

## Treasure Island Pedagogies: Episode 8

### Podcast Transcript

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#### **Tünde Varga-Atkins**

So hello everybody, this is Treasure Island Pedagogies. We imagine ourselves on a tropical island with students and then sometimes without them. So this discussion will be about our light bulb moments, treasure, teaching, proper pedagogy and luxury items. When we relax off duty teaching.

#### **Tünde Varga-Atkins**

So can I ask you first of all to introduce yourself your role and where you're from?

#### **Alex Spiers**

Hi there, my name is Alex Spiers. I'm a senior learning technologist at the London School of Economics and Political Science and I work in the Eaton Centre for Education Enhancement and I'm going to tell you a little bit how I got to this position.

#### **Alex Spiers**

So my background is that I left school with very little traditional qualifications. I was working for nearly ten years in a variety of strange and interesting job roles such as butchery and record shop worker. I was

introduced to a widening participation scheme in Scotland gold access to University and from there I gained entry into the University of Glasgow to study history.

### **Alex Spiers**

Add test.

### **Alex Spiers**

Avon and it was in my final year of this course that I was introduced to the use of technology in teaching and learning. So my final year project was a website based on an art historical problem. What was great about that course was that we were able a supported University. Glasgow had the great foresight to have a humanities advanced technology and information Institute to support or less you man.

### **Alex Spiers**

His \*\*\* students in learning technology. So the Dreamweaver 4 for those who are interested and Photoshop 5 from there that allowed me to understand what alternative assessments are but also how technology can be used in education and then went on and did my post grads in web design at the University of West Scotland and then until tired education in unemployed rule, working in a variety of different roles such as.

### **Alex Spiers**

Library Assistant technician working in the ordeal.

### **Alex Spiers**

You and then kind of like moving onto being allowed in technologist and so during that time I have been working in a variety of different institutions

in Scotland and England, predominantly a Liverpool of water, the majority of higher education institutions in this fair city. Also during that time I.

### **Alex Spiers**

Have been working in open education and community practise beginning with the comedian hand slamming special interest group run by Andrew Middleton and then progressing onto the Bring Your own devices. Open course led by. See Beckingham and Christine are antsy and currently participating on the steering group of the Creative AG Group. Again led by Chris in advancing.

### **Alex Spiers**

Add it to that I have been.

### **Alex Spiers**

Instrumental in setting up regional special interest groups for learning technologists. So I led the Association for Learning Technologist Special Interest Group in the North West for five years and have also been part of the heads of E Learning Forum Steering Group in the UK. Currently I am working on technologies for inclusion and Accessibility. I'm also focusing on the use of technology to support traditional and alternative.

### **Alex Spiers**

Forms of assessment and I'm still very passionate and keen.

### **Alex Spiers**

And the use of social media to keep up to date with practise and maintain community and connexion with colleagues around the world.

### **Tünde Varga-Atkins**

Good, I mean, you would be surprised so many people from English and Humanities have become learning technologies. I think there's definitely really interesting. I mean, that could be another podcast series actually discussed that okay, can we go onto Erica, please?

**Erika Smith**

Good morning, my name is Erika Smith and I'm an associate professor and faculty development consulting.

**Erika Smith**

In the Academic Development Centre at Mount Royal University, which is an undergraduate focused University in Calgary, Canada, and just as you were mentioning. Actually my background is pretty interdisciplinary and I do come from my undergraduate and my MA degrees were in digital humanities and I had a focus in English.

**Erika Smith**

Just as you're saying, we often come from different areas, so after I finished my MA degree, I started working with the Alberta Education, which is the.

**Erika Smith**

As yours.

**Erika Smith**

Unicial Learning technologies branch. Here doing what was at the time called learning.

**Erika Smith**

Objective elements in 2005. I know we still talk about those a little bit, but much less so than in 2005, and then I transition to working in higher

Ed. So I'm a degree at the University of Alberta, which is a research intensive in Edmonton. Just three hours up the road from Calgary, Ryan now and I worked in undergraduate medical education as an E learning specialist and then as senior instructional designer for adults and lifelong learning at the Faculty of Extension at the Uofa. And that's where I had a chance to do my doctoral programme.

