

## Treasure Island Pedagogies: Episode 4

### Podcast Transcript

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#### **Tünde Varga-Atkins**

Hello everybody welcome to Treasure Island pedagogies and this is a podcast by the centre for innovation in education at the Liverpool University? What we've asked you to do is share a light bulb moments with your students so if we imagine instead of desert. Islands there on Treasure Island with students. You know when the treasure is there light bulb moments you know the learning.

#### **Tünde Varga-Atkins**

Can you talk a little bit little bit about what you will I bought moment was you know just choose one one of those probably many that you have had and what made that happen.

#### **Marieke Riethof**

I'm Marieke Riethof and I'm in the Department of modern languages and I worked as a specialist in Latin American politics. So just a little bit of an anecdote one of the countries said I'm interested in.

#### **Marieke Riethof**

Chilli and chilli has an overseas territory that is still regional data.

#### **Marieke Riethof**

No, that's Italian said. So the one for number silence. Sorry just wanted to mention that start I've.

**Tünde Varga-Atkins**

That's fantastic. Thank you so much that's brilliant. Yeah.

**Marieke Riethof**

So I've never been there, but it's still possibility so I've had many light bulb moments since I started preparing for the well further adjustments for to the pandemic, but my main light bulb moment was shared documents.

**Marieke Riethof**

And that's not something you but because students used that already for group assignments of my modules. But I start to think about shared documents as a way, which students could work together without needing a video calls or very kind of good Internet connexion and I could also potentially work in their own time together to create a timeline for example, which I would usually do.

**Marieke Riethof**

And paper but actually the digital format gives them a lot of opportunities for creativity.

**Tünde Varga-Atkins**

Yes, and can you can you talk a little bit how they've used it or what the you know what? Why do you know it's a light bulb for them.

**Marieke Riethof**

But I've asked my students to to create some short presentations for documents in preparation for seminars and I guess I'm quite a wide remit and also a number of different platforms.

**Marieke Riethof**

In terms of software to to create these these items.

**Marieke Riethof**

And in one case, I asked him to create a timeline of the cause war because we're in Latin America and, in this timeline. They had to show that they understood the different definitions of the Cold War that we discussed in class and also you know the key events would I choose so they had to provide both an individual.

**Marieke Riethof**

Inputs and and group coordination and I was really impressed by the range of different timelines stay created from a Word document to really elaborate. PowerPoint presentations and I was very impressed by your birthday is strange.

**Marieke Riethof**

It is.

**Tünde Varga-Atkins**

Yeah, and so you obviously had a sense of also the collaborations that reach different outcomes and did you also then discuss this timelines together as a group?

**Marieke Riethof**

Yes, so if they have to present our timelines in an online seminar and zoom so they learn to practise screen sharing coordinating a very small group.

**Marieke Riethof**

They should answering questions so it was also about the skills of the online environment and I posted it under discussion board.

**Tünde Varga-Atkins**

Great thank you Marieke that's lovely to hear and yeah. That sounds like lots of light bulb moments in the different groups as well. Chris I think would you like to share your light bulb moment?

**Chris Barlow**

Yeah, Well, you have thanks for that marika really interesting to go through and hear about how you made. The changes to sharing documents online for the students to prepare in advance of seminars think it's a great idea. I'm Chris Barlow. I lecture on the accounting and finance undergraduate programme in the University of Liverpool Management.

**Chris Barlow**

So my light bulb moment as opposed was.

**Chris Barlow**

Over the summer after I sat there staring at a computer screen. Like most of us probably did during the summer months focused around student engagement because I think that was my biggest concern as we moved into this world of hybrid active learning is that it will potentially become hybrid in active learning as the students are actually sat there doing

nothing whatsoever. So I thought? How can I ensure that my first year undergraduate skills module?

**Chris Barlow**

Which you know?

**Chris Barlow**

Is relatively straight forward for first year students a lot of it is common sense? How could I make sure that they actively engage and partake within that module so I was thinking about various different ways of what I could do to get them involved. I just thought, What's the? What's the carrot that you can dangle in front of a student that will make them grab that carrot straight away and.

**Chris Barlow**

Having taught at the University for nearly 5 years now. I've come to the realisation that the only thing that you can sometimes dangle in front of students is marks marks that count towards the final actual outcome of the module. So I thought right now. Its first year so it it. The students only need to pass. They want to try and score as highly as possible So what I did is I integrated some skills tasks into the module on an ongoing basis.

