

Treasure Island Pedagogies Episode 5

Podcast Transcript

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Tünde Varga-Atkins

So hello and welcome to our Liverpool University Centre for Innovation in Education podcasts and our Treasure Island Pedagogies.

Tünde Varga-Atkins

Please, I'm one of the senior educational developers here and we've got four lovely guests here today who I think two of you know each other and two of you don't and it's a special edition with educational developers and it's the first time we have branched out internationally, which is fantastic. So here in Liverpool is the morning and in Australia New Zealand. It's the evening at the moment. The idea behind veteran pedagogies is that since the pandemic we have had a lot of conversations around teaching and learning.

Tünde Varga-Atkins

How we might organise our teaching so that we spent precious contact time with students, which is what we call our treasure.

Tünde Varga-Atkins

Violence and what that might look like. So really, this is the conversation we wanted to have visual and also to just mention that in I don't know if

you're familiar with the Desert Island this series in BBC Radio 4 in the UK. This is a programme and people are asked to bring a discs with them to the to the deserted islands and what sustained them. But here today we will talk about your light bulb moment.

Tünde Varga-Atkins

With students or with stuff, and then also your Treasure Island pedagogies or or any props teaching props you would like to bring to your Treasure Island. And of course, we all need to relax because this has been relentless, so we will also ask you to identify a luxury item and an barter with each other at the end. So can I call on on you first of all, and just briefly? Can you say perhaps what your original subject to discipline was? What your current role is, and how did you become?

Tünde Varga-Atkins

Working in this current role just very briefly, can I call Ashwini first please?

Speaker 6

Ashwini Datt

Good evening yes. So I'm based at the University of Auckland. I trained as a scientist so I did my Bachelor of Science in then taught secondary school science before I forayed into educational technologies and then that kind of developed my interest more in teaching and learning in pedagogy. Basically so more around you know, the process of teaching and learning. And then I became an academic in tertiary education.

Ashwini Datt

And I have taught in higher education in now I have.

Ashwini Datt

I have a role that's titled Curriculum Development Manager, so these this is a totally new role because our centre got restructured. This established basically after restructure and then our institution is now focusing more on curriculum development. So I have moved from my role as an educational developer, educational technologies, an academic in higher education into within to a focus that's more on curriculum design and development. So that's that's bit of my journey.

Tünde Varga-Atkins

Thanks Ashwini and as we can tell it's never a straight passes and it's a lovely rich journey too to become where where we are now. OK thank you Danielle.

Speaker 6

Danielle Hinton

Hi, I'm Daniel Hinton. I'm an educational developer at the University of Birmingham in our higher Education Futures Institute and I came to this role in a very interesting way. I qualified back in Perth, WA. As a librarian, I thought I like books. What better degree to do? And then I found out it wasn't the most exciting career for myself and came to the UK.

Danielle Hinton

Then sort of fell into sort of E learning development in the early days back sort of 20 years ago and then really found my passion. Found the thing I really wanted to do an I just love love love teaching.

Tünde Varga-Atkins

Great thank you Danielle. That's another lovely Storey. Thank you Jenny.

Jenni Carr

Yeah, I'm **Jenni Carr**. I'm a senior academic developer at the Eden Centre for Education Enhancement at LSE, London School of Economics.

Jenni Carr

Um, I originally started my teaching journey in further education and community and adult education as well.

Jenni Carr

I took some time out to do a PhD, the focus of which was an education policy around further education. But obviously whilst I was doing my PhD I did some teaching and that's when I started teaching in higher education. Actually, how I got from that to doing academic development? Yeah, that's a very long Storey and I'm not even really sure that I know how that happened, but it was via the HEA, then a redundancy. So actually this is the first time I've done academic development.

Jenni Carr

Roll.

Jenni Carr

It within an institution at LSE.

Jenni Carr

Say.

Jenni Carr

Tünde Varga-Atkins

Great thank you Danny. Yes Natasha.

Natasha Taylor

Okay, so I'm **Natasha Taylor** and I'm currently working as an educational development officer. Think at some RMIT University. Like many of us, I think our job titles change with every restructure and reinvention of what we're doing. My home discipline is law and criminology. Latterly my PhD was in criminology and so my career really started as a lecturer at some.