**Erika Smith**

Did Miami.

**Erika Smith**

I'm just.

**Erika Smith**

**Erika Smith**

Some more formally studied in my PhD adult community in Higher Ed and how to focus on undergraduate learning and emerging technologies, especially social media and digital literacies. So I've been in my current role now for about 7 years at Mount Royal University and I get to work with faculty doing faculty development work, and programming curriculum development for the University. And I also teach a first year course called effective learning in the undergraduate context where we look at successful research informed approaches for learning in University and their lives.

**Erika Smith**

So that's a little bit about.

**Tünde Varga-Atkins**

Me really and thank you.

**Tünde Varga-Atkins**

Brilliant, thank you. Lovely to have you with us, Erica. Thank you Jess.

**Jessica Humphreys**

Hi, sorry I'm senior teaching fellow and the Academic Development Centre at the University of Warwick and my pathway into this role is being a bit random of various degrees in history, social Sciences, in politics and museum studies, and in libraries. So that's where I'm from originally, and I work tonight. Remember years doing work with professional development, side of things and also ran digital literacy research and innovation, working as a subject library.

**Jessica Humphreys**

Teaching fellow.

**Jessica Humphreys**

**Jessica Humphreys**

As well and then ten years ago I made the transition over to academic development, where I've been ever since an. It had various roles within that time leading on various programmes from our pathway for experienced staff to get recognition from their Haiti. A fellowship through to supporting PG Rs who teach and about three or four years ago times just a bit mad at

the moment, but I took on course lead for our postgraduate award in technology enhanced learning and leading that area. So my work is sort of expanded and I've been working.

### **Jessica Humphreys**

Mostly as an academic developer with my colleagues, academic technology and are now his response to the pandemic we created.

### **Jessica Humphreys**

I learning design consultancy Unit which is trying to bring academic development and academic technology colleagues to work and together we are all separate but we we come together in that space and work on projects together and support colleagues with the move to teaching and learning online. That's me really.

### **Tünde Varga-Atkins**

Brilliant thank you and let's look at our Treasure Islands on your treasure islands. Can you share one light bulb moment and I know you will have many so I know it's unfair to pinpoint one but just what would be one light bulb moment that you share and how has it happened or what made it?

### **Tünde Varga-Atkins**

Happen?

### **Alex Spiers**

So my light bulb moment was working with academic staff at an institution code Joe Merson University in Liverpool One in the projects that we did with our art design colleagues was looking at how feedback would be communicated to students and work closely with staff there, because

basically we were trying to solve a problem that the academic staff were constantly given formative feedback on a regular basis.

### **Alex Spiers**

And then at the end of the year again, really low scores and negative feedback saying I'm not actually receiving feedback, so one of the things that we had at the time, and it sounds like a really old technology now I had was a thing called Wimbar audio voice technology.

### **Alex Spiers**

The essence of it was that it allows you to quickly and easily record a piece of art.

### **Alex Spiers**

Go and send it via an email to a student from the VLE which is blackboard at the time and that was a revelation because would it allowed their staff to do was deceived them some time to be able to record in the moment and provide their feedback when it was actually necessary to enhance their students learning. It was a low barrier to entry because I've not made any academic stuff that don't likes.

### **Alex Spiers**

There are very happy and uncomfortable in that mode, and the majority of them could all use email as well, so that combination really can leak sparked my interest in using media and support and staff to use media primarily for feedback and the response we had from the students was they were getting these fortnightly emails with record.

### **Alex Spiers**

Did pieces of feedback that they would then respond to and write just the shortcut like 300 words somebody and then talk about it when they actually had a face to face meeting with that member of staff. So there was this connexion between the recording the reflection and then actually applying that knowledge to their creations that they were doing, and that was just a lovely kind of like, you know, piece of technology that allowed that process of learning to happen. And it was fantastic to see it making this impact for the academic staff that.

### **Alex Spiers**

I would always teach it at the time, but also coming through from the students as well. So obviously the following year as a result of.