**Chris Barlow**

There's a series of 6 different skills tasks each one is worth 5%, so I'm a.

**Chris Barlow**

A poor performance on one isn't going to be damaging overall so students may miss it because they're not on top of things. But it does give them opportunity each week. To actually engage in the process and what's going on so it's been quite successful. At least I perceive it to be that way.

So far, you know, so one of the first tasks that we did was around networking and in previous years I've set the students a task that was not part of a summative assessment to get them to create a LinkedIn profile.

**Chris Barlow**

I need.

**Chris Barlow**

Get a dozen students that will create a LinkedIn profile, which is a start but that was just asking them out of the kindness of my own heart to create a LinkedIn profile and extol the benefits about how it's going to help them in the world of employability. But for the other 100 students. I may have just banged my head against a brick wall and said, yeah do whatever you want with regards to employability come back to me in 3 years. When you might not have a graduate job what I went through and it won the task was to go through and set them a challenge to create a LinkedIn profile.

**Chris Barlow**

It was 5 tasks within their each one that they completed was 1% of the module that how many complete.

**Chris Barlow**

All of them.

**Chris Barlow**

As 115 students now on LinkedIn similar as well. There's a skills focused around careers. So we do focus heavily on the academic skills, but also employability skills. So I thought like what all the task and I set them in relation to careers. I know we've got a brand new platform called handshake. So let's go through there and get the students on

handshake and get them to understand how it goes through an works and again. How many of them have been on handshake.

**Chris Barlow**

All of them OK why? Because it counts for 5% of the module if I turn right to the students and said right this week. I'd like you to go and look at events that are advertised on handshake. I'd like you to go through and follow employers. I'd like you to message students that are in a graduate role that previously being on the accounting and finance students or on the accounting and finance programme. I reckon I could count the number of people that would do that on one hand, maybe using one finger as well.

**Chris Barlow**

As soon as you say this is 5% of the module.

**Chris Barlow**

Everybody gets into it and everybody engages so hopefully now they're going to grow the network on LinkedIn. They gonna understand handshake that little bit better and then I put in task there in relation to the library an referencing I've put Tassin in relation to commercial awareness and put tasks in in relation to organisation and planning an online video presentations and well.

**Chris Barlow**

As well so yeah, it.

**Chris Barlow**

If I wasn't too sure about how successful it's going to be, but in terms of student engagement.

**Chris Barlow**

It's got them hook line and sinker.

**Tünde Varga-Atkins**

Yeah, fantastic results you talked about you, making them connect with the accounting and financing finance student so a number of these skills are I suppose generic academic skills and you know things that they have any graduate. We need but I'm also interested in what was the thing that so you seem to have also hooked up mean in terms of your disciplinary engagement and your disciplinary networks.

**Tünde Varga-Atkins**

Right so can you comment on them?

**Chris Barlow**

No definitely though, so we actually got an email from one of our students that graduated last year. They had secured a graduate job at Deloitte and while the task was to go through and and message, a former student and she's had a considerable number of messages from students so she got in touch to say look.

**Chris Barlow**

I really want to go back to all these June but I might not have the time so it has just got the students to reach out not just to students on the programme in their year group, but also students who recently left us and the LinkedIn task as well as encourage them to join clubs and SoC so the accounting and finance. SoC got them to link with peers on on the years above so it has worked in terms of creating a bit of a community when it's quite a challenging time to do.

Low.

**Tünde Varga-Atkins**

Great thank you. Chris thanks for sharing your Bible moment and can I ask Jennifer you for you to share one of yours?

**Joel Haddley**

Hi.

**Jennifer Klunder-Rosser**

Everyone I'm I just wanna say Festival Crescent really impressed by the lengths. She goes to bribe students to get involved. I think that's brilliant.

**Jennifer Klunder-Rosser**

So with that I'm just thinking to work out how I can do that.

**Jennifer Klunder-Rosser**

Sounds brilliant, Anne my name is Jennifer Cleanser Asaana Lecturer in nothing. I'm telling you the University only joins in summer from one of the Manchester University's there's been a bit of a baptism of fire and I both want my light bulb moment is at.

**Jennifer Klunder-Rosser**

Say, a little.

**Jennifer Klunder-Rosser**

While got my papers in situation, I've not really been here long enough.