Natasha Taylor

A big research intensive University in the UK, University of Sheffield and I was very happy and successful but but teaching and learning was my passion. And as Jenny said, we you know we were together at the HCA and this was the turning point for me. I had an opportunity to go and work there and did amazing and fun things before years and national level.

Natasha Taylor

And then stepped back again. Redundancies loomed into the sector where I worked at Sheffield Hallam for awhile, and then had the opportunity to come to Australia. So here I am. Three years later working in RMIT, which is a monstrously big University, is absolutely huge and I'm in stem. So the last three years I've been learning everything stem.

Tünde Varga-Atkins

Wow, fascinating and and I think what seems to be the common between the four of you is that whatever your job title is, your passion is just shines through around learning teaching which is, which is how it should be. Lovely, thank you. So light bulb moments. Can we talk about your light

bulb moments? An I know because obviously when when I ask this question of of lecturers, you know they usually talk about light bulb moments with students as as in your work. You might do some teaching or you might do some teaching it stuff. So I'm completely.

Tünde Varga-Atkins

Leave it to you whether you want to reflect back to your Wat ever points just can you talk about a light bulb moment with your students or with colleagues? When you felt they were getting it and how. And talk a little bit about how that moment came together for you.

Danielle Hinton

So I had to reflect long and hard about this question about light bulb moment. You know there's so many things that swirl around in your head. But then I came back to something that I discuss a lot with our staff. Participants on RPGCHE an it's around staff being students and.

Danielle Hinton

I do emphasise this quite a lot because I really believe the richness of this student experience. Discussing pedagogies you know, exploring cross disciplinary, nature of teaching can really.

Danielle Hinton

It's a real Golden thread that can then bring be brought through to their own students, so I really tried to emphasise that and you can really see that come out when they're doing their discussions when they're doing their assignment.

Speaker 6

Danielle Hinton

And it's really great to see that creeping through into their own course design and facilitation.

Natasha Taylor

I recently did a short course and that was putting me in the position of student and it just reminded my baby with everything you said. Tony Allen reminded me how important it is to be a student and remind yourself what it's like and what the issues are more experienced and what's important. So I I really kind of echo what you said.

Danielle Hinton

And I think that's where the pandemic has been grand, because we've been able to share the online student experience with our staff that they might never have had. And I think that will definitely open up greater opportunities for their own students.

Ashwini Datt

And there was. I mean, I have to agree and there was that aspect of baptism by fire because all those years that we were I mean specially in my role I was trying to.

Ashwini Datt

Advocate for online learning more blended learning. So kind of adoption of technology for you know Ben.

Ashwini Datt

Teaching and learning experiences so well thought through experiences, but they they were situations where you know it could get frustrating.

There was reluctant. But then when the pandemic happened. I mean, I, I just felt like Oh my goodness, all those years of work has finally come to fruition because everybody realised the penny drop dead people realise will actually technologies can deliver it in good ways, you know. And so yeah, and one of the talking about those light bulb moments.

Ashwini Datt

I remember when we are in a situation.

Ashwini Datt

Specially teaching in higher education. So I was contributing to PT. Certain I was coordinating a an awfully on line paper and we were talking about assessment and these things can be quite dry. So what I did was I basically asked everybody to clear their desks and I gave them a Friday quiz cause we used to have our seminars or Fridays 124 PM An you know towards the end of the seminar people get quite tired.

Ashwini Datt

I was tasked with teaching about assessment and good assessments, and I thought the best way to do this is to make it funny. So I gave them a Friday quiz and it was quite surprising people got so competitive and I didn't really give them good instructions because my point was to illustrate good assessment requires good instructions and you've got to make your expectations clear. And then of course the way you design the assessment, it has to have you know meaning for people who are doing it. So I gave them my task where it was totally meaningless as in.

Ashwini Datt

They had to come up with a way to plant 12 trees in a symmetrical order.

Ashwini Datt

And then there was this question of how you do it and when one of them came up with a really shortcut answer saying with a Spade and I couldn't say that that was incorrect. So that was that started a really interesting discussion among everybody around so assessment. You know, the design of assessment needs bit more consideration than just creating something that's the easiest to moderate and mark.

Tünde Varga-Atkins

That sounds great Ashwini and also just this idea of modelling. Sorry or you know you.

Tünde Varga-Atkins

Sing teaching something with actually getting people to do it, and I think that's a nice yes.

