

Treasure Island Pedagogies Episode 6

Podcast Transcript

[This transcript is automatically generated – to report any issues or request a verbatim copy, please email cie@liverpool.ac.uk]

Tünde Varga-Atkins

So hi welcome, everybody to our Liverpool University Centre for Innovation in Education podcast. It's episode 6 and it's for guests from all the way from Cork to Aarhus in Denmark and we had a nice discussion where we actually based today might be quite different with from our inside.

Tünde Varga-Atkins

And it's another special edition with educational developers and the idea of Treasure Island is so obviously since the pandemic. We have thought a lot about what pedagogy is how might be best spending our precious contact time with students and so the idea of Treasure Island is really capturing that moment with this too.

Tünde Varga-Atkins

So let's take it in turns and first I will ask you to introduce yourself. The your current role, perhaps a little bit. Your original disciplinary background and trajectory and then we will go onto our treasure islands so Nicola? Can I start with you please?

Nicola Whitton

Yeah, hello. Thank you. Thank you for inviting me. I'm **Nicola Whitton**. I am Director of Durham Centre for Academic Development (DCAD) at Durham University.

Nicola Whitton

I started doing this map of academic trajectory because it's kind of fun over the place so my academics is really my second career. I've started out working in, not for profit campaigning for several years and then got much more excited by the computers and ended up doing a Masters in ITHDMIT get excited by learning technology and then moving to academic development and moving to research and then discovering would actually move into leadership was much, much easier to make the big difference in spending most of my life my advance that I didn't get.

Nicola Whitton

I'm still projects so that's how I got here.

Tünde Varga-Atkins

Great thank you. Nicola and lovely coz, I I think every time you ask someone in this role to describe their trajectory is so varied and different thank you. I'm making a difference to strike a chord. Thank you Rica.

Rikke Toft Nørgård

Yeah, hi my name is **Rikke Toft Nørgård** so I know Nick quite well, but I will try to be another lady today. I'm also a lot of different persons.

Rikke Toft Nørgård

Um, I'm based at the school of Education. You know at all University at the Department of educational theory an curriculum studies.

Rikke Toft Nørgård

I have a very.

Rikke Toft Nørgård

Old fashioned degree called and I'm I'm not sure this is the English to write English translation. But Maggie Stratium Megastore degree, which discount of research Masters degree, which is not in, not available to anyone. I think I got the last one from Denmark in Nordic language and literature, so we didn't kind of poetry and philosophy in the Nordic.

Rikke Toft Nørgård

Please and then I did a piece scene information and media studies.

Rikke Toft Nørgård

On gameplay experiences and Game Design, really looking at how players are playing the game and at the same time, the game or the design is paying the player and how these 2 in text to create a certain kind of experience I interaction and I think that was what I took with me when I quite surprisingly gotta position within education, which I didn't know anything about it all, an that's probably how I'm still working like thinking about education as an experienced design and there's an interaction design.

Rikke Toft Nørgård

Trying to focus on the hands hits and has of students to create a certain kind of habits or building things in Danish.

Rikke Toft Nørgård

An pedagogical formation, perhaps in English and yeah, and then I'm I'm in the steering group of the centre for education futures. And I'm in the board of the philosophy. In theory of high location SoC.

Tünde Varga-Atkins

Brilliant, thank you so much. That's fascinating okay. Simon can, we go onto you please.

Simon Thomson

Of course I went in this persuaded me to join a podcast and I am the director of the centre for innovation in education within which this podcast is being developed. How did I arrive here? Well, I I started actually in in further education which I found to be a really fascinating grounding for kind of teaching in the way that you really have to work really hard to engage learners because there's a lot of disaffected learners in further education in the.uk mainly because.

Simon Thomson

It's cool send them to Fe when they think they're not good enough for other things out. You know that was a kind of release.

Simon Thomson

Sad reality so I found that really grounding that experience and then I gotta Post in higher education at what was then Leeds Metropolitan University in my subject areas broadcast engineering, so really about like video signals and or engineering around broadcast an an it was during my teaching there about 2006 but I realised.

Simon Thomson

Well, you know if you've ever taught in higher education in the.uk. This or the first day might be the same anywhere across the world. The first 3 weeks of lectures. You get full lecture theatres and then it kind of tails off until you get to Week 12 and there's about 10 people out of the 100 that should be in the room and I. I suppose and I talked about this in light bulb it but.

Simon Thomson

It was kind of why am I wasting this, this student. Kelly don't need this lecture and it's a lot of work for me, so I started using podcasts in about 2006 inch in replacement of lectures and then that led to me be really interesting educational technology and then I became involved in the centre for learning and teaching at the University using my educational technology experience and it became head of E learning.

Simon Thomson

Head of digital pedagogy and then eventually found myself at the University of Liverpool as the director of the centre for innovation education. So it's a very practise based journey that I've had you know it's about implementation. All the time funded projects to try out my ideas using students as Guinea pigs, which they were great you know they really embrace that experimentation and then report making writing reports for the thunders to say this has been the impact so that is being kind of my pattern. I supposed to have arrived where I.

Tünde Varga-Atkins

Great, thanks Simon and then William.

William Carey

Say hi folks, it's great to see the and hear this sort of meandering non very non linear path that people have taken and it gives me gives me comfort that mine is also that sort of ambling around to find find where I end up now.

William Carey

My I actually started out life as a mathematician I'm so I was astute.

William Carey

At the University of Manchester and which is actually why I forged quite a bit of my career. After graduating and and it was probably as a student. I got interested in this education space. I was and I was a facilitator for some study groups with a was introduced for model of Peer Education, called supplemental instruction and which is basically hire students, encouraging discussion and collaboration in challenging areas of modules. I'm

William Carey

In in without Mary appears and then.

William Carey

After that, I I was destined to you and 2 to go and work for one of the Big 4.

William Carey

Accountancy management accountancy firms Ann but because of when my post. Grad finished and I couldn't quite start. With the graduate recruitment cycle. So I fell into an 9 month internship. I'm in our teaching and learning office and that's about 20 years ago. Now I was already to go after the summer to go enjoy.

William Carey

And then.

William Carey

Manchester works in in a range of different roles in learning and teaching and at the time was an emerging field of students as partners and it's now it's something that we, we talk about ever such a lot, but at the time it was, it was quite rare. Actually, I'm and what we can. We can trust students to to work with us in a partnership in a consultancy type role.

William Carey

And actually view them not necessarily as as learners. But as educators alongside ourselves as a staff and it. It should have opened up the power of partnership to me that the power of talking together and with colleagues. We grew what was the student engagement portfolio at Manchester Ann.