**Jennifer Klunder-Rosser**

But then I came in my clinical backgrounds. I've made sure much warm sister in theatres at Metro Centre in Manchester, so going from that to coming into like academia was a bit of a definite changing career and a definite change in pace and when I first came into teaching was variable. No couldn't quite work out my own style very aware of what you were meant to be doing and what University teaching was meant to be like rather than necessarily what I was like as a team.

### **Jennifer Klunder-Rosser**

And I do a lot of trauma and for Global Health Global Health is my thought baby global surgery is my baby research wise and I was teaching sort of a?

### **Jennifer Klunder-Rosser**

Global health module where?

### **Jennifer Klunder-Rosser**

I was looking at an communicable Malcolm equals these days and sort of nursing cabin multi organisational. Karen that kind of thing and it has a bit of a light bulb moment just having today been at the time as in what was wrong with that particular day, too much coffee probably in a little bit fed up.

### **Jennifer Klunder-Rosser**

And I kind of came up with this idea instead of Justice doing kind of lectures like I thought you were supposed to do is basically creating a whole sort of scenario where basically I had been on his familiar with the drug free. Manchester civil war in the.uk between Scotland and England and Manchester became the centre of the government and the M 60 Ring Road, which runs around Manchester. Basically everything outside of that

was Scottish territory everything inside was English Territory, and I have the students being.

### **Jennifer Klunder-Rosser**

It's like humanitarian wars. I'm basically and the students were given varying groups varying different roles of the World Health Organisation. The un.uk government. You know major charities. All this different sort stuff and I basically gave them or loads of different information and sent the mail off to go and plan a response and come back and brief the press at the end of the briefing me and my friend who's the next sorry athletic just have not football planning anything with a lot of crazy when we're doing, it, we have so much fun.

### **Tünde Varga-Atkins**

Find amazing yes.

### **Jennifer Klunder-Rosser**

Anne.

### **Jennifer Klunder-Rosser**

I've got about it was a lot of fun planning it and it was, it was off the back and we did, too added city sort of detailed in that latches on varying structures of global healthcare and all that kind of stuff but it's quite hard. It was the second year students and.

### **Jennifer Klunder-Rosser**

The last thing you haven't worked and that staffing. It's just so much information take on board and it's you know all these names organisations you've heard off you don't really understand what they do.

### **Jennifer Klunder-Rosser**

Then we just added this one particular session this and massive groups. Now they don't run around about 4 hours work like a 45 minute press briefing and then the students who hours plants in Ariosa. Unlike collaborate in between the groups and then he came back to both the press at the end, which was me and it was a real light bulb moment but the session was well the best sessions. I have ever tour and is still ever tour. I've run a few times since.

### **Jennifer Klunder-Rosser**

In varying different scenarios, an it, it was, I got the best engagement. The students have an absolute ball because it's a little bit more fun than just sitting in a lecture. It's fun learning. It sounds really kind of patronising but it's any can actually apply. All that Theatre is set in time. We actually got to apply it. But in nursing as probably any other professional degree. They get so much thinking about their careers. They qualify thinking about how the skills. They need to pick up immediately that it so North gets look at the bigger picture of other things.

### **Jennifer Klunder-Rosser**

That are going on in the world.

### **Jennifer Klunder-Rosser**

So I've always hated it smaller sessions always get really, really good feedback for and it kind of my light bulb moment form it was that you.

### **Jennifer Klunder-Rosser**

A active learning works from Lee enough that's why the weeks that she's at work because it does, but also I think it's a teacher. You kind of get used

to what your style that suits. You you know, I sit and watch colleagues who teach lectures and really creative interesting ways, but I know I can't pull that off and so kind of relaxing thinking now that I have a set teaching style and it's okay. For its beloved different from what my colleagues are and as long as it's working for the students then.

**Jennifer Klunder-Rosser**

Then I won't happy really.

**Tünde Varga-Atkins**

You mentioned that this task also sees the bigger picture in terms of their profession and also in in that sense, the press briefing? What is it that adds to the cause I'm guessing that is you mentioned 2 groups or are they doing similar things.

**Jennifer Klunder-Rosser**

So I have 6 different groups. If this is living doesn't go agencies, which is if anyone have been involved in humanitarian. I got some work in Uganda and things clinical work in Uganda is double that if you ever involved in that kind of setting or even just in the NHS.

**Tünde Varga-Atkins**

Die okay.

**Jennifer Klunder-Rosser**

There's so many different organisations involved in doing anything as the property is in every profession ever. There's just multiple multiple people.