Jenni Carr

And we had.

Jenni Carr

A similar exercise we used to get people to do in the new to teaching workshops we used to run. I mean there's a couple, but one was, you know, design A series of lectures and seminars and that'll teach somebody how to tell the time.

Jenni Carr

And you know, so it was a really simple activity, but in a similar way as freely as you had somebody say, I was paid one group actually then came up with. Well, I'll just go and sit in the classroom if all the students turn up

on time, I'll just credit prior experience prior learning and that way they get the credit.

Jenni Carr

But the other one is the famous biscuit exercise, which I think probably most people do when you get or have seen down a plate of biscuits and and people have to write assess a set of assessment criteria as to how you would assess the plate of biscuits, which I I I did once in China for an innovative pedagogy workshop in China, and that was incredibly interesting was the different way they approached the notion of how you assess a biscuit.

Ashwini Datt

It gets quite. I mean, it's quite surprising how much like students we are in those kinds of scenarios. So even though we have our colleagues, I've found that some of them got really competitive, so they actually wanted to do really well. And you know, all the typical examples like I think Danielle talked about staff being in student shoes, so having that that kind of reflection and that kind of experience sometimes really helps. You know introduces those light bulb moments for us as well, because.

Ashwini Datt

Then we do realise what our students experience when we design kind of a particular learning experience for them.

Jenni Carr

I think maybe the point you make there about becoming competitive, and I think one thing that perhaps the people we work with take away from that experience might be because they really they become competitive, so

they want to know what is the right answer. Yeah, I said what? Yes, but what's the right answer is there were no, there isn't one right answer. And then you feel that rebellion. So the flooding back toward you. And I think that gives them a really valuable experience of what it feels like to be a student.

Jenni Carr

I'm in that sort of situation and of course I'll job.

Jenni Carr

Hey, it particularly relation to the online pivot man and became very focused then on having to do a certain amount of. Well, yeah, this is the way it's done. Otherwise we'd have never got past that initial move, which I think for many of us though, to sort of say ohh his. Here's the way it's done. It's probably not our normal method of working and we'd like to have much more discussion around it, but you know, just from the the sake of students are coming.

Jenni Carr

Back, we've got how we've.

Jenni Carr

Got a decent teaching and learning this has got to happen in this particular order. Otherwise the whole thing will just fall apart. So I think it was valuable experience for our academic colleagues, but also for us. Perhaps as education academic developers that we had to move away from what is possibly not, you know, our normal way of teaching ourselves.

Speaker 6

Tünde Varga-Atkins

That's really, yeah, that's really good observation Jenny. And then just want what I said I wanted to come back to. Danielle, you talking about disciplinary. 10 interdisciplinary team. Bringing that in to the discussions and because one of this idea of the Treasure Island pedagogies is to get different disciplinary perspectives together and.

Danielle Hinton

Birthdays come and of notice that all our team are more social science, humanities backgrounds and we've actually had to make that leap into the stem disciplines and really explore how we're going to support and engage our colleagues.

Danielle Hinton

And I think that's where.

Danielle Hinton

It really comes to the fore of getting into their mindset. Actually seeing how does, for instance, engineering conceptualise reflection. So how can we make those connections with colleagues that reflect all of the time but they don't?

Danielle Hinton

Call it reflection or they don't think of um.

Danielle Hinton

Knowledge in the same way as somebody from a social Sciences and obviously teaching is very social science. And it's all about people. It's not

about a piece of steel slotting into another piece of steel. And it's actually, I think that can be a even bigger light bulb moment when you have somebody.

Danielle Hinton

From computer science who initially was well, I don't wanna do this PG set. You know this is the last thing I want to spend my time on.

Danielle Hinton

Really coming up to you at the end going, well, you know, I really love teaching. I can really see the importance of, you know, engaging with this woolliness to actually provide success for opportunities for my own student.

Tünde Varga-Atkins

So what makes that happen? What makes that light bulb moment happen for you or for your students?

Danielle Hinton

I mean, for me it was relationships and putting myself in theirs, their shoes.

Natasha Taylor

I think that relationships are crucial, but I also think there's some. It's really important for us in our, you know, roles to be very confident.

Natasha Taylor

In what we do.

Natasha Taylor

And trust the science.

