

Treasure Island Pedagogies Episode 9

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

Hello and welcome to our Treasure Island Pedagogies podcast series. This is episode 9 and **Tünde Varga-Atkins** from the Centre for Innovation in Education at the.

Tünde Varga-Atkins

University of Liverpool.

Tünde Varga-Atkins

We have 4 guests today from the North and South, but I'll let you to introduce yourself and the the idea of Treasure Island is that these hashes contact time that you spend with students and in the spirit of Desert Island Discs, which is a Radio 4 programme and so in this programme we will ask our.

Tünde Varga-Atkins

Asked to share one of your lightbulb moments with students. When you felt students were getting it.

Tünde Varga-Atkins

We will also ask you to identify a teaching prop or a pedagogy that you would take to your treasure islands and the luxury item to relax.

Tünde Varga-Atkins

First question would be please introduce your name and institution and also describe your current role and how. Just a brief trajectory of how you got into this role.

Alice Kim

Sure, thank you again for having me. I'm I'll just mention that I'm joining the session from Canada, and as you mentioned, my name is **Alice Kim**.

Alice Kim

I'm a researcher. I'm also the founder of a nonprofit research organisation called Teaching and Learning Research in Action and our organisation is is focused on.

Alice Kim

Conducting and disseminating, disseminating, research on teaching and learning practises.

Alice Kim

And something that's really important to our organisation is the dissemination piece we focus on traditional ways of dissemination, like conferences and peer reviewed journals.

Alice Kim

But it's also important that we disseminate our research in non traditional ways as well. We were chatting a bit about that earlier, but basically.

Alice Kim

You know ways that are more accessible to the general public? Because this is the kind of.

Alice Kim

Research or the information that everyone could really benefit from, not just our colleagues in higher education. So that would be examples would be short videos, informational placards, and as I mentioned, we're striving to also do a podcast as well. So in terms of how I got here, my background.

Alice Kim

Is in psychology, so both my masters and my PhD were an experimental psychology and I focused on how we learn at a very basic level. So that would actually go back to cognitive neuroscience and I would.

Alice Kim

Is looking at patterns of electrical brain activity associated with how we form new memories and you know it's really fascinating, but I won't get into that today, but I will mention that I I I loved it, but I knew that I wanted to do something where my the results of my research could be more applied and maybe more readily.

Alice Kim

So you know, Fast forward, my postdocs were amazing in the sense that they helped me explore different avenues or different ways that I can use my research in more applied ways.

Alice Kim

And I got into teaching and learning research. One of my post docs was actually at the teaching and Learning Centre at York University. And there my.

Alice Kim

My prime role was really to engage in the scholarship of teaching and learning, and I I really loved it like I felt like that was my.

Alice Kim

Calling and so Fast forward to. Today we have we have the nonprofit Teaching, learning, research in action and and that's really where my focus is at.

Alice Kim

I I should also mention that in addition to doing this research, I'm also a sessional instructor in the psychology programme at the University of Guelph.

Alice Kim

Number, and that's also really important to me because I wanna I want to make sure that I I have one foot in the classroom, always like I want to also continue developing my own teaching practise and not forget what it's like to be in the classroom.

Tünde Varga-Atkins

Brilliant. Thanks Allison. I love the way you say it. It was your calling and I I love the the link between teaching and the scholarship of learning and teaching.

Tünde Varga-Atkins

I think Dell of the listeners and and we in the room can echo that sentiment.

Tünde Varga-Atkins

Thank you, So what about you, Ingeborg?

Ingeborg van Knippenberg

Thanks Tina, yes, my name is **Ingeborg van Knippenberg**. I'm a lecturer in the Department of Learning and teaching Enhancement at Edinburgh Napier University.

Ingeborg van Knippenberg

And I joined the department in October 2019. And what I do in the department is a lot of teaching on our programmes as well as mentoring people who are going through the experiential route to get recognition of their teaching practise as fellows of the Higher Education Academy.

Ingeborg van Knippenberg

So the way I got there, my background is very much in stem or or bio sciences. I have a degree in chemistry, a PhD in plant sizes. I worked on molecular mechanisms of bacteria and viruses.

Ingeborg van Knippenberg

I've always been interested in teaching, but never had a lot of opportunities, and until that changed one day during my postdoc in in glass.

Ingeborg van Knippenberg

And I got more opportunities and somebody told me you should do the PG cap if you're interested in teaching.