**Jennifer Klunder-Rosser**

And communication isn't always great between those organisations and it's trying to get them to think about into collaboration collaboration colleagues and thinking more about the news that I gave them details essentially a little bit like you see in the media. When you hear about what's happening in Yemen or hear about covert you get a press briefing about Facebook.

**Tünde Varga-Atkins**

I was just gonna say it's very topical before situation isn't it.

**Jennifer Klunder-Rosser**

Well, you will Celine about, she did not actually did one based around A Bola and that was not that long ago. Another Kyle Gotham, jinxing the world, but

**Jennifer Klunder-Rosser**

It was that.

**Jennifer Klunder-Rosser**

It was.

**Tünde Varga-Atkins**

You put that in the world, having a passion for the situation yes.

Shut up.

**Jennifer Klunder-Rosser**

Preparation yeah, the the whole point of the press briefing at the end of it was that that that is how this information gets related very often, and the

idea of this noise that they were given different information. I told them the initial kind of starting off. But if they wanted to plan a proper response than they needed to collaborate with the other organisations that needed to designated spokesperson. Anne that spokesperson needed to talk to other organisations coz they all had little different bits of information.

### **Jennifer Klunder-Rosser**

And I think the first time I did it, either had 6 groups 5 groups absolutely run with it and had an absolute ball on one particular group didn't really they just couldn't get on board with it. I had a young girl who's that EA. He just kept on in TL. They do throughout and also put logistically triage is useless by itself. Triage is great. But if you cant get patients hospital. It's really pointless. Those trying to think about that. And when they did. The present at each organisation did a presentation to the press basically with designated spokesperson.

### **Jennifer Klunder-Rosser**

And it's a bit of both her feedback here competition as well.

### **Jennifer Klunder-Rosser**

Is this particular groups of engagement first and their presentation was not particularly Arthur out? It was like 2 seconds long and like I was just going to do this and then the rest of the group stood up and like work and warmth any happy brilliantly creative really, really well thought out responses and came up with some stuff that I think I could never taught you to come up with this, you've done that all on your own.

### **Jennifer Klunder-Rosser**

Anne, and there's a lot little, but you could see the one group you weren't that bothered by the end of it being ashamed. Not fair words, but a little bit like ohh yeah case, everyone else has actually gone for this and will be deeply happen. There was a little bit of peer competition as those, but it was just but it was fun. It was a fun session. It's fun for the students and it's fun to teach, which is nice. You don't always get that I don't think.

### **Tünde Varga-Atkins**

Great sand and ice it sounds like I was just imagining a ceiling full of light bulbs here for that. Coz I think lovely. The intergroup collaboration and communication is mirroring life and that's how the group task worked as well, which I think is again very authentic is in it. Thank you. Thank you for sharing this. Joe last but not least can you share with one of your light bulb moments with us please?

### **Joel Haddley**

Sure, so I'm Joel Hadley. I'm from Department of Mathematical Sciences. I lead the mathematics centre for enhancement.

### **Joel Haddley**

In education, we have also restructured our assessments for covert so I think Chris in the spirit of collegial debate. I hope you don't mind me, saying we, we've moved away from the model that you've moved to because what we found them. So so that the literature. Quite often is equates stakes with value, but you know, I don't gamble. But if you ever go

to play roulette. Then you'll know that stakes is not the same as value. You can bet on different stakes with the same value.

**Joel Haddley**

So so I would.

**Joel Haddley**

Say that I'm a model with.

**Joel Haddley**

Lots of high stakes, low value assessments what we found.

**Joel Haddley**

Is that the student centre to have quite strategic engagement with it? It was about doing it and getting it done? Not so much learning from it. An students tended to equate effort with quality, which was something that lasted into future years. I tried my I tried \*\*\*\* \*\* this? Why didn't I do well.

**Joel Haddley**

And we found it was quite difficult to communicate standards are chunks were much smaller than the ones Chris prescribed so it probably is a different model that we're moving away from so then the model. We have now is nearly all of our modules are 5050 so 50 marks in semester, which is chunked into chunks no less than 10%.

**Joel Haddley**

Supported by formative and then 50% at the end, so that's a balance between using the assessment in semester to motivate or allowing time for a simulation with some.

**Joel Haddley**

And.

**Joel Haddley**

And so we've been able to have to fulfil their clearer description of standards rather than it just being about the students getting the work done so, so that was the light bulb moment.