Natasha Taylor

And to be able to, you know, stand up in front of a mixed group of people and confidently say, okay, this is going to be new to you. This is new epistemologies. Is this new methodology we all have to leave our baggage outside the door and actually you know, just invest in our in this and an I promise you'll come out of it alive and hopefully inspired an.

Natasha Taylor

I think that's it, but I think people often underestimate the skills involved in that in delivering that kind of work. And it doesn't always work, and we do. It made me smile when Jenny referred to rebellion and Battlegrounds, and I'm sure we've all got hundreds of storeys. Of, you know, working with really difficult colleagues, who, you know, we had to really persuade and.

Natasha Taylor

Inspiring different ways, so I think.

Natasha Taylor

I think that's an interesting perspective to bring.

Ashwini Datt

That's that's.

Ashwini Datt

Ashwini Datt

That's really true. I have to agree because especially in educational technologies I mean the premise. I start my sessions with is to encourage colleagues to be experimental, and I think that's where you know. I did say I have the opposite situation to Danielle that I've come from the Sciences and for being personally to make the transition to social scientists, it was quite a big journey and I.

Ashwini Datt

Felt they were things that I just wasn't warming up to because in science we were very used to hard and fast ways of doing things and very formulaic. And you know, when you move to social Sciences, it's a bit more considered and there is more openness I think. And there is more unknown. So I felt once I got comfortable with dead and I was able to like you say Natasha, you know, confidence is really really important, but it takes a while to kind of assert yourself in that area.

Ashwini Datt

When there is so much expectations in our kind of roles, you know that you know people always expect that will do things perfectly, but I try and encourage and say to them, look, we're all learning together because everything around educational technology can be quite experimental. And I say the same thing around. You know what we do in those situations where we have our own colleagues students? I say to my own colleagues, saying when you go into your teaching scenario, if you are transparent with your students, that you are experimenting with, maybe a new tool or and you particular strategy.

Ashwini Datt

Then they are more open rather than, you know, more critical of when things don't go.

Ashwini Datt

Right, and very often we learn more from our failures than you know. Being really successful at something.

Tünde Varga-Atkins

Great, that that's fascinating. So I've got 9. The picture of of educational developers in really confident on the battleground or on this passion of trying to get people on board with education and and, you know, spreading the good words. So let's move on to talk about Treasure Island pedagogies and teaching props. So in your work now, setting out, perhaps teaching on PG. Certain whatever programme you might be involved with.

Tünde Varga-Atkins

What is that teaching proper pedagogy that you would want to preserve or want to have video on the Treasure Islands with your students?

Natasha Taylor

I really struggled with this.

Tünde Varga-Atkins

That's good with the fast talk about the struggles.

Speaker 6

Pull my teeth.

Natasha Taylor

Put based learning, I've invented a new pedagogy.

Natasha Taylor

My prop, which I absolutely could not do without when I've really struggled this year without is the good old fashioned flip chart and coloured pens.

Natasha Taylor

An expanded, you know when you're walking into a session. If it's either students or staff and you want them to have a really good discussion about the topic or a concept or whatever, giving them that piece which are giving in the pens and then an activity where they have to draw is just the most effective way of getting deep, meaningful discussion. I think you get past the ohh I can't draw.

Natasha Taylor

And then before they know it, they really, you know, sort of engrossed in what they're doing and what they're talking about. And it is by far the best way of getting really good deep discussion out of small groups or by people and then sharing it across the class at all. And I don't know by anyone else.

Natasha Taylor

But I just can't get electronic whiteboards or paddle it's or anything else to work in the same way. There's something about that physical pens space being around tea.

Speaker 6

Cool.

Danielle Hinton

No, I agree, Natasha and something that I just had to bring with me to my Treasure Island was a really big bag of Lego. So in this in the same motion it was something about the physicality of this tool. Then obviously matched with the facilitation technique. In this case, Lego serious play. Just sort of gives you and your students or participants really that permission to.

Danielle Hinton

Explore that permission to play that permission to really think outside the box, which obviously as you've indicated, isn't pleasant for some people. For some people you know asking them to draw a mouse or to build something in Lego is just really the last thing they ever want to do, but for the majority of people it can be really liberating.

Speaker 6

Mission.

