson

Yeah, I by chance heard Malcolm Walker from Iceland Foods they're talking about on Desert Island Discs at the weekend and he was saying he would take a big cooking pot with him and I. And so where we and I was thinking about the the luxury item. I was really considering. Being a very practical, practical items, what I need and I I need food, water, shelter and so. Therefore I take a glamping tent and all inclusive very high quality, high spec glamping tent with everything in it and I would have my cooking pot. It would help me my shelter very strong shelter. It would have all my bedding in there. Probably the bed. And I would make sure that absolutely it was a luxury it. But with this idea of teams as well, I could also have a few extra beds for the campus that at times if I wanted to allow them in. As well.

Tunde-Varga Atkins

Yeah, ohh that's very nice of you Jenny. That's all we definitely want to be shipwrecked on an island with you. Could you have everything sorted?

Jenny Johnson

Just about practically very practical. I don't see the point having a book if I've got no shelter over. My head, but that's me.

Tunde-Varga Atkins

OK, what about you Russell?

Rachelle O'Brien

So because in my spare time from teaching I still enjoy teaching, I would bring an emotional support animal and I'm thinking specifically a dog. So no offence to the cat lovers. I'm sorry and preferably a breed that is fairly trainable so that I can spend my downtime. Enjoying playing with the dog and training it and it can enjoy swimming in the sea and digging in the sand because that is definitely what dogs like to do, especially my dogs. So yeah, I I would bring an emotional support animal who would be friends with the rabbit in the surprise box.

Amy Sampson

We can dog feed.

Rachelle O'Brien

No, no, definitely not no. And it could potentially pull the boat if it likes swimming and swimming a lot. I'm thinking about Huskies here. I don't know where the dogs actually could do that. We can find out.

Amy Sampson

Well, they definitely can. We we used to have this life saving dog that was very well known. I'm here but it just I think it's like Frank Bernard or something. But yeah, he used to kind of pull people. Through the water, so I think that would.

Rachelle O'Brien

Be fine, there we go. Very practical as well, clearly.

Tunde-Varga Atkins

That's amazing, I'll escape the already sorted and and also most importantly, the relaxing time I think. Yeah, defining me OK so thank you so much for for the discussion. I really enjoyed it, so it's time to sail away from our island. Thank you for our guests. For listen. And if you enjoy the podcast, please subscribe on our platform. And if you are interested to join as a guest, you can find it on our live Uni Cie podcast website where you can also access our blogs and previous podcasts. So goodbye for now and finally a big thank you to our three guests today.

Jenny Johnson

Goodbye, thank you very much.