William Carey

And not not necessarily student engagement that was done to students and neither really was. It student engagement. That was done with students. But with students and staff, it was, it was that partnership element that really wit verifier for me know I guess a recognition of what collectively we can achieve.

William Carey

Eve.

William Carey

And about some about 3 years ago. Now I'm I. I left Manchester and for what I thought was going to be a 6 month sabbatical over to Cork in

Ireland. That was then Cork Institute of Technology I left actually not from the teaching and learning quality assurance quality enhancement side, but left from from the students union where I taken up a role as head of Education and advocacy and it was trying to bring together all the elements. That sort of student engagement and partnership so from the.

William Carey

Individual representation of an advice service.

William Carey

Through our education enhancement programme through to campaign in democracy. All those those different strands of student being part of their education journey.

William Carey

Moved over to Cork and which was 6 months and I'm now there just over 2 and a half years and although Interestingly. I'm not physically there, but the moment because of this small pandemic that we seem to be.

William Carey

And I work in a role that straddles 2 teams. I I straddle our teaching and learning in it, but also our student engagement office and I just want to finish an by giving you a bit of an Irish word that I learnt and when I when I first moved over our student engagement office is called unsure.

William Carey

A N se oh and it's a stroke of genius by my director as to how they why it's called that so in Irish, the word a N is the.

William Carey

So am the FCO student engagement office, but I'm sure there's a word in Irish also means here.

William Carey

So when if you imagine when you're in a classroom and you're taking the register or the roll call you know, I'm Simon Thompson. I'm sure you know

Nicola Whitton Unsure.

William Carey

Asia.

William Carey

But unsure hazemore of meaning as a lot of words in Irish do it doesn't mean just to be physically present. But it means to be emotionally immense emotionally mentally. I'm here. I'm in that space and just as I was thinking about this trajectory thinking. Yeah, that's that's something that is, is what gives me the spark which is how can we encourage students and staff.

William Carey

To be unsure together. I'm

William Carey

Say that was there that would be Jenny.

Tünde Varga-Atkins

Brilliant popular because recovery introduced us to building and you know, some big you know it's lovely to hear this international words describing and Anna I guess social cognitive and emotional presence of students in terms of the literature around Corbett was

very much so it's really interest. So yeah, that's lovely. Thank you for sharing.

Tünde Varga-Atkins

With us, um.

Tünde Varga-Atkins

So let's let's open up the discussion. An I know it's a bit unfair because you will have had loads of light bulb moments you will also be teaching others to create light bulb moments. But if we could pick out just one from your your example whether it's you know with students directly from your from that period or whether with stuff as you're working with them. It's up to you really how you want to take it. But Watt light bulb moments when students are really getting it is what I want to explore with you now.

So.

Nicola Whitton

Yeah, it's really hard when I think about this. I kept getting tired into my own life. Moments by the students and but I think they want to me that I wanted to share is to do with creating a space for those like problems and I do all that happen at some point out of work with doctoral students and biggest problem that I found the dog frustrating is that they have this need to get everything right first.

Nicola Whitton

Time so when they write they think they've written and perfect and actually about getting into that cycle of critique and improvement

and the idea that somethings never finished is really, really hard and because that's actually absolutely crucial to the John I think what makes doctoral level standard for teaching me so why would tend to deal with then.

Nicola Whitton

And I put this little bit controller, there is get students writing really, really quickly, so within the first meeting right now 1000 words. And then I'll take it and rip it to bits and I'll tell them that they will hate me at the end of 6 months. So we have this quite difficult 6 months and everything at the right eye taken out for tea. Can I change and and they all have the same piece going backwards and forwards and backwards and forwards and an another one particular student just coming and say, but I feel I'm getting nowhere.

Nicola Whitton

And we went back and said this is this how you started this is where you are now.

Nicola Whitton

If you don't think I'm at this moment I. I suddenly say there is no end to this and pitch. These never ending academics, not end but it's all about getting better, so I think for me that just being able to go through that really hard process will be early on, because actually what you don't want is something the end of the doctor and not knowing there is no point finish.

Movie.

Nicola Whitton

I want to share, yeah.

Nicola Whitton

I want to share.

Tünde Varga-Atkins

Yeah, that's great any any I mean, This is why we can open it up to all of you as well.

Rikke Toft Nørgård

Yeah, I just wanted to make a piggyback on Nick's comment here. So yeah, I think creating spaces is really important, but also creating processes or scaffolding that kind of Journey or that kind of light bulb moment so coming out of the design field. I really work with design processes and design methods as a way of.

Rikke Toft Nørgård

Through a kind of very structured, but very open at the same time process so they end up having something that are very strong kind of academic argument and a sort of kind of Design materialised thinking that they can show off as an example of how to make that so whatever they do they care about so for exam?

Rikke Toft Nørgård

Family study coordinator of the masses in ICT based educational design and so that they are working with like a future teachers and having them to really dig into their values and the core virtues of pedagogy and kind of almost we discover the purpose of education within educational signal.

Rikke Toft Nørgård

Okay, and then go on a journey to kind of transform the present Tu Amor
Preferrable World in the future so working with speculative design and
foresight studies and the futures cone and then trying to have them on a
really strong foundation, so they actually have like the tools and the
arguments academic argument. A to to change change something to a
more preferable situation. I think they found that quite.

Rikke Toft Nørgård

Invigorating because suddenly they can see that that what they are
working with can actually be used for something without kind of.

Rikke Toft Nørgård

If.

Rikke Toft Nørgård

Academic waste tradition, where you have like a examinat are reading the
exam and then kind of Mac relating. It is reading it to pieces and for
getting all about it and then you know in the end, you can go and do
something of use kind of transforming that experience into ohh like what
we're thinking about right now and these kind of small.

Rikke Toft Nørgård

Proposals or design concepts are actually quite useful, we are, we actually
know.

Rikke Toft Nørgård

And lots that other people can learn from already Wild West.

Rikke Toft Nørgård

Adding.

Rikke Toft Nørgård

And so working with this within a concept, I called with the news has owned and participatory academic communities. Perhaps also connecting really strong is to William and what others talking about students as partners students as Co researchers without kind of making them into a new kind of what's collect carrier like study not they're not my assistance their researchers and researching something together.

Tünde Varga-Atkins

That's 5 years speaker there's so much in there as Welland. I love this idea that innocence in your treasure islands. You are getting people to be passionate but also then look what else they can improve around in.

Tünde Varga-Atkins

Archipelago of other islands or in the image, which is lovely. Thank you, yes.