### **Alex Spiers**

The scores are nice \*\*\* for those particular subject, just crept up and so that was really positive so that it was a guess. The thing that is my light bulb moment and I think I'm really excited about the moment is podcast and an audio is back with vengeance as it says it's really really positive and this past week I've been playing around with Twitter spaces which I'm not sure if you know about and so basically it's it's like that clubhouse idea, everyone is aflutter about.

### **Alex Spiers**

In technology terms and basically it allows you to have a live audio conversation and bring people in from your network or elsewhere.

### **Alex Spiers**

To discuss and participate in this and it's just been recently launched on Twitter, and I think there's some incredible value of that of bringing people

together in space is just as we are doing to discuss, practise and share ideas, and so hopefully he will get a chance to play around with that this year.

**Jessica Humphreys**

You're right, forecasting has suddenly just gone from its. I thought it would be videos, you know, shining that because so easy to do in it. You know, listening to on my dog walk.

**Jessica Humphreys**

It's just so old school, but so relevant and I'm quite excited about it.

**Jessica Humphreys**

About it

**Jessica Humphreys**

**Alex Spiers**

The other thing that would so at London School of Economics, one of our tutors who has got background in broadcast and actually as we were doing this covered can pervert creating videos was not something that they would necessarily wanted to do. You wanted to and recognise that students had had enough of screen time.

**Alex Spiers**

And so was approaching it and thinking, well, let's actually create a series of podcasts to deliver this. This content provide these Sparks for ideas about the learning and get them outside getting some vitamin D. Get them outside walking and away from.

## **Alex Spiers**

You know their fellow students with inductively yeah environments, wherever they were, and I think there is something about that that audio element that allows you to do a little bit of multitasking. Walk the dog. Get outside today. She's always there. She doesn't listen to podcasts. So yeah, simple technology that hasn't disappeared.

## **Tünde Varga-Atkins**

What about your light bulb moment, Erica?

## **Erika Smith**

I just really want to pick up on Alex's pointed out that application of knowledge because I think that thread I'm just developing that feedback literacy is such an interesting point, but many of the characteristics that I've really found to be a light bulb moment that has been around making surface and deep approaches to learning really transparent for students.

## **Erika Smith**

So in my first year core.

## **Erika Smith**

We start with a bit of a discussion and an illustration around you. Know what does surface and deep learning mean? And there's a number of different sources we can look at. There's a table by Huyton, but also some really short videos by Stevan Chew on YouTube. Speaking out, you know, little tiny opportunities for walking away from our computer. Perhaps our mobile devices using the YouTube videos or audio?

**Erika Smith**

An Steven shoot really clearly explains those concepts to students in a way that I thought was really clear and kind of helps to frame that learning opportunity so often I find people think about at least initially, the surface approaches as being bad.

**Erika Smith**

Unity so.

**Erika Smith**

**Erika Smith**

Add an the deeper purchases being good so it's a bit of a you know trope that students are, you know, I'm not going to be a surface learner. I'm going to be planner, but we really want to think about in our course is ensuring that we're just moving from that surface knowledge to the deeper knowledge. So of course we might need to start with memorising some definitions and some facts. Starting off at the bottom of the hierarchy.

**Erika Smith**

But looking at that process towards moving toward deep learning.

**Erika Smith**

Morning and one students had a chance to engage with that framework. I found that they were really able to tangibly and kind of concretely pick

apart those ideas. So they told me that's a light bulb moment for them and actually in faculty development using that phrase.

### **Erika Smith**

Work has been something that the faculty of really engaged with you, so the particular way that we do that deep and surface movement in my courses, through concept mapping and when I was on campus, we would have a lot of opportunities to work with stickies and lo fi tools like pens. And, you know, kind of drawing things out, mapping things out in person. So this year when I taught the course online.

### **Erika Smith**

Fall I had to look at different ways of doing this with students synchronously and asynchronously, so using things like Google Jamboard and then also the nice thing is that concept mapping software can really help provide a structure and a kind of a concrete framework for students who are doing concept mapping. So I found that that was a thread that I could pull through in some of my teaching and learning experiences and just to just to speak back to a concept that I think was mentioned in one of the previous episodes pushing students.

### **Erika Smith**

To do something that's outside their comfort zone and actually faculty to that process of.