Ingeborg van Knippenberg

And so I did. And funny because as a PDT to some of our lecturers who are now going through the PG CERT at Napier.

Ingeborg van Knippenberg

Yeah, I had that experience myself that I thought I. I love presenting and explaining things and then you do the PG cap and you see this whole world of learning and teaching is so much more to it. There's it's so much.

Ingeborg van Knippenberg

Wider and that really got me fired up in thinking I want to change direction of my career to fully get into learning and teaching.

Ingeborg van Knippenberg

And that led me to to Napier.

Tünde Varga-Atkins

Thanks, I mean that you know you've seen being fired off by the opening of teaching learning that's, I think that happens to a lot of people.

Tünde Varga-Atkins

Thank you, what about you Natalie?

Nathalie Tasler

Uhm, yeah, that comment makes me so happy.

Nathalie Tasler

Hi, I'm **Nathalie Tasler**. I'm an academic developer at the University of Glasgow and I teach on the PC.

Nathalie Tasler

CAP and imagine academic practise. I run a couple of postgraduate courses and our dissertations.

Nathalie Tasler

And I'm, uh, I'm one of the founding editors for the Open Bottle Journal. So courts are still open for the inaugural issue, so.

Nathalie Tasler

Just have to block that now if that's OK.

Nathalie Tasler

Yeah, otherwise yeah. How did I get into academic development? So I'm I'm from Germany as you might be able to hear and my background is educational.

Nathalie Tasler

And we had teams was in shaft and so my grand plan was to do a PhD in education as a revenge for 12 years of pain and boredom in school.

Nathalie Tasler

And I wanted to teach teachers to become better teachers. I thought it was a pretty cunning plan and then finished my PhD in one of the worst financial crisis.

Nathalie Tasler

We had and sector cards end and end and over roundabout ways ending up in learning development which.

Ingeborg van Knippenberg

I really, really.

Nathalie Tasler

Loved and then having the opportunity to move into academic development.

Nathalie Tasler

And so I was actually.

Nathalie Tasler

Uh, over fulfilling my grand plan because I'm not teaching the teachers. I'm teaching the teacher teacher and I thought that is pretty pretty cool.

Nathalie Tasler

Multiply our education. So yeah, this is where I am right now.

Tünde Varga-Atkins

Like brilliant grand plan and yeah, well done for achieving as well. Thank you Natalie. What about Virna?

Virna Rossi

Yeah, sure, thank you. So actually it's funny because I I just can't believe the variety of backgrounds here. It's just amazing.

Virna Rossi

So in my case, when I was about five, I knew I want to be a teacher and then they never changed and then I became extremely interested in languages. Only later I realised their languages in in themselves.

Virna Rossi

And not.

Virna Rossi

In a way so so useful in.

Virna Rossi

It anyway, so I.

Virna Rossi

Just spent years and years studying languages. I loved it, English, French, Spanish, a bit of Chinese anyway, but then, so really that's my background and I started teaching languages and then I was offered to do this PG SAT.

Virna Rossi

Which I wasn't really sure honestly what.

Virna Rossi

It was but.

Virna Rossi

Just did it and then at that point I realised wow this is just so interesting. I would love to teach teachers and then I just said it.

Virna Rossi

I just said to my teacher would love to do your job and she said why not and so I started being involved on the course and then I went on to an MA in and teaching actually talking about the what Alice was saying about being practical.

Virna Rossi

Now I'm interested in the in the craft of teaching. I'm really interested in the.

Virna Rossi

Practise so I didn't want to do something theoretical abstract. I wanted really something to do the practise so my ma MA in teaching and then since then it's always been educational development and so right now for about four years I have been at Regensburg University, London which is an art and design new university really.

Virna Rossi

And basically I pretty much helped teachers. I hope teach better.

Virna Rossi

Actually, they teach me a lot as well, so it's an exchange.

Tünde Varga-Atkins

Yeah, I think we can all echo that as well. 'cause we're learning so much on the job and I also find as part of the joy that we are still learning.

Tünde Varga-Atkins

But I think the the other comment I wanted to make about language is that I think don't, don't you find that many of our job in this academic development role is translating and sometimes it is.

Tünde Varga-Atkins

Finding the educational.

Tünde Varga-Atkins

Totally. Hopefully then that so yeah, I can see a lot of use of language.