Simon Thomson

I'll pick up I I'm sure William will have a lot to say around this coz what you're talking bout. Ricky there is this kind of how do we develop that partnership really early on in the student kind of experience and I suppose? What Nick referred to there is this idea that somebody comes to PhD thinking they have to have it right. First time because there's something quite not right about the undergraduate journey or the postgraduate taught journey because that is about having to get it right first time and I suppose.

Simon Thomson

My light bulb moment was actually a switch off moment when I was in lecture theatres. And there were hardly any students, thereby Week 6 and I'm thinking? What is going on here this is this is not a light bulb moment this is a kind of challenge that I need to resolve and I suppose for me. This was about and you talked about this ricker about this idea of conversation.

Simon Thomson

And the lecture is hardly ever a conversation even if you try and Design, a lecture to be a conversation it always it's almost as if we've kind of Societally accepted the elektryczna broadcast mechanism from somebody talking to lots of people and universities use it as an efficiency gain because you can get 100 students in one room with one academic member of staff and I suppose what I was thinking was how can I make a light bulb moment out of?

Simon Thomson

Election not working which is when I in 2006, started using kind of Apple technology to explore pod casting what I ended up doing was producing short podcasts of about 15 or 20 minutes that picked up the key themes of what my lecture was going to be, but then wrapped it around a conversation with a series of questions in the discussion areas of the Valley and that was the light bulb moment I saw for students because.

Simon Thomson

They were able to kind of listen to the concepts of what I was talking about how would also add in you know, some slides that they could access if they wish to but what I was trying to encourage them to do was kind of build a conversation around my lecture not take it as read not take it as thank you. You broadcast that to me, I will now take this store, it somewhere and use

it again later and that for me was that light bulb moment and that was when I started to really think about how we use technology more effectively.

Simon Thomson

To engage with learners and to generate those conversations, which are really hard.

Simon Thomson

Because the whole school system in the.uk is about students listening to teachers even today. It's unfortunate and then regurgitating that into kind of exams. You know, we've almost gone backwards in the last 5 to 10 years in my.

Simon Thomson

Yeah, by personal kind of thinking around how we assess.

Simon Thomson

School kids is just not right and they don't have that chance to have conversations, and think of their through their learning. They prepared for exams and I think we've got to unpick that when they come into higher education and if we don't get it right. They end up getting to a point where they're doing a PhD and then not prepared for that criticism and they're not prepared for that conversation. So my light bulb moment was stopping lecturing and thinking about how I present the conversation to students in a way that I.

Simon Thomson

Things more valuable to them.

Tünde Varga-Atkins

And you were 15 years ahead of their time, Simon as well. Because obviously the pandemic. That was a very first you know that was a really good pedagogy to go to.

Simon Thomson

Can you can't imagine how frustrating that is you know seeing it really working and then but I suppose the challenge that we had then was the technology wasn't ready enough for staff just had to jump into this had to work really hard to make podcasts work and embed them into a vehicle in 2006, which sounds crazy doesn't, it had to work out where to host them. I had to work out how to embed them. I had to work out how to get students to stream.

Simon Thomson

You know, so there were lots of challenges whereas now there's not so many technical barriers to it, and this is an example. You know, we're producing this podcast. But the process of streaming and then accessing has been over the last few years really simplified.

Tünde Varga-Atkins

Yeah, I mean that's yet generally and with some of the educational principles licensees. Julian things like that have been around. Then it's funny. How sometimes technology really has to catch up with some of them. William is there, I mean. I know you started talking about student

engagement and partnership is there any anything you want to pick up on your light bulb moment?

William Carey

Yes, it's a number of things instead of justice. The threads are started to come together really, really interesting for me and there was 3. There are 3 words that that I've sort of adjusted down as folks have been talking.

William Carey

The link to my sort of light bulb moment I mean, it's interesting that our moments are not necessarily a particular point in time.

William Carey

But it's an experience as Welland, the 3 words were challenged conversation and space an and for me that the light bulb moment. It's challenging I'm people to be in different spaces to have different types of dialogue that they may not have experienced before I'm and it was the idea that it's not necessarily students and stuff that I'm considering here, but learners and educators because I think.

William Carey

You know, we've heard already that that that stuff can be learners. Students can be educated. But we did some work. A few years ago at Manchester and it's really driven throughout throughout the rest of my career. The notion of institutional dialogue or shared dialogue and it's taking people into spaces where we forget the High Road.

William Carey

We we move away from the particular roles that I might perceive myself to be an actually. I'm a human being who has something who wants to make

a different who wants to make a change in some way and so where those were almost where the power is challenged and when that power is challenged that suddenly my traditional role as student.

William Carey

Can give something to another traditional role a staff member but that staff member finds in lightning that they find almost transformation. Ull suddenly when that happens that changes the dynamic in the classroom because the students then see themselves as part of the learning process or the learners see themselves as part of the education process and educators see learners as part of that and I mentioned at the very beginning around student engagement. It's not something that's done with students, but it's done with students and staff.

William Carey

And that's the whole drive for me in.

William Carey

An example of that I would be I'm a project that we've been working very recently in Cork, and we've been looking at assessment and feedback. I'm and we are looking at how do we build assessment literacy?

William Carey

Three students and staff working together and.

William Carey

And suddenly when staff are saying.

William Carey

The comments that students have got the idea is that students have got students are saying that their voices are valued in a way that they may not have necessarily traditionally experienced inside, and it comes back to the idea of what's happening at school and how. How when we're coming into that University setting, is that tertiary setting. Are we able to disrupt a little bit what I might perceive to be my role as a learner and it?

William Carey

And when you when you see the light bulb moment and it's a light bulb that you see Sparky, it suddenly turns on in students and instead.

William Carey

And it changes. It changes the way that they interact.

William Carey

And just to close off those it, I'm an example from supplemental instruction in South Africa supplemental instruction was introduced at the when they were making the transition from apartheid, and they acknowledge that supplemental instruction was a tool that helped the merging of different institutions come together.

William Carey

And the staff had had one complaint, and I say a complaint with a smile. I'm that when students who'd engaged in these supplemental instruction sessions were coming into the lecture room.

William Carey

I said

William Carey

I I can't do my lecture because I'm being, they're asking me too many questions. I'm but they were seeing that as a huge positive that suddenly my view is still my perceptions to who I am coming into. This learning environment has been shifted and suddenly I am. I can be a partner in this in partnership doesn't mean it will come with the same experiences, but we are coming in and that in that mixing pot as it is there and so is that for me is the light bulb of justice space space in the conversation.