### **Erika Smith**

Trying to show relationships and Connexions, and show make visible the application piece kind of foster that deep learning were not often pushed to do that in our day to day lives is show those Connexions show our

thinking processes and are really tangible way. So students ultimately, I think, found the value in it. But that idea of the shadowy sibling from the last episode, you know that.

### **Erika Smith**

It's not. It's not always easy, right? And we have to kind of work through the challenges which is part of the part that I think is is the light bulb. It kind of helps to move us.

### **Erika Smith**

Some people may call it a threshold, a threshold right? It passed that threshold. So yeah, that's that's the thing that I have really enjoyed working with over the last couple of years. Is that deep surface learning and concept mapping approaches.

### **Tünde Varga-Atkins**

That's fascinating, yeah, because as you say, the important the metal learning and was met, you know, reflecting on learning is really important. So as you said, the importance from moving to surface deep was important. So how do you do that for them to take hold of that process?

### **Erika Smith**

Yeah, I think it has to happen in a number of ways that are are pretty intentionally built into the course so you know informatively and kind of more informally, through class discussions or breakouts. Those kinds of things to help students have a channel to ask questions and practise. But then yeah, in terms of a formal assessment, in addition to having the map

on having criteria for the map, having a sort of reflective explanation of what was happening.

### **Erika Smith**

Because I think a lot of people also get caught up on. You know I'm not a graphic designer, or I'm not a visually talented person and able to tell them. I'm definitely not a visually talented person, right? This is not. This is not a reflection of. If you have those skills, that's excellent. But really, it's about explaining the process and making those Connexions explicit. And I do find that students are able to articulate.

### **Erika Smith**

I not only the Connexions between the things they're engaging within the map, but ideally helping them to see what's connected in the course so that they are seeing that trajectory of their learning, and that developmental process themselves through reflection. So yeah, exactly.

### **Tünde Varga-Atkins**

Brilliant, thank you Erica. That's brilliant. OK, Jess.

### **Jessica Humphreys**

My light bulb moments of comes from some of what you said really about the application of knowledge and and how you sort of enable students to see the understanding, make those Connexions, the connected learning that goes on and through the work I do with my students.

### **Jessica Humphreys**

Staff said their participants. I'm very much about and think it is seeing them have agency in their learning and seeing them be able to produce something that they can then apply all the learning to sew in the course

that I run is very much a project based course that colleagues have to go and develop a technology hearts intervention evaluated disseminator and it was talking to colleagues who are like experts in the field of design thinking and how we frame that. That was for me, the light bulb because it was.

### **Jessica Humphreys**

An approach thinking about a challenge and how you resolve that challenge becoming very much from a student point of view. From an empathy and pathetic point of view and how we test and prototype and test again. And that gave me a really good framework to use with colleagues to enable them to have the opportunity to really develop their projects with the learning and apply that learning and knowledge that they've taken from the core.

### **Jessica Humphreys**

To their interventions and also this idea as well of interdisciplinary discussions. And, you know, we talk about podcasts and getting colleagues, so that's why I'm quite confused about the Twitter space for getting quality, said he talked to each other. That's where I find the biggest impact is when they have something to say to each other, not just me. I hate being a sage on the stage. I hate telling people this is what you must do. It's actually be able to see those light bulb moments happen amongst each other and I get a lot from that as well. Selfishly, I learn a lot from them.

### **Jessica Humphreys**

So it's very much about Community. So for me, yeah, it's a number of different things, but it's about the application of knowledge.

## **Jessica Humphreys**

Now I can trying to get participants to take ownership, ANAN have agency and developing their practise and see where they want to go so they they. They take risks. I take risks and see where we go from that. But it's a learning curve as Welland. Sometimes it can be a bit of a risk, but yeah.

## **Alex Spiers**

Yeah I was just crazy. I totally connect with what you're saying there, Jessica. I about having that interdisciplinary mix within the group. I mean, I think very much very early on in my career I.

## **Alex Spiers**

Dead fall into that shop of being now person who.

## **Alex Spiers**

Had to be the person, the CDC John the stage communicating. This is how it is and that's how it has to be. And I think from a background of being a learning technologist that doesn't always land completely with the staff that you are working with and it's much more impactful to bring colleagues and and and to demonstrate their practise and talk about their process is and how they've applied the technique.