Tünde Varga-Atkins

Teaching a language course is translating between disciplines and finding almost like the Esperanto language for education anyway.

Speaker 1

You know?

Tünde Varga-Atkins

So thank you for your introductions.

Tünde Varga-Atkins

I think this this is so nice. Everyone has a different story, which I think is so interesting, so let's.

Tünde Varga-Atkins

Settle and start drawing towards our treasure islands so we know it's the special contact time with students and you might have different contacts from from in your different roles for this.

Tünde Varga-Atkins

So you can interpret however you want your students to be, but can you share one of your many, probably many lightbulb moments?

Tünde Varga-Atkins

But can you just share one where you felt your students, whether they were staff members or students, when you felt they were getting it, and how that came about? What what made that happen?

Virna Rossi

I must say.

Virna Rossi

That I've always been totally fascinated by educational theories and different approaches to teaching and learning. And when I read threshold concepts.

Virna Rossi

And I really, I think I understood what they were about and I just thought, ah, I just seriously was such a light bulb moment.

Virna Rossi

I I it was absolutely transformation, I thought I cannot believe nobody has ever told me about threshold concepts when that's what education really is. I think about is passing this.

Virna Rossi

But just maybe identifying them can help them either before or after, but at some point identifying them rather than being so stuck to learning outcomes, which is unfortunately the type of.

Virna Rossi

Thing that we.

Virna Rossi

Are forced to do by this system anyway, so because it was so transformational for me, and because fortunately I had the agency of choosing the focus of the curriculum.

Virna Rossi

Design unit on the page search so I I teach this core unit and I thought to myself OK then.

Virna Rossi

I'm going to use this to test.

Virna Rossi

And threshold concepts on these teachers. Of course they don't know they're being mine. Pretty much Guinea pigs, but I wanted to see what their reaction would be, and I I must say I've never experienced such.

Virna Rossi

UM, not, not even just a positive reaction, but truly a transformational reaction to two threshold concepts. And I'll never forget this one teacher.

Virna Rossi

Ed after the workshop. So we did the Learning design workshop based around identifying threshold concepts, which is not easy.

Virna Rossi

But once you do, you understand.

Virna Rossi

How valuable they are.

Virna Rossi

And then at the end of it, she said, you know.

Virna Rossi

It's the 1st.

Virna Rossi

Time in a Commonwealth. It was ten years or something of teaching that I actually understand.

Virna Rossi

My discipline.

Nathalie Tasler

So I thought to.

Virna Rossi

Myself, what could be more valuable?

Virna Rossi

And then understanding what you're talking about.

Virna Rossi

The teacher so and likewise.

Virna Rossi

Everybody has said that the at the end of the whole PG cert, many of them mentioned that was the main takeaway was understanding threshold concepts and how to use them to build learning.

Virna Rossi

Or learning design. So for me that's been really a fantastic experience that I'm now I'm.

Virna Rossi

Sort of taking.

Virna Rossi

Forward in my own learning design tool, which is a project I'm involved with, Kim Kim as well actually. So that's yeah, that's my general like.

Nathalie Tasler

Yeah, I I just want to build on.

Nathalie Tasler

That because I.

Nathalie Tasler

Think my light bulb moment fits very well with both run I was just I was just explaining so when so we.

Nathalie Tasler

So we're leading a couple of courses in Apache Cabin. One is, I think my colleague spoke about earlier the creative pedagogies and active learning and another one I was able to completely redesign with a colleague was designing education and.

Nathalie Tasler

Aries and the two key elements of these courses is to have colleagues engage with threshold concept and have them go through or encourage transformative learning experiences.

Nathalie Tasler

And for me the lightbulb moments is I'm. I'm not kidding when I mark assignments and I have moments.

Nathalie Tasler

Yeah, I'm literally.

Nathalie Tasler

Air punching and shouting, yes. Or I've actually also started crying because I had. I had course participants writing this course. Made me confident this course made me brave too. You know? Or someone saying, you know.

Nathalie Tasler

I had I experienced a complete paradigm shift, literally writing something like this in the. In the assignment, you know, and then you're sitting there.

Nathalie Tasler

Oh my God, this worked so.

Nathalie Tasler

So and it can be such a powerful experience for for educators to really take ownership of, you know when what you just said.

Nathalie Tasler

You know this is my, you know, my first time I understood my my profession or you know. And then educators can take ownership of that teaching process and feel confident and find their teaching voice.