William Carey

That challenges my own perception of myself in whatever role I may I may have.

Nicola Whitton

Can I just have to put the thought that I've picked up from talking to him and again. I'm looking for blade that I took this quite a lot, but I'm really then I was listening to you guys talking. I think that really struck me is particular spaces and it's around the spaces where people feel comfortable confident to challenge it could have confidence.

Nicola Whitton

All and actually I think.

Nicola Whitton

Can you saying about schools and I think it is really cold much it'll be teach them to test basic teach them to the exam, then that's actually more problematic is that you don't teach them valuable positive. I'm actually when it comes to your light bulb moment assignment. It is about something that didn't work, and being able to turn that around and what I see particularly at an institution where students have been high Flyers.

They used to getting straight. A's and then suddenly there in a bigger pool and action.

Rikke Toft Nørgård

Is it?

Nicola Whitton

Well, I think it's really challenging us inside student mental health and so times welding, but actually what universes aren't quite getting right? Is this idea say fail. An example of paintings in their dealings with recently admitted celebration dance and again. These are very much. But understood as partnership, but I deal with it. Students academics and it's better to do something genuinely innovative the alcohol has been that the bees that people coming.

Nicola Whitton

But the whole quite safe. They want things that will you know they will fail and fall safely because you've got students on board and and that they might actually be little crucial failures. But actually I think that's that means that the biggest issue would have cost the whole language. Italia and positive failure, but that senior management get very scared when you say, I'm actually creating projects that don't fail, but actually it's not the ones that fails, but we learn from them and how we create projects that actually do things genuinely radical generally.

Nicola Whitton

About seem to just be picking up on sort of the same as underlying what do we talk?

William Carey

I was I.

William Carey

Was reading a book recently from Elon University over in the States and it's their centre for engaged learning and they they put out.

William Carey

I've called the power of partnership and there's a bit that I've used that phrase a couple of times. It's really stuck with me as you were talking there Nick. It reminded me of one of the chapters that they were talking and they weren't talking about safe spaces, but they were talking about brave spaces.

William Carey

Anna and the idea of a failure, but it's there. It's when things come together in the margins. It's the grey spaces and where we need to be brave to challenge ourselves and to challenge our view of ourselves. But also. But how do you create that an element of comfort in that grave space? I'm and to me, and do you were talking about sort of community and belonging and the spaces where we can encourage that community and belonging to happen and that.

William Carey

Sometimes have to be outside of those traditional spaces in order.

William Carey

1st to bring it into some of the more traditional spaces as well.

Rikke Toft Nørgård

Yeah, I've been working.

Rikke Toft Nørgård

Quite a lot with like the philosophy of space and place an atmospheric design and stuff like that. And I think I think you have that right. Nick let this is this is important notion about failing forward and micro failures that are kind of the driver of design processes at at least when they're done right, and not in the waterfall model.

Rikke Toft Nørgård

An sofa for stupidly I'm actually asking a lot of students when they get to the highest form of educational staff teaching is the highest form of education that that is like universities and stuff like that. And so we need for example, the concept of brave spaces. We need to kind of have a vocabulary for that and a practise for that that are quite nuanced in a certain way like have a repertoire and have a repository.

Rikke Toft Nørgård

That can kind of again scaffold it or create a process or creative journey. For example, I've been working at bid would like the concept of wunderkammer in Cabinet of curiosities like you. You start with a cabinet of curiosities and you go in and you. Look around and an what was quite interesting with the origins of the window camera is that this like science and art and made up stuff all jumbled together in these window cameras or cabinets of curiosities.

Rikke Toft Nørgård

And you go in and you Marvel and you wonder so kind of that would be like the light bulb moment, perhaps in a certain way like oh this is interesting? What does this mean or who I could build my own animal here and then kind of moving them from that kind of.

Rikke Toft Nørgård

Exploratorium to an experiment I am like failing which they would fail. You try out different stuff. It doesn't work. It all falls apart, try again? So having like bars and a long linear process, pointing towards the assessment in the end, you have these failure loops where you.

Rikke Toft Nørgård

I often say to my students. It's about failing as many times as possible.

Rikke Toft Nørgård

A and S speak as possible, but without major repercussions so that in the end, you will have a really strong argument for what you tried out how it didn't work, and why you ***** bit here would be to do so. And so, based on all your failures because failure is knowledge. You know, so I think it's having that I think I don't know if we need a new language.

Rikke Toft Nørgård

But we need a strong language to actually my first month whenever achieves is about persuading the students that that it's okay. I don't I. I don't know what we're making here. I don't have the answer. You're not trying to figure out what my answer isn't in copied. I you know, we need to figure this out together and they don't really believe that you know they're like this is a trick you're trying to trick me into something and I need to figure out how I'm going to.

Rikke Toft Nørgård

Make it.

Rikke Toft Nørgård

Not fail at the assessment moment, so this distinction between learning moments and assessment moments, I use quite a lot of time to trying to pick that apart because now everything is an assessment moments to students and all the learning kind of disappears because they're so focused on is this gonna be on the exam? Or why should I learn about this string things? I can see how I'm using this for my future work life or something like that.

Tünde Varga-Atkins

This reminds me to kill off of reflection or reflective assignments that challenge because you trying to get students to reflect and learn from the it's exactly that process that you're trying to catch.

Tünde Varga-Atkins

But you know that I know many staff have said to people still think those students or learners were still think I'm not gonna get a mark for it. If I say what I have failed at all. You know what didn't work, whereas you trying to get get these students, too well actually that's the if you learn and you are able to reflect on it. That's much more valuable.

Tünde Varga-Atkins

Then so yeah, I can I can see that so that's your wunderkammer and and this from ex. You know seeing exploring to experimenting that was a nice or so move on us into the next bit. When I would like to ask you and again. It's slightly unfair because you will have the repertoire of work. These

things but if you had one teaching pro poor pedagogy. You know it can be wiser thing to take to your treasure islands with students.

Tünde Varga-Atkins

Be that precious contact time, but what would it be.

Nicola Whitton

This was nice one and may it be blue.

Nicola Whitton

And because I love balloons and I think also being very practical. Does island they be particularly useful for carrying water and Bamboozling Lions, but equally for.

Nicola Whitton

The public gorgeous I Dan I subscribe to up lazy and this is where it's clear and well. She creates it and it's basically Maxine coming. Spencer month or probably is now sitting in my office with a year's worth an eye. It just brings together some ideas around play and particularly one of them had a challenge, which is his blue going using you teach.