Jenni Carr

I I have what I'm missing more than anything working at home and an not being in physical spaces that I have a huge craft cupboard in my office that contains colour, paper, tissue, paper, pens, crayons, crayons are really important. Getting people to use a crayon instead of a proper pen so.

Jenni Carr

But I want it.

Jenni Carr

Being asked to Draw Something, and that's because we have this thing. Or we gotta draw it properly organised. If you take the pen or the pencil away and give them a crayon, yeah, then nobody. Well very few people can draw

well with a crayon, so you're straight away taking down the bar. But I think bringing together what Natasha and Danielle said there.

Jenni Carr

As previously Natasha was talking about having the confidence to be in that space and to promote what we do, and I I think you do have to to walk into that space and say, hey, we're going to do a collage that will wrap you. Know whatever it may be and.

Jenni Carr

I have found that although people might end up being slightly out of their comfort zone, that actually they really like being taken on that journey.

Jenni Carr

But you have to enter that space. Being positive being you know confident in what you're doing.

Jenni Carr

Natasha and I have that she led all kinds of workshops like this on occasions and got people to, you know, to read poetry and reflect on their practise. Through poetry. We used to have a little saying that, okay, well, nobody cried.

Jenni Carr

And then people did start crying in our workshops that we went had to retreat. See, well, nobody died, you know. And Luckily we say that that. But yeah, so it's having the confidence. And of course, you only get that confidence if you actually believe it yourself. You know, and I think that's what Daniel was saying there. Exploring your identity, you know in less you thought through the reason you're doing this that you're not just doing it

because it seems trendy or different, or or you know shock value or something that you believe in the value of it.

Jenni Carr

And that comes from your identity as an educator. And then I think you can take the room with you. Sometimes you have.

Jenni Carr

Baby, what was that? Natasha Risky brashness we decided was one of our one of our number.

Danielle Hinton

That

Jenni Carr

But it can be done. I think it's an I I believe in its value and.

Ashwini Datt

That's yeah, that's really. Those are really interesting examples that I can really see that our disciplinary kind of big.

Ashwini Datt

Pounds have a huge influence in how we kind of, you know, exert our own presence in those situations. So I always go back to my kind of scientific training to harness that confidence or Clara bring it back in. You know, because I feel that's my familiar territory. So in once in my seminar I was talking about inquiry based learning and I thought what would be a great way to explore this annetts again afternoon teaching. So I gotta dunking bird.

Ashwini Datt

And then I put it on the table and started. You know, the whole process of it dipping into that glass of water and people got really fascinated. And then I said, well, that's what inquiry based learning is all about. Because you see something, you observe something and then all you are triggered to think about something and you are so intrigued that you want to know more so you know to enthuse our students and to engage them in enquiry based learning that could be.

Ashwini Datt

But I must say there were some people who didn't quite warm up to the idea. They thought it was you know ohh? What is this thing why using a prompt you could have just told us with inquiry based learning is so you do encounter those different audiences. An I think that's why I was saying, You know the confidence that in the expectation on our role is so huge sometimes it's more about adapting ourselves to suit to the audience. You know they're expectations, so I find it still tricky in this role.

Ashwini Datt

But I.

Ashwini Datt

Danielle Hinton

And I think it's really key also to think back to when we were starting out with these weird pedagogies, so I remember how really challenging it was to me when a colleague said let's do problem based learning. So as I was sitting there observing him and going okay, he said this phrase alright. This phrase down and it was it was about building my confidence up in what

this, you know, pedagogy that was giving all those teaching power away to the students.

Danielle Hinton

Anna, you know?

Danielle Hinton

It became something that I obviously became very passionate about and I think all of us here has sort of embraced that. And definitely the US building the confidence and showing the confidence to our students. This key.

Tünde Varga-Atkins

Yeah, so that that's what comes across to me as well as you are speaking that. I mean, it was slightly unfair to ask you to nominate one pedagogy when your job is exactly 2.

Tünde Varga-Atkins

Anyway, so the other question I wanted to ask as you all mentioned, quite you know, physical props. So has the pandemic and the way you have to shift your teaching being how has it been then?

Danielle Hinton

I also have come from sort of 1516 years of.

Danielle Hinton

Being an instructional designer and supporting.

Danielle Hinton

Online learning designing online, learning on line inquiry based learning. So actually I thought well this is a great opportunity to to really distil all of the stuff that I've had. You know passion about all these years and nobody really listened so I think you know I could put it all together and indoctrinate to all my colleagues.