Nathalie Tasler

And I think this is such a powerful experience and there's such a privilege to be able to help that, you know, bring that along and help people to develop that voice. Yeah, so that's what I wanted to.

Nathalie Tasler

Add there.

Alice Kim

Yeah, that's really actually that's really in line with what I had planned to to to to. Sorry to discuss as my light bulb moment and but for me it's actually with my students who were undergrad with students and it was a recent experience in this placement course that I was teaching the placement courses in psychology.

Alice Kim

So the goal.

Alice Kim

Or one of the learning outcomes is for students to combine experience.

Alice Kim

Initial education with you know core with content that they that they've learned from previous courses from the programme and so here a big thing for me was getting them to reflect critically or engaging in critical reflection that also I I'm just going back to what's already been said that is.

Alice Kim

Help them learn more about the impact that their own experiences have on their lives, and I have to say, like for me, this was a big thing because in the beginning I did receive some pushback like one student even wanted to meet at the beginning of the of the course to to really ask questions like why are we doing?

Alice Kim

These journals, why are we doing these discussion forums when we're already doing these journals? Why do we have to write like reflection responses?

Alice Kim

Why can't we just do 100 hours of our placement? Like what is all this and the big thing?

Alice Kim

So I you know basically I just said really nicely, you know this is a process you just have to trust me.

Alice Kim

And they did I, you know, I always end up with the best students. I know them. The good thing about where I'm teaching is that it's a really small institution, so I know the students and we already have that relationship.

Alice Kim

Which is what I love about that particular.

Alice Kim

Institution anyhow, so they said OK. OK doctor Kim, I you know I've had you before, so I'm going to trust you.

Alice Kim

OK, so thank you so Fast forward you know. Throughout the course I see students are having trouble. I I should say I don't think that students really need to engage in critical reflection throughout the programme.

Alice Kim

I think this might be the first course that they took where they need to do it for a significant portion of the course. It's a third year course and then by the end of it.

Alice Kim

What really you know was really amazing for me is to read the last entry of students, journals and a lot of students sporadically.

Alice Kim

You know, just like not not queued were mentioning how at the beginning.

Alice Kim

Of the course I.

Alice Kim

Was really.

Alice Kim

You know unsure about this whole process, but now I see how everything comes together, everything is.

Alice Kim

Making sense, I see the point of these.

Alice Kim

Journals you know, getting emails from students at the end of the course saying that what one of my biggest takeaways from this course is learning how to think and how to be reflective so that I can understand how my experiences impact me and like to what extent and so for me that like when I receive emails like that I feel like.

Alice Kim

Type one like that is a gold medal I think for me and so yeah, I. I mean that's one of my most recent experiences, but one of the best.

Tünde Varga-Atkins

Yeah, fantastic in your car.

Ingeborg van Knippenberg

Yeah, all of what you're saying sort of resonates with me and I think we're all having that kind of shared experience of those light bulbs and the one I wanted to share with the the PDT rule on RPG searches. Personal Development Tutor is a bit like mentoring people as they move through the programme and.

Ingeborg van Knippenberg

Build their patches for their patchwork uhm, so I have a lot of people from technical subjects like computing and engineering where sometimes you get people who can be like I'm.

Ingeborg van Knippenberg

I'm a very good teacher 'cause I explain it really clearly. Yet the students don't understand.

Ingeborg van Knippenberg

And I asked them any questions, no questions. Exam time they don't understand. So we had a really nice conversation about that where I explained.

Ingeborg van Knippenberg

Well, maybe you want to, you know, let your students interact with this material among themselves a little bit before you ask them if there are any questions. And it was like.

Ingeborg van Knippenberg

But but why? If they have questions, they can ask?

Ingeborg van Knippenberg

And and I thought, oh, this is going to be a tough nut to crack right to to get him to see our way of working.

Ingeborg van Knippenberg

And to my surprise, the next time I met him, he said, well, I tried.

Ingeborg van Knippenberg

It in my class it was amazing.

Ingeborg van Knippenberg

The students engaged so much better with what they were learning and all the questions came up and they did much.

Ingeborg van Knippenberg

Better in the exam.

Ingeborg van Knippenberg

And that's you know that's the joy of doing this job that you see those pennies drop.

Tünde Varga-Atkins

Yeah, thanks for sharing or all this stuff.