Nicola Whitton

Nicola Whitton

And so I I basically got it put a challenge inside it went into lecture and put it up and and it is amazing? How many people. He added that if you want any point you could pass it on or you can pop it and do the challenge. So actually I'm really, really well. Unfortunately got popped really quickly, and I

sent you is that in teaching without having balloons going around. It's silly. It's whimsical, but it also gives people in.

Nicola Whitton

In the classroom be.

Nicola Whitton

Choice of whether they engaged so you can use it for kind of student questions. You can feedback you can get students writing their own things and put them into the lens and I also love this sort of tactile nature of it. I think but actually I know a massive fan of digital online. But physical things played Lego goalies. There's just something really nice about having that physicality.

Nicola Whitton

Yeah, right now, I take some Blues with you.

Tünde Varga-Atkins

Oh, that's fantastic, I love. It comes as you said is playful, but you've got the surprise and the choice and I guess.

Tünde Varga-Atkins

Perhaps it goes back to your child you know the when you have balloons for your birthdays and then yeah, yeah.

Nicola Whitton

Is that just for children? I just assumed that was still a thing?

Tünde Varga-Atkins

No no no well, I'm just talking about birthdays in in when when when people were little. But I just love. I've loved all the versatile things that you've all listed that's amazing.

Nicola Whitton

I think it's very difficult not to be cheered by balloon thank you.

Tünde Varga-Atkins

Love.

Rikke Toft Nørgård

Rica, yeah, I think I'm probably the perfect follow up to Nick because I've been at the her and Alex and other peoples. Of course, playful learning conference festival, whatever we call it and I think they're so good at all this kind of material, playful, tangible stuff and I'm even though even also a place called I'm way more boring in a certain way. And so I also have a way more boring answer then balloons. I really like that and so except that's one of my 2.

Rikke Toft Nørgård

A focus is like wet balloons is one of them. I I can't and holes like you have this whole phobia thing where you can stand holes so holes in wet balloons are my 2 local so I.

Rikke Toft Nørgård

Probably wouldn't go to mix Balloon Island.

Nicola Whitton

Hi please could they?

Nicola Whitton

Could keep them dry for you sure no wetness?

Rikke Toft Nørgård

Yeah, and I never learnt to blow them up as well like yeah, so you will have to practise that quickly without them getting wet, yeah?

Nicola Whitton

Will get you pumped for fun?

Rikke Toft Nørgård

So, so I think also I think I would. I would because he could also be a pedagogy right? And as I understand it. So I went appallingly. Yeah yeah, not the fun balloon way unfortunately. So I would. I would. I'm really.

Tünde Varga-Atkins

Yes, yeah, it's a general yeah.

Rikke Toft Nørgård

In love.

Rikke Toft Nørgård

With with the concept of signature pedagogy.

Rikke Toft Nørgård

Based on Truman an I probably kind of totally destroyed it and walked it to my own, but I think what's wonderful about that pedagogy is that it it builds from the values and virtues to the pedagogy and then to the surface layer, where we would find the balloons, obviously. But like the virtue of the balloon, if we should, we can piggyback off next year so the virtues and

values that Nick already talked about inherent in the balloon, because the balloons could probably also be used for evil.

Rikke Toft Nørgård

And then, very Nan Fung, very harmful pedagogies, I would suspect so the the materials are in themselves, not an.

Rikke Toft Nørgård

He got a.

Rikke Toft Nørgård

Proof of a good pedagogy, I would say so we need next values there and we need like the pedagogical pedagogical structure around the balloon.

Rikke Toft Nørgård

Before we start to use a balloon, so I think I would, I would need could convince me to come to her balloon.

Rikke Toft Nørgård

Island and then we could kind of build a signature pedagogy around the balloon. And the other thing I really like about signature better go to East Loom.

Rikke Toft Nørgård

Holistic thinking around the signature pedagogy with the hands, heads, hearts and habits. So for me and I think that perhaps connect Stuart Simmons with Simon was saying about the lecturing.

Rikke Toft Nørgård

Much of heart Wilmots of education in general are really focused on the hip part like and checking the hit in checking for thinking but but the.

Yep.

Rikke Toft Nørgård

How we think the hands. How we act in what we do, what we choose to do and especially the hearts how that makes us feel in education. Being an educator, being educated that is really what it's about for me and there. I think all a lot of the words Nick used about the around the balloon is really about that. How to bring back the joy bring back the purpose and so forth. And then we need a little bit of my boring stuff. Probably like the academic purpose and then we can build a balloon island.

Nicola Whitton

I I've written down note to self balloons can be used for evil so thank you for that.

William Carey

Let me see vehicle.

William Carey

The eye.

William Carey

Simon Thomson

Is the Association between balloons and Clowns isn't it that must be there?

Oh.

Rikke Toft Nørgård

Well, I like sounds better than with balloons.

Nicola Whitton

I guess plans will be getting balloons wet with this quality Flowers.

William Carey

Yeah.

William Carey

Rikke Toft Nørgård

Yeah, that's the sewer under in the movie it's.

Simon Thomson

I've seen.

William Carey

I wish Jerry can then if you if you'd kept Nick onside because at the moment he said that balloons could be used for evil, you have her face changed just a little bit sensual. What's this? And? But you brought us with you. Then with your signature pedagogy.

Tünde Varga-Atkins

Yeah, that was fun, yeah, that's an then as you know, I am yeah. I think the idea of the hands minds and Hearts is definitely the sweet to altogether go and I think many times. Some people talk about pathologies as we develop ones as well. It was over, there or the hard stuff was there, which is just once, so fascinating. Thank you what about Simon.

Simon Thomson

Yeah, I started out by I'm gonna go big here. I said the thing that I would want to bring is the Internet.

Simon Thomson

Which is quite big it's not even something that you can actually bring but I just?

Simon Thomson

If you bear with me, I'm going to come onto a pedagogy and bring in a minute, but I think the concept of the Internet. Around this kind of non geographical network is one of the most powerful things that has emerged during my lifetime.

Simon Thomson

And yeah, this is really bad things about it, but there's so much wonder about it and the reason I think that is because the other thing that I would

bring if I'm allowed to bring 2 things would be active learning as a pedagogical approach because ultimately if you just have the Internet. But you were a really well equipped active learner, you could probably pretty much teach yourself anything.

Simon Thomson

Within reason now and I suppose for me that is really powerful isn't it but it also questions. What is my role as an educator? I use Williams term there when all this knowledge exists elsewhere and a student there is a really well equipped student could probably pass an undergraduate degree without needing an educator.