Jenni Carr

But I think it's been valuable for me.

Jenni Carr

To think about well, okay, you love being in the room you. Love and you think it's valuable and you think people enjoy that but also how much of this does need to be done synchronously and how much can, we do asynchronously so I have become a Moodle expert that I would never have claimed to be before you know, I am quite good with Technology I should say I spent 14 years at the Open University so that's been a bonus in terms of.

Jenni Carr

Teaching in this kind of environment, but I did have to think about you know how do I set up asynchronous activities?

Jenni Carr

Yeah, I hope it's been successful. It's certainly been a popular module. Ann will see when they complete their assignment at the end of it. Whether that's actually worked. But yeah, that's certainly been one of the challenges during this period. Anna learning a learning curve for me, which is always valuable.

Natasha Taylor

I think I've struggled and so much of the stuff I've done in the last day has been much more focused on.

Natasha Taylor

Sharing teaching storeys and do and I guess that's in creative ways. So we too have been doing some podcasts and some stuff like that, but listening to Jenny told them think about some of the stuff. I've been working with and how they've adapted their more creative pedagogies to promote and so you know, we have some students building bridges out of matchsticks and then they made a huge class video, which then we popped around on YouTube and things but other staff have had.

Natasha Taylor

Build a glider and throw it in your backyard and film it. Type experiments and things like that and taste testing. We've got food science in our in our college, so some people doing some great work to try to give students those experiences remotely but also come together as a learning community and share what they've done coz that. That pride I think has to be there for them to feel connected. So that's been lovely to see.

Natasha Taylor

Yeah, it's been really good.

Speaker 6

Tünde Varga-Atkins

So that's you you bring in another concept of connectivity cause that's something that people have talked about a lot. So can I ask you then as well in terms of what you have notice on colleagues and staff or or even in

your practise. But what has helped to create this connectedness during the pandemic?

Natasha Taylor

The work certainly within the community that I'm involved in. It's everyone wanting to help each other out and to share in a way that they've never done before, and that's been really great to see in technologies facilitated that actually.

Ashwini Datt

Yeah, that's that's true. Um, how people have leveraged networks to kind of quickly upskill and develop their capacity to.

Ashwini Datt

Use different strategies, different techniques, and sometimes different platforms. I mean everybody you know is talking about zoom as it is synonymous with kind of online learning. So one thing I've noticed in terms of connectivity, I think I mean reflecting on my own experience as a student. And you know, undergrad student and then post grad.

Ashwini Datt

I feel my experience was quite distinct in that you know online learning was really advantageous. I felt because I felt that sense of connexion rather than being that one student in a glass of 800 in an undergrad science schools where you know you really didn't have time to connect so I have noticed among colleagues as well. When they are teaching now for example using zoom or any other synchronous kinda.

Ashwini Datt

Cool, they do reflect and they do realise you know, having that variable taken away as in you know, comparing the face to face versus online experiences now out of necessity, people have adopted remote learning remote teaching. They have taken that variable away has been really useful because now people can constructively think about so how can I leverage you know technology for remote teaching rather than comparing it to an experience that I was so used to so I felt that that.

Ashwini Datt

The that reflection hasn't.

Ashwini Datt

College teachers to reach out and connect with students in more ways than before, especially around the social presence and you know, my colleagues have been so creative in the way that they have been facilitating learning online. So it's not just around you know cognition. What students are picking up and how they are performing in the assessment. It's more about how you would create that community. So everybody feels connected and it's not lonely or doesn't feel isolated because you know suddenly.

Ashwini Datt

There is no kind of campus environment and the vibe is not there.

Danielle Hinton

When so slightly segueing from that.

Danielle Hinton

I think Twitter for me has been just a wonderful boon professionally because I it's become a community for me. So as much as I would like to

be back with my immediate colleagues, I feel like I've got a whole worldwide network of colleagues that you know can inspire. We can inspire each other, keep each other going through all of this so.

Danielle Hinton

That's definitely been a key one for me.

Speaker 6

She.