Tünde Varga-Atkins

Thing but but it conjured up in me this image of you can see people rowing to your treasure islands, but when they cut when they're rowing back, it's almost like you've made such a transformational change that the island that they're going back to is completely different to them because you were able to shift their perception, which I think is a lovely.

Tünde Varga-Atkins

I I don't know, they just gave me some goosebumps. But you were talking about it. So let's let's move on to the next question, which was about.

Tünde Varga-Atkins

So on this Treasure Island with the students, what teaching proper pedagogy would you take with?

Tünde Varga-Atkins

You so I thought.

Ingeborg van Knippenberg

I thought about this what it would be and I'm I'm not sure if you could call this a pedagogy, but it's it's.

Ingeborg van Knippenberg

It's what I would the idea that I would want to bring that I'm, you know, getting into at the moment and it's actually something that's probably already there.

Ingeborg van Knippenberg

If it's a pristine island right and this comes back to what you were saying Turner about the learning outcomes and the system, so I would take on grading.

Ingeborg van Knippenberg

I don't want to have anything to do with measuring people up against each other, and is this 116th of a grade higher or lower than the other person.

Ingeborg van Knippenberg

I want us to be there for the learning and we all learn the things we need to learn and I count myself as a learner very much as well in that situation.

Ingeborg van Knippenberg

And so.

Ingeborg van Knippenberg

So no competition. It's not a competition. We're there because we're interested and we want to find out, and that comes back to my background as researcher as well.

Tünde Varga-Atkins

I think So what people won't see in the podcast that while you were saying this, there were emoji claps going on, people were nodding, so can you.

Tünde Varga-Atkins

The reactions from the others just your your.

Tünde Varga-Atkins

Thoughts on it?

Virna Rossi

It's quite interesting that of course, because I'm grading to the IT depends how.

Virna Rossi

So far you push it, whether it's a, uh, because some people literally advocate no assessment, but maybe that's a bit really a bit difficult to implement for us at university, but would like to say it's just a little personal experience about this on the PG search, and there was a little bit of confusion in away from the QA viewpoint whether the units.

Virna Rossi

On the PG set that we had, we called them units.

Virna Rossi

Like the modules.

Virna Rossi

Should be graded or not, and so originally I was told that they had to be graded. Fortunately they were not on a percentile because that I really find it very difficult to cope with.

Virna Rossi

So at least they were on an A to F scale, so that was a bit for me. It was better because there was a broader band, but eventually I managed to really dig a little bit deeper and realise that actually I could get away with not grading and it could be just pass or fail. And this exactly now literally.

Virna Rossi

Today, yesterday I have been.

Virna Rossi

In and marking, but there's no marking these their portfolios that the students have put together and it's the first time that I do it just on a pass or fail and the joy that I felt I can't tell you.

Virna Rossi

And I know even the students because it completely shifts the attention onto actually learning. And it's just about, you know.

Virna Rossi

This yes there is a benchmark because there is a pass or fail, but compared to before where there is this judgement and you know the level and the percentile and then of course you compare with another person.

Virna Rossi

As you're saying, I think it shifts the attention away from learning.

Virna Rossi

So I agree with you, that's really a gem.

Nathalie Tasler

And it also makes me think about blooms taxonomy and when I was tidying my office I actually found it undergraduate paper 20 years ago where I I was refuting those and I haven't changed my mind yet.

Nathalie Tasler

But unfortunately that's the go to thing model for some bizarre reason we are using, but uhm.

Nathalie Tasler

What what I?

Nathalie Tasler

Would take to my come to my island as a as a teaching approach is definitely creative.

Nathalie Tasler

Learning and teaching methods. So uhm, hands down that there will be it for me to to use, yeah.

Tünde Varga-Atkins

Tell me just just give us one example. For instance, I know that you know that that's part of the.

Tünde Varga-Atkins

Brief in a way that.

Nathalie Tasler

OK, so one example. Uhm, OK. I'm I just told this earlier today, so that's why I was on top of my mind right now.

Nathalie Tasler

So I used to so.

Nathalie Tasler

I was working in learning development and this and I was asked by ahead of year to work with the students.

Nathalie Tasler

Because the head of yours said when they look at the student assignments, it looks as if the students sit down and go.

Nathalie Tasler

I just write everything down I know without without thinking about it, and I wanted the students to understand that they have control in the assessment situation, right?

Nathalie Tasler

So I came up with a with a creative method and I came up with balloon academies. I got balloons, latex free. Remember people have allergies, so and I put the students into groups.