Simon Thomson

I then question what is my role as an educator so I would want to bring the Internet cause there's so much there and if there's anything. We need to do on the island. I'm sure that he went to a YouTube. You'd find somebody. It's already done it will teach you how to do it. So I just think the concept of the Internet and being able to learn anything. You want and I watched my own children learning to do things you know like learning to build ramps to jump bikes off of learning to you know.

Simon Thomson

Play tricks on their dad whatever it is they the first place to go to this, the Internet. They don't come to me and say ohh dad. I want to play a trick on my brother or dad or wanna build a ramp or dad or wanna build a go Kart with some spare parts from the pram. That's in the garage what they do is they go to YouTube and they learn how to do it and then they go look what I've made and I think that is being an active learner is really powerful and then the other thing I wrote down is that campfire.

Simon Thomson

Because there's something really nice isn't there about having a campfire because there's something that connects you back to kind of Neanderthal kind of living which is the base requirements, which is the heat. The light, but also this notion that everybody sits round. A campfire, and tells storeys so if you've ever been. You know in Scouts and things like that. The the memories of sitting around a campfire poking marshmallows in and having conversations with people.

Simon Thomson

Is quite powerful, so I've been know very greedy and brought 3 things the Internet active learning and?

Simon Thomson

Fire.

Rikke Toft Nørgård

I think campfire is really dangerous for balloons, isn't it?

Simon Thomson

Only if they filled with helium. I think if they're filled with them with their then they're not so bad or water. If the filtered water then it's very bad for the fire.

Rikke Toft Nørgård

Yeah yeah, and the evil.

Nicola Whitton

But we can just see.

Nicola Whitton

The fire at one end of the.

Nicola Whitton

Island and the blooms.

Nicola Whitton

At other end they kind of fire balloon apart.

Rikke Toft Nørgård

Yeah, we could. We could invent fire balloons like balloons with fire inside them.

Nicola Whitton

Equally, we probably don't need to bring fire to the island coz that's probably there already. But just in matches.

Simon Thomson

I didn't want to make any assumptions, but we might have to learn how to make a fire without matches, which we would be Internet. Yeah, that's right, yeah.

Nicola Whitton

But we can you change that is fine.

Rikke Toft Nørgård

And I can learn how to blow balloons, right? And we can learn how to keep them dry.

Simon Thomson

Some dates back.

Simon Thomson

Yeah, yeah.

William Carey

But if we, if we put heat, heat and balloons together and we think about the rooms in a bigger way than Nicks placing, then we've actually got ourselves a hot air balloon, and we can actually start to soar. I'm even more, but we might need material for that rather than the the the plastic that's there.

Yeah.

Nicola Whitton

Basket.

Rikke Toft Nørgård

And I will.

Rikke Toft Nørgård

Yeah, we could have an island in the air like we will lift the entire island and take it with us everywhere like the Internet.

Tünde Varga-Atkins

Oh, I love it. I love it. We are just feeding you possibilities that we haven't thought about on this podcast before I lost.

Simon Thomson

In fact, in.

Simon Thomson

Some countries they do actually hoist up Internet connectivity systems with balloons, don't they send them up into the air on balloons so that kind of in a remote area they can have Internet for awhile. They basically send these big balloons up like big weather balloons with into Internet connectivity on them. So yeah, we've got it made.

Rikke Toft Nørgård

So William, now we have the island up in the air in a hot air balloon and fire, and we have Internet with us.

Tünde Varga-Atkins

What are you going to add to this?

William Carey

They know how much more there is that I could actually I've, but I'm I'm probably going to pick it back a little bit on something that Simon said. I'm around the active learning piece. I'm bring it really practical. I'm like Nick did actually there and say I.

William Carey

I really simply I. I bring some post it notes with me.

William Carey

I'm a nan and I'm I'm. I was really taken Ricky with what you were saying about the the tools that we.

William Carey

The tools that we use an can sometimes mask absolutely the something that's bigger, and we could use them for different different things, and we

need to think go back to the values. What is it that underpins why? Why we doing things from from the head and heart?

William Carey

Active, but for me the post it notes support something that is about growing what is inside of Mee. You took Ripley about? Your students realise that you're not. You don't want to find the answer that's inside you. It's it's not that actually. Together we're going to construct this book, but to do that.

William Carey

We have to find what's in ourselves and then find a way of bringing that out and sharing that so that the sum of the parts is greater than the individuals.

William Carey

And I'm not saying that post it notes, do that completely at all. I'm but I think they.

William Carey

They allow is as well as a method to say, well, what, what's my voice?

William Carey

What is my voice of and what would I like to say? And even with a post it note I am able to say that anonymously.

William Carey

So they might be apprehensive about what I want to say because I I'm, I know, I think Simon you done quite a bit of work with Sally Brown and Phil Rayson and fill with donor a workshop with this a few years ago. I'm any

challenges and said I want you to write something on, post it, but write it on the sticky side rather than the and that stuck with me for a long time now that that individual voice that that can be.

William Carey

Anonymous or it can be shared. I can put it in the middle of the table. I'm with jam board and you know all the other post it notes. Sticky note services are available. I'm sure other than jumbled, but with those with those post it, you can then collectively bring that together. You can start to identify where the areas that were coalescing around where are the gaps that we still don't know and I didn't know there was a gap there, but I do now know that because I can see where the post it notes don't don't fit, I'm.

William Carey

And the other thing to me, to it speaks to a collective as well, and the collaboration that the post it note is not something that's fixed on a piece of paper, but it can move around. I'm and I can also take it away. I can take my something else that someone else's said away and hold it with me. I mean, it's a feedback purposes as well for reflection purposes. It it helps to do that. So I'm and at the end of the day, if we needed some fuel then for the fire, once we've worked through the post, it notes and they could go on there and it could.

William Carey

I'm like it's a process with some warmth as well.

Rikke Toft Nørgård

Well, this this reminds me like posted knows coz can also be really evil. I would say is it designer working with design methods I've been at so many really crazy posted note workshops. You know where you are. Just ask by some consultant designer type to put a lot of things on post. It notes idea, generate an innovative new concepts and then in the end they go into the bin and everyone leaves the meeting and everything kind of justice finishes. So I'm really really like to work with. Post it notes.

Rikke Toft Nørgård

Do it all the time as well, William, but house will actually.

Rikke Toft Nørgård

Again, scaffold process where we then take that idea generation or that materialisation of thinking and build on in the next step and then in the next step as well so it becomes.

Rikke Toft Nørgård

Something enjoyable sustainable in the end, somehow I think that's really important. I think it's just like people misunderstanding a lot of things because the Internet is really.