## **Alex Spiers**

Richie and share that case study or those ideas and approaches. It just makes it much richer and and I think actually much more valid. That's not the right word, but I think impactful was probably.

## **Jessica Humphreys**

Yes, I can relate to it and it's something we've done with Lldc is we try and get colleagues to share their practise so it's not coming from overseas saying that the messages are something that we agree with that we're trying to get in to see how colleagues are using technology in various ways and what we've started doing as well is getting the student voice in there as well.

### **Jessica Humphreys**

So that colleagues can learn from the students coz that like can sometimes reinforced like we're doing OK. Or actually we didn't think of it in that way. We need to look at that in a different way and I think that's been quite a moment as well. Listening to students experiences and getting them to talk and be involved in those conversations as.

### **Alex Spiers**

Funny coz it seems so natural to say that no, but it hasn't always been the case in higher education with.

### **Alex Spiers**

Actually drawn on the students experience and listen to their voice and actually invited them into the room as well. And what I'm heartened to see. Certainly in my institution and an others that I've worked and that that process is becoming much more equitable. So we are kind of like working together rather than it just being kind of one way traffic which is great, and hopefully that's the same in your institutions as well.

### **Erika Smith**

Yeah, we've had a lot of opportunity to work with students as partners, especially on the open education initiatives. That's been a really key point for us to help.

### **Erika Smith**

You know for sure those Connexions between the students union, the representatives of the undergraduate students, and then different service units, including our librarian, our Academic Development Centre in faculty member. So that's been a really great Nexus point for us is the open education and open pedagogy items.

### **Tünde Varga-Atkins**

Okay, So what teaching proper pedagogy would you take to your treasure islands?

### **Alex Spiers**

Okay, I'm going to say teaching prop coz I do like a teaching pro. So this bit is probably going to feel a little bit like.

### **Alex Spiers**

Samuel L Jackson in Pulp Fiction. If you've been in one of my teaching sessions as a member of staff, you have probably heard me say this. So if you come to one of my sessions, you will receive a Tunnock's caramel wafer or Tunnock's tea cake. I on entry, and that that's just standard.

Yes.

**Alex Spiers**

Unless this is many, many reasons for that, one allows me to tell this story about my Gran, who used to work there.

**Alex Spiers**

Many, many years ago. So with what we're sharing stories and where we're coming together and I'm setting the scene for a can view accession to you may have been running from one lecture or one meeting to the next, and you might not have had the chance to actually grab something to eat. So there you go. There's a little bit of sugar that should help you through this session.

**Alex Spiers**

Know about that.

**Alex Spiers****Alex Spiers**

In three, it's nice to receive a little bit chocolate. You know, it just kind of like levels out and kind of like makes you \*\*\*\* scene for a nice training session or a nice time to actually be with colleagues and discuss ideas and share ideas.

**Tünde Varga-Atkins**

Do you have any issued an independent? What do you do if I'm coming?

**Alex Spiers**

I get very lonely.

**Tünde Varga-Atkins**

Coz you can't get virtual chocolates or have you got. I can't zoom background or themes background with Tom Hanks.

I.

**Alex Spiers**

I can't.

**Alex Spiers**

I.

**Tünde Varga-Atkins**

Sam

**Alex Spiers**

It's it's. It's got to the stage so there's a couple other reasons why so it's you know when you work in large organisations, especially in kind of like siloed organisations, which universities are a great man once said to me it's like it's good to be known in an organisation for something just one thing and the tunnocks tea cake and tunnocks caramel wafer has become an emblem every.

**Alex Spiers**

Organisation that works.

**Alex Spiers**

I so much so.

**Tünde Varga-Atkins**

So it just.

**Tünde Varga-Atkins**

It just.

**Tünde Varga-Atkins**

Translated for international audience cause. I certainly as a Hungarian. I wasn't aware of Tunnocks until I came to England or Scotland even.

**Alex Spiers**

Well, I've been tonics I few other chocolate biscuits are available issues, but Tenex a is obviously the sale. 5,000,000 biscuits all around the world. This is a bit of an.