Nathalie Tasler

And ask the students to come to create some balloons and to pass the Balloon Academy dusty balloons had to have three criteria, ice news mouth and one freestyle criteria.

Nathalie Tasler

On top of that, and then they had to pass decorate their balloons and then pass them on to the next group, and the next group should decide if they pass or not.

Nathalie Tasler

And the debates that came out of that. They are absolutely mind boggling. So for instance, there was one balloon that had.

Nathalie Tasler

An eye patch.

Nathalie Tasler

And the group wanted to let that balloon fail and the course was up in arms. And saying this is so unfair.

Nathalie Tasler

This is Chris discriminatory because you don't know why this balloon has the eye patch and so we had is really elaborate discussions.

Nathalie Tasler

And there was a lot of discussions about equality and diversity, and inclusion was quite interesting. And at the end of the session.

Nathalie Tasler

I turned around and said no.

Nathalie Tasler

Hey, did you know how difficult it was for you to decide and all you had if the if the balloons pass or not and all you had was three criteria and run freestyle criteria.

Nathalie Tasler

Now imagine your markers have to mark 120 assignments and each assignment has about 20 criteria. Do you know how difficult for them that?

Nathalie Tasler

Is to judge how you meet these criteria.

Nathalie Tasler

Cricket and was absolutely silent in the room.

Nathalie Tasler

And you could literally see.

Nathalie Tasler

Maybe there's actually more light bulb moment switch that on, but it's not the end of the story.

Nathalie Tasler

So an hour after the session or hour and a half, I get a phone call from the head.

Nathalie Tasler

Of the day after your.

Nathalie Tasler

Group, Natalie, what have you done with my students?

Nathalie Tasler

And I was like, Oh no, it's like what?

Nathalie Tasler

Happened so apparently so this was very early in the semester and the students have to hand in a portfolio at the end of the semester.

Nathalie Tasler

And normally the head of year told me the students would come to them, maybe two weeks, one week before they have to hand in their portfolio and they said to me that at the end of their lecture, the students were all queuing and asking about a portfolio, but we never even talked about the portfolio. But apparently that control.

Nathalie Tasler

Over the assessment process, that understanding of how they have to engage in that was so profound that they made these

relationship across the board. So yeah, so that is an example of a creative method plus a light bulb moment. Actually, yeah.

Tünde Varga-Atkins

Really, and that's fantastic. Such a great activity.

Alice Kim

I'm so glad that I'm on the island with all of you because you're bringing.

Alice Kim

All the right stuff.

Alice Kim

I kind of want to change my answer, but since you're bringing all those things, I'm gonna bring something different. I think I'm just gonna go with my classic think pair, share something that I always use.

Alice Kim

I really love it and I think it's because I tend to teach larger size classes. So in the past it was not uncommon for me to have about 200 students in my class.

Alice Kim

That's that's being kind of whittled down. Not little, yeah, but it's it's more like 60 to 100 now, but in anyways.

Alice Kim

I really I really like it because, OK, I'll I'll see how I use it. And then I'll say why I like it.

Alice Kim

So basically I use it throughout my lectures. I'll embed discussion questions and my students know that when you see like this slide that looks like a bit like a specific looking slide with a question, it means that you grab a.

Alice Kim

Piece of paper.

Alice Kim

And basically they think about the answers by themselves. Essentially, they're writing a minute paper.

Alice Kim

So they have a minute or two to gather their own thoughts on what how they would respond to this question.

Alice Kim

And then in these really large lecture halls, I'll give them a heads up your times over now. Now you discuss with whoever is closest with you, so they get to have a conversation with appear and in a way, I find that.

I think.

Alice Kim

That students feel safer to share their ideas with one person as opposed to 199 other students because they have, you know.

Alice Kim

OK, I will just finish the process so after they have a chance to speak with their their closest peer and then we have a big class discussion and I'll say it is a big class discussion because it's not just students in the front, it's even students in the back. Like I will walk up the stairs to the back of the class too.

Alice Kim

To be able to hear the students at the back and I and I and I love it. I I really think it's because when students have a conversation with a peer and they raise their hand.

Alice Kim

They're they're more confident because they're sharing the ideas that came up in a conversation with a peer, and it's reflecting both of them and they feel like they have that support and they they can share their ideas.

Alice Kim

And I think that's different than putting your hand up to to share your own idea where there's more judgement maybe.