Rikke Toft Nørgård

All right, Anne?

Nicola Whitton

Can I see?

Rikke Toft Nørgård

And then anything, oh design. That's something about asking people to write stuff down on possible. So again, we need to think about the pedagogy also inheriting posted note. We said this thing is really, really there in your other thing. It reminds me off like the bright balloons the Brad posted notes the bad Internet and the bad signature pedagogy. Is this concept that I've worked with in the in the participatory Academic communities article this concept of shadowy siblings. So I think that's what I'm talking about when I talk about the evil.

Rikke Toft Nørgård

Evilness or darkness of post it notes the desk there's a that we all.

Rikke Toft Nørgård

Talk about the bright side of pedagogy when it's something that we care about. Like all those evil lectures, and then we have the bright active learning or the bad posted notes or something like that. And we really tend to forget the shadowy siblings lying in wait within all those concepts. So something like active learning with. I'm also like a big fan of.

Rikke Toft Nørgård

I think all of us are, but I I was, I think you were at that conference. Actually, the shd conference, Nick Weather was so slick though Sis, Kim?

Rikke Toft Nørgård

A presentation on active learning and then so on. My colleague has this really brilliant question about like a critique of active learning that active learning might actually serve the new liberal visible learning kind of trajectory that we can point to the active learning and say oh look what we made and like show off the Metro station of thinking which will really hit

me back as a designer, right? Using design methods and when are we allowed to just sit in the corner?

Rikke Toft Nørgård

Speculating on hits without doing anything and using it for anything, just thinking for like 2 years and then fighting an article, this whole excavated academia is really driving into student learning as well, I think.

Tünde Varga-Atkins

I love that concept because thank you so much. I think I love that criticality that you bring him with the shadowy siblings. It's a great.

Tünde Varga-Atkins

Yeah, I love that.

Simon Thomson

Is the connexion between the what and the? How isn't it?

Simon Thomson

So if you take the Internet or if you take the balloons, or if you take the post, it notes they're all the Watts, aren't they? And your perception of them, your experience of them is the how which is supposed part of the kind of work we do around pedagogies, isn't it? Is that you can be a learner, but you can be a learner in different ways, and you can be an education in different ways depending on which pedagogies.

Simon Thomson

You might kind of move towards, so I was just trying to make a connexion there between yes post it notes can be evil, and balloons can be evil, but ultimately they can be good as Welland. It's the how part which I suppose

we'll work on all the time, isn't it? The how do you do this stuff? How do you think about it? How do you talk about it? But the how part is the bit that really fascinates me. I suppose you know. Here's some post. It notes. How do you use them in the context of being an active learner? How do you use them in the context of?

Simon Thomson

Signature categories how do you know? So it's kind of really interesting that you can have the same items or same activities, but approach them in very different ways depending on kind of the framing of those.

Tünde Varga-Atkins

Nick did you want to say something?

Nicola Whitton

I did not come in, but it was now, but I was going to pick up on on Ricky's shadowy siblings cause that sounds like the name for concept that I've been trying to do just bring together. Do you have you ever written about the other references about it?

Rikke Toft Nørgård

Yeah, we actually mentioned mentioned it in the participatory academic communities Article I wrote with generous host on.

Rikke Toft Nørgård

In the end, because that was often also right about our own. Well, at least this educational develops, right? We write about our own educational practise or we develop new concepts on new pedagogies, and we often write about them in this bright language as well. When we write about them. And so we actually took, which is a perfect example of the Sudanese

partners approach. We took that article we wrote about the students and their costs.

Rikke Toft Nørgård

Back to the students. As an open Google Open Google Doc and asked him to comment on it and that was where the shadowy siblings emerged. Like our idea of how wonderful it was for students to feel as researchers and on their own journeys and relax. We were so confused and frustrated and was so chaotic. We didn't. We didn't know what to do and actually I one of the student ended up like a.

Rikke Toft Nørgård

Is stress consultation with the doctor and stuff like that? Because it was so there was not enough scaffolding. So that was like one of the shadowy siblings lying in waiting. These kind of open projects processes. They actually need some guidance. You can just throw them up in the deep end in the design process if they have no experience with design processes and all need to give them some more guidance. So there through talking with the students so shadowy siblings quite kind of emerged.

Rikke Toft Nørgård

On the on the.

Rikke Toft Nørgård

Other side of the bad values.

Tünde Varga-Atkins

And it reminds me of someone, said to me once that sometimes when you learning or teaching that when you when you have questions and not really sure what something means and then you have to ask the question

why what? How would you describe the opposite but would the opposite of this be and you know it just reminds me that this process of of critiquing pedagogies from the other side can be quite useful because then you learn something about it as well. So yeah, thank you so much for that.

Tünde Varga-Atkins

OK, so I mean you have you will balloon is up. You know we have talked about pedagogies. You talked about creating spaces and also we talked about criticality, the passion for education. So at some point you need to create your own little spaces. America, you just talked about when you're in the corner of the human. That is your time. So I am just curious what what luxury items would you take to your own Treasure Islands which would help you relax?

Tünde Varga-Atkins

Off duty when you're not teaching is purely just for you 2 to get read idono, revitalise every fresh because I think we all need that, especially in the current situation.

Nicola Whitton

So I'm partially because Ricky's relocated the island in the Sky. My my item might not yet, but it's Internet crazy to be somewhere that was a Treasure Island and not take a full set escape.

Tünde Varga-Atkins

Be careful, bad.

Nicola Whitton

Yeah.

Nicola Whitton

And I I would also need a buddy, obviously for safety and company, but the idea of being able to die to be away from everybody to I need to really think Anne and close as you can get to flying. So actually it could be asleep, but it would also work in the air which will just laid fly through the clouds as well.

Tünde Varga-Atkins

Lovely, I can imagine you in the deep sea with all the ocean, ocean and the animals. That's a lovely image. Thank you.

Rikke Toft Nørgård

I think I will piggyback on Simon now and break all the rules because I brought more than one luxury item.

Rikke Toft Nørgård

So I'm I'm quite a big fan of board games, especially a bit non traditional board games. So for example board games that were played together against the system, which is a nice metaphor for education, so I would I would bring like will pandemic might be a bit well.

Rikke Toft Nørgård

Too obvious now, but a game like Pandemic or something where we can play together as a group around the campfire perhaps.

Rikke Toft Nørgård

Against the system.