**Alex Spiers**

ISIS and excellent Scottish exports, should we say? And it's got beautiful to say anaesthetic as well. So have a look at it online later so if you come to one of my stations you have received this you will have been invited into. Kind of a convivial, happy place and that's how I like to start my sessions. Forget everything else. Focus on the chocolate. Let's have a discussion. Let's go forward Ben a positive way so that that's my key thing. I know. Yeah, and it's got that has actually got to the stage where.

**Alex Spiers**

I think anytime tonics give us mentioned on social media someone tags me and and.

**Alex Spiers**

The last couple of days.

**Tünde Varga-Atkins**

Can I think you're leaving presents? Had this? You know I didn't see your easy to get.

**Alex Spiers**

Well, yeah, I think you all bought me a Tunnock's tea cake hat.

**Alex Spiers**

So so yeah.

**Tünde Varga-Atkins**

Go back to \*\*\*\* it cause we had learning as a challenge. You know, Erica? You mentioned that as a space for challenge and then in this case it's about giving and getting. You know it's about receiving something but in a funny, light hearted environment which I think is a nice other aspect of that. Okay other.

**Tünde Varga-Atkins**

Teaching props or pedagogies that we want on this island.

**Erika Smith**

Yeah, there's there's very something about breaking bread isn't there in person that I think I'm just so looking forward to and I do wish I'm going to look at those those trades after I see you see if I can get some in Canada because they just sound so delicious. So I'll report back Alex little problem on my experience.

**Alex Spiers**

I hope so.

**Alex Spiers**

I hope.

**Alex Spiers**

Jeff, please do.

**Erika Smith**

But yeah, I think one of the things that resonates for me out of your teaching prop and mine is less of prop. But I think we could work together and maybe build some community. So I'm a big fan of community building and I think part of what you're mentioning is that Community peace. So I'm bringing communities of practise. I've really seen the impact of those communities of practise in my educational development work, and I was just mentioning a little bit before about that open education piece. So one of the communities of practise that I.

**Erika Smith**

Co facilitated with my colleague in the library, Carrie.

**Erika Smith**

Berkeley was four educators at Mount Royal University on Open Education and Pedagogy, and the projects and initiatives and changes, and shared learning that happened across disciplines. I just found so inspiring. And also, you know, really had a lot of impacts and Connexions with students as well. So I think our island we could form a community of practise or various communities of practise so engage, especially. I'm hoping this is a cumulative thing where all of the things.

**Alex Spiers**

Yeah.

**Erika Smith**

Where?

**Erika Smith**

**Erika Smith**

In the treasure chest from the previous episodes, are there so we already have food and plants and sports all kinds of things?

**Erika Smith**

And I would love to learn about things in the treasure chest in those communities of practise, and just, I guess that also for me is an exciting thing that I'm thinking back to pre pandemic because in Calgary before the pandemic started I was involved with a group here called Nerd Night and we had monthly events with participants and speakers from all different parts of the community, including academia, but beyond as well. And I just really miss going to those. It was it happens in a pub and we share a pint.

**Erika Smith**

It's a 20 minute Ted Ted talk ish thing and three different talks, so I'm really missing going to those monthly events. I think we all have that zoom fatigue right now and want to walk away from our screen as you as you mentioned earlier, and that's one of the great things about podcasts, but

I'm I am really looking forward to going back to those monthly events. So I think on our island we need something to keep ourselves.

**Erika Smith**

You know, entertained and engaged, and maybe have some pub nights or some nerd nights and have a community of practise where we share our learnings on the various things we've been doing. That's my, that's my idea so.

**Alex Spiers**

That sounds great. Erica, I definitely want to be part of your community practise. That's that's fantastic.

**Erika Smith**

That's fantastic, there will be chocolate and or beer and other things involved.

**Alex Spiers**

I mean chocolate and beer, that's all the basics covered really, isn't it?

**Erika Smith**

There we go, but that's.

**Erika Smith**

Also, the major food groups I think.

**Tünde Varga-Atkins**

So let's see the the third one then.

**Jessica Humphreys**

Yeah well, mine nicely fits with both of those I think because as I I'm really passionate about this community. I.