**Tünde Varga-Atkins**

Lovely think it's very topical as well in terms of student engagement, OK any any thoughts before we move on to teaching props any reflections from your for light bulb moment or?

**Marieke Riethof**

Yeah, I was really interested to hear about Jens.

**Marieke Riethof**

Kind of role play simulation.

**Marieke Riethof**

I do, I'm actually planning next week to do somethings well. Not quite similar, but I'm asking students to undertake a role play exercise. So I would be really interested to know how do you do that on an online platform so I've been doing this for it for years so students have to negotiate a Democratic transition between different actors in in Latin students love it, but um.

**Marieke Riethof**

Trying to think of her.

**Marieke Riethof**

Good ways to do this online so it would be great to hear how are how you would do that so?

**Jennifer Klunder-Rosser**

I don't know about your friend and that's so interesting. I found the whole idea really, really interesting and I don't know about it. I I found it. It's a shame a lot the way I like teachers by doing a lot of collaboration discussion and I found it really difficult doing that online. Just don't get that same kind of cover off the hook connexion.

**Jennifer Klunder-Rosser**

But I know what I can do. I teach a lot of anatomy and Physiology, which again can be quite intense and applying pure science to clinical practise can be quite challenging, and one of the things I've done, which I haven't the modules not finished yet, so I don't know how this will evaluate or what the students really feel. They've got the value from yet, but try and get that similar kind of group.

**Jennifer Klunder-Rosser**

Engagement stays open using clinical case scenarios where they learn about particular physiological system and then they go into groups and work on different case scenarios based around that. Well because of the varying, wonderful varying roles of Cove is at the start of this master, they're in bubbles, their clinical skills, so they could all meet up into.

**Jennifer Klunder-Rosser**

Listen and then that's obviously changed. Bye bye today as we go through the pandemic an but I think a what we've been doing a lot of and articles using a lot of times in breakout rooms because the students can then still

jump between rooms and you can still get that kind of info. Collaboration is not as easy as it is in person. I don't know whether that work for you or not.

**Jennifer Klunder-Rosser**

But we've been doing because the nature of our degrees quite an hands on and quite a collaborative by nature. We've been doing a lot. Then it has been working. I I don't think we've necessarily got that perfect. Yeah, I think there's probably other things we could be doing that would help with that, but that might help a little bit. I don't know.

**Tünde Varga-Atkins**

What would be an important teaching prop or a teaching pedagogy approach and that you would bring to your Treasure Island with students.

**Marieke Riethof**

So I was thinking about a lot of different things for display.

**Marieke Riethof**

Butterfly main lessons, I think from this semester, so far is to have a sense of taking students on their on a journey that's that's not very well known to yourself and to to the students so in terms of the analogy of the Desert Island. I mean, we all know a little bit about what the island. Looks like that could have a beach for a rocky coasts or palm trees may be few.

**Marieke Riethof**

Pass you spike.

**Marieke Riethof**

Animals so my see my role in that sense, as a teacher.

### **Marieke Riethof**

Providing a some kind of road map and road map is not exactly the right phrase because it's a desert island, but it's.

### **Tünde Varga-Atkins**

No, I was at Treasure Island. This is the reason, it's not deserted. It's not it's not student venue and So what would you need to to be you know to enhancing student learning on your Treasure Island? When you are together with the studio.

So.

### **Marieke Riethof**

The Treasure Island Yes.

It.

### **Marieke Riethof**

So the vote map is is my framework of guiding the students towards different at different things that they need to find a treasure and mixed up the treasure in the desert but could be both of course.

### **Marieke Riethof**

And then so I I I think the digital format allows for for lot more guidance in that sense, and an also the digital format allows you to print students in the in the direction of.

### **Marieke Riethof**

In this case, I've been sending into digital archive, so that develops and I found treasures.

**Marieke Riethof**

In the archives.

**Marieke Riethof**

And some of them have been very excited by this experience, but I see myself not us. Directing students to let's say find treasure through a preset map that I fair or Precepts set of activities that I've designed but I want him to.

**Jennifer Klunder-Rosser**

Hello.

**Marieke Riethof**

Explore their own way, and learn from the journey for their own benefits.

**Tünde Varga-Atkins**

Yeah, that's lovely.

**Tünde Varga-Atkins**

Thank you. Chris what teaching proper pedagogy would you take with 3 beds?