Rikke Toft Nørgård

So having that kind of community and cohesiveness, but then I'm I'm actually, which is probably not how I come off, but I'm actually quite an introvert as well, so I'm totally on. I will leave Nick with her scuba diving alone, because otherwise I will interrupt your sphere, right? But but then I would. I would bring some philosophy, I think.

Rikke Toft Nørgård

And I'm not quite sure who perhaps loose Lusitania's philosopher wrote about the ethical demand so.

Rikke Toft Nørgård

In the moment we start to speak to each other or work with each other, we carry each other in our hands and you right now you are actually my responsibility and vice versa. I think that's a beautiful thought and the reason why bringing something as boring as a book is because.

Rikke Toft Nørgård

I don't have anytime to read anymore and it really stresses me out. I'm supposed to be.

Rikke Toft Nørgård

Everyone thinks that I'm reading all the time because I'm doing like philosophy and I'm in academia, but I only read like strategically to get some references into my articles and I would just like time to just read for myself actually.

Rikke Toft Nørgård

And the last book would be a poetry book.

Tünde Varga-Atkins

Yeah, I think we can allow. Yeah, that's because I think you gave such a good case for it.

Rikke Toft Nørgård

Pack it really tightly together so.

Rikke Toft Nørgård

So it will not. It would not take up more space than next. Scoop it here, I promise, I skip.

Nicola Whitton

It incase gonna be pretty big head this.

Rikke Toft Nørgård

Yes, exactly.

Nicola Whitton

So I probably bring.

Nicola Whitton

The island down.

Tünde Varga-Atkins

No, yeah we can. We can, we can. I'm sure in today's technology we can sort that out.

Rikke Toft Nørgård

Access on the Internet for all the books right? I just I bring a ebook reader.

Tünde Varga-Atkins

I was just gonna suggest the Kindle might be quite useful if you're allowed. I mean, we are allowed Wi-Fi because on Treasure Island we have to have some contact with students, so it's it's not like a completely deserted island.

Nicola Whitton

Can I play game of that?

Rikke Toft Nørgård

No, I'm Simon brought the Internet so you know, yeah, but these are for games and would be and philosophy. And you know, I'm never coming home now.

Simon Thomson

Activate is there so bad Internet.

Nicola Whitton

As long as something that is a charger okay.

Tünde Varga-Atkins

You might get stuck that bit like William, who gets six months assignments and then is there years after.

Tünde Varga-Atkins

William Barber you? What would you take 2?

William Carey

Well, I'm I'm I'm gonna type by Simon Andrew CAS rule breaking an and that disruption space which is something that I think as educational developers, academic developers it if it's not part of the job description, it's

actually part of the induction for that we need to be we need to disrupt and we need to shake things a little bit. I'm sorry I'd bring bring three things and I would bring.

William Carey

Something to do with music. I'm for me. I play saxophone. I'm and I am missing that terribly at the moment. But there is something about playing together. I'm about making music together, which takes my head into a totally different space and I can go to rehearsal after work and I might have had the day of, you know, I've stepped into that to that cabinet with people who are looking at all those wonderful things that we can do it. But sometimes I just need to step away.

William Carey

And have a head in a different space.

William Carey

I'm I I would take I'm some reading for me it would be in the Bible. My faith has a has a big impact on how I think about how people can contribute that we all have value but we've all got different things that we can bring. Actually we're not all the same person, so how can we all step in to that together and they just? Did you say Richard? Just some time to read actually is great and then building on Simon's campfire, I love to be cooking things. I'm on a campfire, sorry. I bring some sort of.

William Carey

There be some kitchen paraphernalia that I'm that would help us share and eat together, because I think sharing a meal I'm is again a different space. We were all around the table together. I'm or account fight together

and suddenly we're in that that different space where we can have conversation and dialogue with each other. I'm so there's a. Those are my three sorry tender I've broken.

William Carey

The rules though.

Tünde Varga-Atkins

Again, because they are so convincing. Who wouldn't love join meal and music? So yes, I'm allowed to let you have it. Allow you to have it. Simon. Last but not least, what would be your luxury item to relax.

William Carey

Thank you.

Nicola Whitton

Thank you babe.

Simon Thomson

What would I bring? I've just literally bring my bike. I just, you know, I suppose in lockdown particularly my my bicycle has been. How do I get myself out of my house?

Simon Thomson

In a kind of legal way. Well, the first thing is you're allowed to bike. We allowed to cycle around on your own, but I also like the fact that in cycling there is a sense of community and there's also a sense of belonging Ness

because you can go cycling with other people. And I also think that having a bike gives you the opportunity to go.

Simon Thomson

Rather than people that might just be walking because in a day I could cover 60, my 50 or 60 miles on this island where somebody walking might only be able to cover no 20 or 25. So I would I would bring my bicycle and it's kind of a place where I can have my own headspace.

Simon Thomson

On my own, if I wish or I can join up with other people and we can.

Simon Thomson

Then go out and cycle, so that would be at my luxury item would be my bike.

Rikke Toft Nørgård

Are you bringing packs for everyone then? Simon yeah.

Simon Thomson

Well, if it's permitted, yeah, I don't know what the rules are around whether you can bring other pick other people, your preferred luxury item.

Tünde Varga-Atkins

Well, this is where we might go in the last bit of debate about bartering, but I think we have been bartering all along the way. And, you know, critiquing as well. You know, looking at really the item that you had and looking at it and having some.

Tünde Varga-Atkins

And so I think, yeah, boxing is definitely allowed and I guess recap from Denmark, especially a bike is essential. There is a mess so.

Rikke Toft Nørgård

Yeah, except I actually don't have one which is a well with square sort of communication and discourse around me not using a bike. So yes, certainly.

Simon Thomson

You've only got 500 metres to your work, so you know.

Rikke Toft Nørgård

Yeah, and I I actually I actually prefer walking to riding a bike because I like the way when you.

Rikke Toft Nørgård

When you're walking the grounds, hit you like in your steps so you kind of walk the world into the body. I think it's similar to perhaps biking. It's another way of getting the world into the body. Did enough horseback riding when I was a kid, and that's a totally different.

Rikke Toft Nørgård

Way of getting the world into a horse body and then into your body and then kind of feeling at feeling at one with that. So I think we should have lots and we have scuba diving as well. I did a lot of scuba diving at one of my Holidays that was.

Rikke Toft Nørgård

Quite scary, but also quite beautiful.

Tünde Varga-Atkins

Wow, I love this conversation today because we have covered all the elements, Earth, fire, water, air and I think that's what we will do today. We will close this and thank you so much. I've really really enjoyed it. Perfect discussion, great treasure islands. So thank you.