Speaker 6

Tünde Varga-Atkins

Excellent so one one matchmaking already made in the Federation Brilliant. We love this okay. So the I'm gonna ask you now to start thinking about your luxury items, so I mean, obviously this. I think it's almost a year for for us in the.uk. I don't know obviously in Australia, New Zealand. You might have different timelines, but you know this has been a long haul. Yes, similarly so.

Tünde Varga-Atkins

So I don't know if you're working I mean, obviously your working practises will have changed to some extent, but you we also need to relax and that might be slightly more difficult at the moment because the boundaries have have a blurred. And so it would be interested in what would be your luxury item to take to your Treasure Island to that little corner when you can be on your own and relax of duty.

Jenni Carr

For me on and then I suppose, yeah.

Speaker 6

To me.

Speaker 6

To.

Jenni Carr

Um is this? Is this allowed by don't have stricter rules? Are you see wrap around this?

Tünde Varga-Atkins

Bon Bon.

Speaker 6

Jenni Carr

So it has to be unlimited access to an online music streaming service. So for me, music is everything. It's my relaxation, it's my focus. So if I'm working, I do use music to focus. But at the same time I use it to relax, I'm.

Jenni Carr

Realise I'm very fortunate I don't live in London. I live in the countryside. Very beautiful area and my way of relaxing is to do a commute. In other words, I stop work, go outside, go for a walk and pretend I'm commuting from London to Oxford and and listen to music while I'm doing so. So yeah, that would be my luxury item. You can cut off the television and whatever if you like, but please leave me my music streaming.

Tünde Varga-Atkins

So that has been precedence Jenny, so you are granted this. I also because in our Treasure Islands we do have to Wi-Fi because when we teaching students online, we do need Wi-Fi. So that's definitely the case. OK, so that's you definitely granted that Jenny.

Natasha Taylor

Okay, well I'm gonna take an and this is gonna appear slightly strange. A drone with a camera and they can whatever kit you need. I'm obviously going to have to have training for my relaxation.

Natasha Taylor

But I was really.

Natasha Taylor

Inspired this week by couple of video is there been a few actually recently of drone footage. But there was one in particular, and I'll send you the link. It's an it's called the tree of life or something. It's Australian video and the tea tree. Oil is seeping out into a Creek or a Lake or something it makes beautiful.

Natasha Taylor

I thought if you were stuck on the Treasure Island, an it be a bit like being stuck in luck lockdown and you can't go anywhere other than you next park everyday and it all became a bit Monday when it be wonderful to be able to throw that drone up and look down and see how the landscape is different and how it changes with the seasons and all that so that's that's what I'm taking a drone.

Tünde Varga-Atkins

On that's beautiful. I mean I, I do actually listen on YouTube when I listen to music, I like to listen to doors when it comes with the footage with the drones and the nature.

Tünde Varga-Atkins

You're a nice lovely yeah, you're definitely allowed that.

Speaker 6

Sup.

Tünde Varga-Atkins

Daniella rush, really.

Danielle Hinton

So I was wondering whether I could have three items to be really, really super greedy, um?

Danielle Hinton

So I was thinking that I definitely needed to bring the most expensive pillow that money could buy.

Danielle Hinton

Because I've spent 20 years, commuting so I thought I need a bit of proper relaxation in my locked down Treasure Island. But then I needed 2 books because being an ex librarian. You know books are still important so I wanted to bring a Bible with me coz my faith is important to my identity and.

Danielle Hinton

My father's in the last stage of Parkinson's and I really want connect with him so I can't talk to him anymore. So I really want to read his PhD thesis, which is on conceptual change in secondary chemistry and the use of analogies. Now I'm not in anyway a stem person, but you know, I've been really inspired pedagogically by, you know, thinking about how we can support our learners through threshold concepts so.

Danielle Hinton

I'd really like to troll through his pH.

Tünde Varga-Atkins

They are that's lovely. I mean, how could we not allow you to have those things? So yeah, and that's lovely.

Speaker 6

Yeah.

Ashwini Datt

And this is my bias, Danielle. So I know chemistry was by favourite favourite subject when I did my BSc an it's such a lovely subject to be teaching and you know, to encourage students to try and make sense of the conceptual stuff. Like what you're saying. Your dad's PhD was about that so fascinating in itself. I think it will make really interesting reading so Sunday when you.