**Chris Barlow**

I think I think I take it off at the moment I couldn't I couldn't live without a good old fashioned who quit without having her greatest to go through and keep the kids entertained online then I thought that I think I'd

struggle. It gives them an opportunity to test the knowledge from the recorded learning materials. It gives you an opportunity to test them.

**Chris Barlow**

Just knowledge that's generally related to the topic that they may or may not know it. Without it being no counting towards the module putting them under any pressure and it also actually gets them to use the phone in a way the victim to the module as opposed to using the phone to.

**Chris Barlow**

To distract themselves whilst trying to talk them and keep them engaged so yeah, definitely who quiz at the moment.

**Tünde Varga-Atkins**

Brilliant do you find because Kahoot has again just picking up on the competitive element because I think we've covered the timing of the so it is not enough. If you know the response but you need to be fast. With that do you find that you know something that might engage students or is it? Is it's less important in in this case.

**Chris Barlow**

I suppose there's

**Chris Barlow**

Always, a competitive element isn't it could they like to see themselves on the top of the podium at the end of it in position 12 or 3. Sometimes it can actually lead them to making the mistakes that they shouldn't be making and taking the wrong one could that right.

**Chris Barlow**

Do it, too quickly as opposed to actually focusing on getting the answer right so I think there's a fine balance between the 2 in terms of getting it right and getting it right in in the right amount of time. I think if they slow down a bit and get them alright. I'll still come out on top even though although they have got fewer writing in quicker time.

### **Tünde Varga-Atkins**

Great OK. Thank you, yeah, so cold quiz and journey, bye bye. You Jennifer what would be your teaching proper pedagogy that you would take.

### **Jennifer Klunder-Rosser**

A diagnosis is chasing or not, but I'm gonna go for a teaching pro bono pedagogy. Then, if it's Jason, I'll just drop one.

### **Jennifer Klunder-Rosser**

I think that.

### **Jennifer Klunder-Rosser**

May special my programme is probably the best way of learning for all of our students as long as they've got the underpinning theory and I probably a skeleton which isn't as well as it sounds when you think about each birthday date, format is really just handy. Felt pointer bones on a body rather than trying to point your own body met in workout. Wear ribs and stuff are there from allowed both as well. Take.

### **Tünde Varga-Atkins**

I think I think we can accept that we have people have asked to take whole chemistry labs to the island and things like that, so think we can make an exception so I mean innocence. Chris also you know with your creases well. That's actively that's an example of active learning as well so that's another connexion. Thank you, Yeah, but you draw.

### **Tünde Varga-Atkins**

In my

### **Joel Haddley**

Yeah, so I'm glad to have established actors good WiFi on this island because I would take Mobius Assessment, which is an online learning platform, an and when we first used mobius assessment are reasons. Where to try and simplify marking and try to discourage collusion. So completely feature centres reasons when we when we started. I hold my hand up for that. But what we found is that we can use it in a really constructive way.

### **Joel Haddley**

So because the numbers are randomised on mobius.

### **Joel Haddley**

What we're finding is when we were and?

### **Tünde Varga-Atkins**

Sorry Joe can you explain to us who are not familiar with mobiles?

### **Joel Haddley**

Sure, so it's it's an automated an assessment tool specifically for that and it's really powerful. It's got a really powerful maths and 2 behind it. So it can

generate random questions. It can Marco automatically an when I say generate random questions. I don't mean like Watsonville is do where you have 5 questions and issues as well.

**Joel Haddley**

It can generate random from virtually unlimited database and it does the algebra just set the question off as well. So when I say random I mean, almost truly random very low probability of 2 students in the class will have the same question and the reason I think that's really important, it's really good for online and hybrid teaching actually because it means students can get support from the platform all the time, even if the lectures are.

**Joel Haddley**

On around the 5th day, the weather like bold mobile moment with Mobius where am.

**Joel Haddley**

We saw students working on the problems and instead of saying lost the answer to question one. The students were saying, what's the method for question one they couldn't share the answer. They had to share the method so we?

**Tünde Varga-Atkins**

That's fantastic.

**Joel Haddley**

I'm not saying we got rid of collusion. We we, we did something to discourage collusion. But then we also did something to encourage collaboration.

### **Tünde Varga-Atkins**

Fantastic. Sorry. I'm speechless cause that was lovely summary of the advantages and how your reasons from technology oriented phases of adopting the tool is now completely.