Alice Kim

Or more fear of judgement and I, I just think that this kind of the think pair share method it just.

Alice Kim

Creates more of a community because, again, it's not.

Alice Kim

Just, uh, the.

Alice Kim

Students sitting in the front. It's it's the students in the back and on the left and on the right.

Alice Kim

And I find that when I walk into the back or to the left of the hall, you know one person has their hand up, but then others, while I'm in that area, everyone.

Alice Kim

Going to put.

Alice Kim

Their hand up right, so I think it's.

Alice Kim

Just it's really about.

Alice Kim

Having an opportunity to 1st have your own thought, then having a conversation and sharing it and.

Alice Kim

Then you are.

Alice Kim

The whole class, and I think it's amazing. I always use that, so I I'll take that to the island.

Nathalie Tasler

Yeah, I actually think Alice would like the throw microphones. I don't know if you've ever heard of them, but it's basically like a big soft ball with a microphone in it and it's connected to the speaker system in the in.

Nathalie Tasler

The lecture hall.

Nathalie Tasler

And you can literally have the students throw it across the lecture hall, and it's a bit of fun, and it's a bit of gamification, but it makes.

Nathalie Tasler

It more accessible.

Nathalie Tasler

As well, so that's yeah, I think you would like that.

Alice Kim

Yeah, I heard of it I.

Alice Kim

Heard of it and I I was like I need to get that but then we moved into this new context where we don't really need it.

Tünde Varga-Atkins

I was just.

Tünde Varga-Atkins

Gonna ask just how how this might work in the online contexts because I know that some of colleagues, some colleagues here, a lot of them had issues with engagement in that large class exactly for the reasons you've

mentioned that they think pair share resolves is that reticence of speaking up individually?

Tünde Varga-Atkins

And I know that some colleagues from my institution for, for instance, did something similar in the online contact.

Tünde Varga-Atkins

When they they shared out so rather than every student individually posting to discussion board, they had a small group and then based on the group discussion then the groups posted one and that alleviated the issue.

Tünde Varga-Atkins

Of exactly what you were talking about, but yeah, how did you make it? How did you translate it? If you had in the online contact?

Alice Kim

Yeah, so for me as well. I've also had the students work as small groups when they were posting responses to the discussion forum and I think it it.

Alice Kim

It was helpful because I've also done the opposite, where each well we we actually go back and forth. So when students have the opportunity to write responses.

Alice Kim

On their own.

Alice Kim

I think that they're a bit less engaged. Like I, I find that their their responses are.

Alice Kim

A bit more thoughtful when they respond as a group, and maybe it's because of the multiple perspectives or the conversations that they have, so that's what I've done.

Alice Kim

I don't know if anyone has done anything.

Alice Kim

Different I think.

Virna Rossi

Using the chat and then maybe for if you wanted to do think pair share, it could be think like yourself.

Virna Rossi

Then maybe sharing the chat, or it could be like in a breakout room. It depends how many people we have, because sometimes.

Virna Rossi

Although it's not it, it's not so long, but still you have to open the rooms, put people there and then you know.

Virna Rossi

Sorry I can't get in there, so sometimes it's not. It depends how many. If you've got a small group.

Virna Rossi

Actually, it tends to work quite well. You don't have so many issues to troubleshoot, but when you have.

Virna Rossi

A large group.

Virna Rossi

It's possible that just accessing.

Virna Rossi

And making those bigger rooms work. Sometimes just takes a bit longer, but otherwise, yeah, the concept can be translated online.

Tünde Varga-Atkins

And we know how you're having the mic. What's your seeking proper pedagogy that you would?

Speaker 1

Oh yeah.

Tünde Varga-Atkins

Take your pleasure island.

Yeah, I mean.

Virna Rossi

This was a difficult question because actually there are so many winning activities that I've seen, but.

Virna Rossi

But I have not.

Virna Rossi

Specifically created them.

Virna Rossi

I wish I had.

Virna Rossi

But I have tried them so and I'm going to steal all of the ones you said by the way.

Virna Rossi

Especially the balloon. Absolutely so come. The one that I think, uh, I mean, just comes to my mind. There's also a little bit nostalgic in a way, because it's.

Virna Rossi

From pre COVID

Virna Rossi

But it's OK just to give the context a little bit is in art and design, we have, uh, generally, creative arts. We have project brief, so students work to a project.