**Jessica Humphreys**

Where is welling? So it's going to take a prop with me, and which would be any any tool that promotes collaboration. So in this past especially recently I found things like paddler and Miro so helpful to get people to collaborate and talk together so we could still have some contact with the outside world and work with other people off the island too.

**Jessica Humphreys**

In

**Jessica Humphreys**

**Jessica Humphreys**

To be able to to develop ideas, and I know like I mentioned earlier about the design thinking process, but using those tools to try and prompt the development of ideas and projects and getting people to work together as one student said to me not long ago, the one thing they want to keep from from 2020 was public that they said that was their thing like they don't want to lose. But yeah, I ideally though I'd love the community in a real world. I'd love to see people in 3D again and just like real people. But it's yeah, anything that.

**Jessica Humphreys**

I do find that sometimes people talk online where they wouldn't necessarily talk in the space, so it's sort of both. You can do it in the space.

### **Jessica Humphreys**

As well, so we we tried something where we had public going and people were sitting there happy to type but not happy to talk. So it's it's interesting how how we can try and encourage communication that way. But yeah, beer and chocolate would be there. I'll be there.

### **Tünde Varga-Atkins**

I think what else taken so far from the conversation as well is this idea of community. The transdisciplinary discussions almost like you know, the connecting the islands is as important as what's going on in the island.

### **Alex Spiers**

Both of you.

### **Alex Spiers**

Where your Treasure Island like Commentary is, is absolutely conflict squared with what I'm interested in and what I'm doing at the moment as well. And I don't know if I love you, attended the online we are conference last week which resulted organised by oh. But it's that sense of international community that is informed in an ethical way. It was a focused on care and it was about transforming students and staff experiences.

### **Alex Spiers**

And sharing those ideas across.

### **Alex Spiers**

Cannot boundaries openly on platforms was just just absolutely inspirational. Really fantastic and I think that's part of what we think we're talking about it. Please do correct me when we talk about Community. It's it's not just the communities within our own organisations, it's the people that you respect in other organisations in other institutions that stand by you.

### **Alex Spiers**

And then we can reinforce your ethical approach to how you teach and how you use technology and how you your values are informed by that group overtime as well. But I think that that's something that I'm very kind of passionate bout, so I think we're going to have a fantastic time on this island. It's just going to be.

### **Tünde Varga-Atkins**

Great so talking, a fantastic time. You've been very busy in your jobs and.

### **Tünde Varga-Atkins**

I think you know having some off duty relaxation time when we're not working is important, So what what would sustain you? What would be your luxury item that you won't want to take for the time when you want to relax?

### **Alex Spiers**

It's almost a cliché I'm afraid, so I'm a man of a certain age. I have a very large record collection. I would be bringing my physical recreation not Spotify.

### **Alex Spiers**

Not band camp not any of these streaming services. Physical media. I want my scratches. I want my Krakow. I want my Hess I want these beautiful pieces of artwork that cover the black. Can elect 12 inches and seven inches in 10 and she's yeah that would sustain me because each one of these is a story in itself. It's a it's an approach to creations about changing people's views too.

Not good.

Yeah.

### **Alex Spiers**

It was ideas bringing in new vistas, challenging all of that would sustain me, I think or not on an island. Obviously have to kind of like keep the sand out and keep the Seagulls from picking at the seams and stuff like that, but yeah.

### **Erika Smith**

That sounds excellent, so I I think I mentioned early on Canadian so I think what I would really miss from this past winter. I was doing a lot of cross country skiing and so I'm hoping for some magical hybrid. Maybe some you know water skis slash you know in the winter time I could use them for downhill.

## **Erika Smith**

And our cross country ski. So some magical skis that would let me do all of those things. And part of what I would do. Actually when I was driving out to my ski location. Would listen I would listen to podcasts and then have inspiration on the trail to kind of, you know, just be away from my screen and physically move my body so I think I'd like to continue that and justice. Have some pure relaxation and or exercise time available to me so.

## **Tünde Varga-Atkins**

That sounds awesome. Yeah, definitely allowed.

## **Jessica Humphreys**

I would like to take with me.