### **Tünde Varga-Atkins**

The learner focus and how they are learning in the in this next stage. What So so they've got Lovely Treasure Islands. But there is for at least 4 treasure islands next to each other with amazing student engagement. Marika students are an especially the real. The original Treasure Island. Chris's student Jennifer Joy your students are so engaged collaborating you know, we talked about comparing your disciplines, perhaps similarities or differences.

### **Tünde Varga-Atkins**

Is there anything from each others pedagogies teaching props that you think could work for you?

### **Chris Barlow**

Also I suppose mobius might fit into one of our first year modules whereby there's a quant module that gets them set up for other but the numbers in the math that they're going to experience over the remainder of the accounting and finance programme. So I did not my bichon cross disciplinary sharing of knowledge that we could lock out.

### **Tünde Varga-Atkins**

Any other socks? Yeah.

**Marieke Riethof**

The dentist.

**Marieke Riethof**

Yeah, so I've been thinking about it because I use a lot of formative group work, but it can be tricky if its formative for me. That useful, but it.

**Marieke Riethof**

At the event seems workload increases fun. You know when group doesn't work?

**Marieke Riethof**

That, well, that would.

**Marieke Riethof**

They might need another incentive so it will be interesting to see if I can link it to more of an incentive structure like marks.

**Marieke Riethof**

In the future, for example, may be poor feedback and an adding smaller reward for that set. An already mentioned steer scenario from Jen, that's.

**Marieke Riethof**

That will be very interesting to her to learn.

**Tünde Varga-Atkins**

Nothing.

**Jennifer Klunder-Rosser**

She can't agree what makes you sad about Christmas. In my previous institution, we went through especially around.

### **Jennifer Klunder-Rosser**

I know it sounds crazy. First years they had like a library workbook where they have to complete the work because it's helping. Dude I'll let you searching skills and you know basics or research skills and we basically incentivise that by giving students 5% of their overall grade anymore. I think about the christening and we could do we could do things like that again but also listen to my website about her you know Hunter.

### **Jennifer Klunder-Rosser**

Hi, he's not negotiation tactic for students between power base in Latin America. Is that her thinking is so many kind of cross disciplinary ways you could do that will be so interesting if you sound like a multidisciplinary sort scenario with all these different people involved, it could be a really, really good learning experience. The students to actually work with people who have completely different backgrounds that they need information from could be really interesting.

### **Joel Haddley**

Um we were finding it very difficult to encourage students to talk to each other in in breakout rooms and so I completely agree with the fact of learning. It's just very difficult to do it in practise remotely. And if we could find something or some authentic assessment or or and food problem to so.

### **Tünde Varga-Atkins**

And I'm just interested in, but I think Chris. Did you say something like as when we were comparing topics you said something like accounting is nursing?

**Chris Barlow**

Is gonna bring accountants to the 4 it might have the opposite effect as well. If the wrong decisions are taken but you know, I think also as well, though I think they mention that accounting. It is the language of business so bringing in the language aside. I bet I think that are afraid taken from the investor Warren Buffett. I think he used that many times, so I can't lay claim to that one. But yeah, definitely. I think accountants do have a big role to play in terms of ensuring.

**Chris Barlow**

That the businesses can in negotiate these difficult times and that they can come up with strategies moving in into the future with new ideas and new ways of getting business out there to sell the product to sell their services to their customers and I suppose with Brexit on the horizon as well. I think we might need a few sticking plasters. And once once that hits us at the end of this month, but I won't say anymore.

**Jennifer Klunder-Rosser**

Spending they say about that they wanted to take things. We teach our students in public health is about healthcare, innovation and cost cost. Efficacy of healthcare innovations and why. An awful lot of healthcare innovations fail because they are not cost effective or how we you know, metre out things like screaming and stuff like that and a lot of that is I know it's the same.

**Jennifer Klunder-Rosser**

Those principles are.

**Jennifer Klunder-Rosser**

What you guys teaching formats in the councils be, but for our students that can be because we don't really look at finance and yet they also have to look at.

**Jennifer Klunder-Rosser**

Brian, and sometimes it's.

**Jennifer Klunder-Rosser**

Quite interesting crossover really, because it's skills that we don't necessarily have that we have to use in practise.

**Jennifer Klunder-Rosser**

That can make it very challenging for us, and yet we've got resources for people who know far more.

**Chris Barlow**

You know you can bring this into the syllabus and the students will just sit there and it goes in one ear and comes out the other and then five to 10 years later you bump into them on the street and I are remember what your sources and I've now realised that it's so, so, so important that well there other reason that I told you told you that and and and that's not it, just something you know that relates also within the management school as well at times.