Ashwini Datt

Um did prompt us, you know, with this luxury item question, I went really old school an I, you know, I think because I'm I'm passionate about plants and planting an you know, gardening and things. And one thing I noticed

when I moved you left everything from my home country and moved to New Zealand. I did feel I was missing that.

Ashwini Datt

So I think gardening and being around you know, um, greenery is kind of really luxurious to me. I feel that's the luxury thing. So in the one thing I chose that I would take to the island cause I think I went too far with the metaphor and I thought I'm going to take a coconut because, you know, coconut has a special place in my life. I mean, the palm tree is back home and then now kind of, you know, coconut is so versatile so you can use it in multiple ways. You can even grow it.

Ashwini Datt

Into a tree itself that can, you know supply you for ages. You know that analogy.

Ashwini Datt

Around, I think there's a metaphor around teacher mentor.

Ashwini Datt

Meant to fish in, they can you know fish for life and what not? So coconut to me is would be a real luxury. Yeah so I wouldn't be going high tech at all. In fact I notice that in my downtime I try and runaway from technology because in my day to day life like you know in my actual.

Speaker 6

Ashwini Datt

Life I use technology so much so my downtime is very much, you know, planting like you know indoor plants attending to the garden and so yeah, I thought well what a versatile thing I could take that that's you know, coconut, you could use it in multiple ways. People can get creative with it. You could do craft with it, you know if you wanted or even drink it if you were feeling like on the deserted island, she had nothing to actually feed yourself.

Speaker 6

It.

Tünde Varga-Atkins

Love it, love it The Sweeney. That's a lovely idea. It sustains you in. Always in all manners and I think in the podcast people won't see you. But you're surrounded by lovely plants as well. So it is nice. Nice inside your talents off work. Thank you, so that's that's that's been lovely to share your treasure islands and in your storeys. And just my last question would be about bartering so obviously.

Tünde Varga-Atkins

We are lucky enough that we all have our Treasure islands and we can make Connexions, and I think you've already bought it during the podcast, because I think Jenny you were taking Lego from Danielle and but is there anything from your discussions that you want to barter with each other?

Jenni Carr

I think it's possibly. I mean, I don't know why academic developers, education developers are so good at networking or what. What I think you could do some kind of research into the innate.

Jenni Carr

Underpainting personalities of so I think probably will.

Jenni Carr

Will will barter throughout the rest of the time because we do borrow. We do take from each other and and very generously. I think, anyway that that people share. So yeah, I I don't think they would want to do a one off barter at this moment I will hold you all to ransom for the rest of your working lives is basically the way it goes, isn't it that?

Tünde Varga-Atkins

So true, Jenny, I can. I think you're getting lots of nods as well from the others.

Tünde Varga-Atkins

And I guess we between Natasha and you. You've been bartering for years now, or as in you work together. And yeah.

Jenni Carr

And yet

Natasha Taylor

Yeah, we have no idea what anymore.

Jenni Carr

And throughout the pandemic, we've been doing a mini research project where we've been writing to each other. Proper writing in letters and to two other academic developers as well so.

Jenni Carr

So yeah, watch this space. We've got one.

Tünde Varga-Atkins

Really and yeah, that's lovely. Okay, yeah an anything else, but otherwise I mean thank you so much for sharing an creating this lovely Treasure Island. I think that after you can so much that creating that confidence based the account. Remember what did you say impression with?

Jenni Carr

It.

Jenni Carr

Risky brashness.

Tünde Varga-Atkins

Yes, and you know I've I've felt like I was in your room with you and and you've taken me to some really good learning experience.

Tünde Varga-Atkins

Is with all this so thank you so much for joining on this journey and I think the other thing I just wanted to highlight for our listeners is that we will do a tweet chats. So Danielle, you mentioned Twitter and how in this important this has been to keep our community and we hope to do a tweetchat on on this Treasure Island pedagogies. The format that we've gone through today on the 5th of May and at some point I might come back to you as well on.

Tünde Varga-Atkins

Yes, but thank you so much for listening and over and out now I don't know what. What can you help me with New Zealand and Australian goodbyes?

Ashwini Datt

Well, yeah.

Tünde Varga-Atkins

Folder.

Tünde Varga-Atkins

Is it Kia Ora?

Ashwini Datt

Kya rista hello, but I think in the evening we say full Maria which is kind of good evening.

Tünde Varga-Atkins

Okay, thank you.

Speaker 6