## **Jessica Humphreys**

Am radio just I'm so nosey. I love to know it keep in touch what's going on and just hopefully have some music on there as well. Listen to some audio plays and just just hear a human voice. If there is no one around. I do have the radio on all the time. It's annoying for those that work well. My husband works at home with me. I've never spent so much time with him and I'm quite loud and he's not. It's a I do like the radio being on even in the middle of the night. I couldn't live without that. I'd love the idea of vinyl.

## **Jessica Humphreys**

And skiing and doing everything all at once.

## **Jessica Humphreys**

It sounds great.

**Alex Spiers**

Ohh yeah yeah the radio has been kind of like you know but it's funny. I think the podcast and has allowed me to get to reveal more and I know I wonder if that's because you you've got to the stage BI don't just have to listen to and it's taking me awhile to shift on from just switching the radio on especially TV on and justice watching.

**Alex Spiers**

What's on Bisley choosing and having that choice and select those things to do my skiing too?

**Alex Spiers**

Or or whatever.

**Tünde Varga-Atkins**

Well, actually it's audio.

**Tünde Varga-Atkins**

Books I've really got into since lockdown and and that's a similar thing experience Now you can do the audio book while washing up or doing the dog walk, but then you can also seamlessly connect back to the the reading version when you want to, so their flexibility. I've just discovered, which is amazing.

**Tünde Varga-Atkins**

OK, the other thing that we again you started that in the discussions. But can you see yourself bartering, exchanging some of the items that you've discussed?

**Erika Smith**

I'm hoping it's just a treasure trove. This is what I have in mind. I love the idea of the Treasure Island so and actually you introduced me to this Desert Island Discs idea, so that's something I've been listening to and so.

**Erika Smith**

I love that this is a bit of a spin on that that in fact this is more of a, you know. Again, hopefully a community repository of.

**Erika Smith**

Island Island related things, so I guess I want to be greedy and just see a big treasure chest with all the things from all the episodes in there, and I guess if I were to barter maybe I would barter for the campfire or the bike. It's so hard to know there's cooking utensils in there, we could break some bread together. There's so many things so I guess maybe I'll think of the treasure chest as being my.

**Erika Smith**

Umbrella term for all of those things together where we have a bit of a lending library.

**Erika Smith**

Of treasurable items.

**Tünde Varga-Atkins**

I mean.

**Tünde Varga-Atkins**

**Tünde Varga-Atkins**

I mean, I guess that's the beauty of community as you discuss the record that if you have your community on the island, you don't really need, you know you can just go to your next door neighbour and both something. And yeah, that's the idea behind what you talked about. The open education as well. So that's the whole spirit.

### **Alex Spiers**

Hello I love this idea of breaking bread and food. Been kind of like central to community as well and and both years we are talking about breaking bread and listening to the radio and it reminded me of one of the other pleasurable things that I do enjoy doing that I would quite like to continue doing on the Desert Island F pasta.

### **Alex Spiers**

Who is the Angel really? Enjoy cooking and I often find myself in the kitchen on a Saturday. Listen to radio \*\*\* pretty much from here all the way to James Pearson in the functional and just not really want to move that far at the kitchen so I end up making complicated dishes that never all always come to.

### **Alex Spiers**

Gather up and the kids actually don't really like well. I've had an enjoyable experience that journey of creation and just listening to what the world go by. So hopefully I would be able to get a late kick, some food for all the people on the.

### **Jessica Humphreys**

Island as well as definitely the creative element and having fun with what we got there. It sounds like we were also coming from similar positions and we've all the community used to enter into it, but being.

**Jessica Humphreys**

Data to create different things and have different experiences. So I'm quite looking forward to this island.

**Erika Smith**

Miss you and I like to eat, so if you like to cook them, that's a perfect combination.

Can be yes.

**Alex Spiers**

Oh no, perfect.

**Alex Spiers**

Oh no.

**Tünde Varga-Atkins**

Sounds like our Utopia is ready, so thank you so much for today's conversation. I really enjoyed it and I would love to stay on our island Sai. I think we will have a fun time. Thank you for listening and let's wait for the next podcast. Bye for now.