**Chris Barlow**

No, when you look at students potentially on the markets in.

**Chris Barlow**

Problem, they are all there about all the different types of digital marketing, online marketing and they they don't realise when they're in year one year two. It's only when they really got on placement that the finance module that is delivered in semester one. I think semester two of the year 1 where they look at how to formulate a set of accounts and how to analyse that account is actually so important and so relevant to what they do when they go out there into the real world. Money come back in the final year at that place.

### **Chris Barlow**

Well, I can you person without actually understand the real world Madonna little bit real world active learning.

### **Tünde Varga-Atkins**

Great, OK, so that that's fantastic. We've got our treasure islands, you know lots of engage students, but also you know you are tired at the end of the day or at the end of the semester and you will need to do some relaxing of duty which is just about maintaining your while being on the on your islands. Can you tell us? So? Share with us what luxury item you would take with you to help you. Relax of beauty?

### **Chris Barlow**

I don't mind jumping in that they ask us. I don't think we see it as a luxury item anymore.

### **Chris Barlow**

But my mobile phone I will just take that as yesterday. Today normal item for if you take that away from anybody they struggle. So yeah I think my left reacted.

**Chris Barlow**

Now now now that that's right, yeah.

**Chris Barlow**

Ah, that will be going through and checking how Liverpool are doing. Watching football. Yeah, checking out the latest episodes of the Mangalorean on Disney.

**Chris Barlow**

Plus I ask my sister mentioned the other day what she's a primary school teacher and one of their children in her class. She teaches year one. They refer to it as Disney. Add Japan was very very cute.

**Chris Barlow**

So yeah, just keeping up to date with the news. What's happening in the real world? Social media. It's it's. It's part and parcel of everyday life and we tend to forget that is actually a luxury. So that will be my luxury item.

**Tünde Varga-Atkins**

Okay, great thanks. I think we will award you that cause you gave us such a good explanation.

**Jennifer Klunder-Rosser**

Filling up my \*\*\* acts of circuses cause I'm nervous people I never have my phone on me I hate having my mobile phone. I literally turn off again for work and people ring me at night. I I, I'm notorious and my family time impossible to get hold off my phones always off so my my luxury would be the complete opposite. Questioned in morning shoes coz my favourite

thing in the world is to leave everything behind the go out for a run and just.

**Jennifer Klunder-Rosser**

Pretend like nobody exists.

**Jennifer Klunder-Rosser**

Chris is really functional and clearly, really I'm sorry.

Play.

**Jennifer Klunder-Rosser**

Shave.

**Chris Barlow**

Yeah, you can take your mobile phone with you down and put your earphones in and listen to your favourite songs or favourite podcasts.

**Jennifer Klunder-Rosser**

Tell me about the phone number. Strawberry not bet on one of those.

**Jennifer Klunder-Rosser**

Stop stop.

**Chris Barlow**

But that's that. Then you can take your phone along as Welland. It can track it for you.

Wake.

## **Tünde Varga-Atkins**

Okay, you're granted your running shoes, Jennifer.

## **Marieke Riethof**

Well, well, my item is actually related to what we discussed this now podcasts. So during the first lockdown I got into the habit of listening to bust podcasts on my daily walk an and and it was a great way to actually broken, you know, and you live in a very small worlds during the lockdown, but I felt connected to the world said through the podcast so.

## **Marieke Riethof**

I love listening to podcasts on food and Cook.

## **Marieke Riethof**

King, but also you know some true crime podcasts, or it can be useful in another way. So so last week I was listening to a podcast about the Peruvian political crisis. So I just wanted to inform myself, but I was also cooking and cooking is from my hobbies, so it's that's, I think the only useful life multitasking I can think up. That's podcasts definitely that aren't there. So that is my.

## **Marieke Riethof**

Great discovery after the pandemic.

## **Tünde Varga-Atkins**

Brilliant yeah, and again we've had Spotify requests from before, so yeah, that's that's perfect. It in combination with kitchen and cooking, lovely Joe about you.

### **Tünde Varga-Atkins**

That's very considerate of you. Thank you. That was lovely conversation. Thank you sharing with us your Treasure Island. I love hearing about them and hope everyone else will too. And I think the students can be very appreciative of all these experiences, which is brilliant to hear. So thank you and goodbye.