Virna Rossi

That's the assessment brief, so because everything is project based, so they have this document which basically guides them. They have to fulfil that and that is, well, that that will determine everything because it will have the criteria.

Virna Rossi

Blah blah blah.

Virna Rossi

It can be. It can be a real thing from industry or it can be made up. For example, sometimes we have had, you know Marks and Spencers saying OK we want a new sandwich box and then they will say a few things they want.

Virna Rossi

That's the brief, just to give an example for.

Virna Rossi

Those are not.

Virna Rossi

Familiar, so at this project brief or assessment? Brief because it's such an important document.

Virna Rossi

I have been.

Virna Rossi

Trying to ask and really create discussion around how do we engage students with that brief and how do we help them understand?

Virna Rossi

What is real?

Virna Rossi

Tired and interact with it that they don't just passively receive it. And one thing I've done then because of course I'm trying to model some of the approaches when they have done on the PG search.

Virna Rossi

Also, because again, it's project driven, so I've got the project brief for the PG search and what?

Virna Rossi

I do is.

Virna Rossi

If we are on site.

Virna Rossi

It I literally printed it on large A3 sheets so it might be. Let's say it's 9 pages and then I will divide it into three sets.

Virna Rossi

So the 1st 3 pages, then another 3 pages under 3 pages and I will stick.

Virna Rossi

Them on the.

Virna Rossi

Walls of the room and create stations so the group.

Virna Rossi

Is divided, the cohort is divided into three groups. For example, if I created three stations so they will go each group to one of these stations and.

Virna Rossi

And literally together discuss, read and put posted notes of questions, comments, anything which is not clear on that section of the brief obviously has to be logically divided that it makes sense, and then they will rotate. So there will be a timer and then I will.

Virna Rossi

Ask them to rotate so the first group will go to the second station, third station, and then it might take about half an hour. And if you do that on day one, it's actually automatically a wonderful group jelling activity community build.

Virna Rossi

Thing and you will find that what students already know. You will also find out where your brief is not clear because that's where all the questions are going to be stuck.

Virna Rossi

Lots and lots of Post-its there, so then that informs you you may be able to adjust at that stage before releasing it as an official document. So I tried to do that.

Virna Rossi

For release

Virna Rossi

Seeing it because then once you release it, you can't. You're not allowed to change, of course, and I just want to say it's just worked really well because it's been this buzz in the room and also really helpful feedback for me and

just the fact of people physically moving around. And you know, having this something to talk about, which is really important to them.

Virna Rossi

So digitally you can sort of do the same more or less by dividing by creating a jam board and on the JAM board you again have. You can have three boards if you were doing the equivalent.

Virna Rossi

And each board will have some prompts or questions, whatever it is, and then groups can be on that jam board and discuss that section.

Virna Rossi

So you have to create breakout rooms. Obviously I prefer the physicality of moving around, but you know, if we can't.

Virna Rossi

There is a.

Tünde Varga-Atkins

Digital equivalent brilliant. Yeah I love that. I love that example.

Tünde Varga-Atkins

Thank you. OK so we have, uh, I think you've all been so passionate and creative about teaching, so let's talk about relaxing now.

Tünde Varga-Atkins

So what would be the item luxury item that you would take to your Treasure Island when you are off duty from teach?

Nathalie Tasler

I think I think I'm cheating a little because I was thinking about it when you posted your questions and I was like I'm taking my grab bag because there's everything I need.

Nathalie Tasler

It has my steel Flint and my Leatherman, but it also has a journal and pencils and travel watercolours, and so I can basically make tools.

Nathalie Tasler

Create stuff, write poetry, make art, and is all in one pack. And I also have a foldable solar charger just in case. So yeah, I'm cheating a little and.

Nathalie Tasler

Bring my crap back.

Ingeborg van Knippenberg

OK, I think we we allow you to do that. Yeah I thought about this and and I know that I'm in many ways going along the same directions as Louise drum, my colleague you had on the podcast previously, so I'm not going to ask for the tools or for a ukulele E. But I'm going to ask and it's a little bit.

Ingeborg van Knippenberg

Feels a little bit like cheating as well.

Ingeborg van Knippenberg

So uhm, for a set of recorders and an unlimited supply of printed sheet music.

Ingeborg van Knippenberg

Because I'm gonna have it recorded player UM and whereas I might invest the time to build the tools to build the instruments, I'd rather just ask for them.

Speaker 1

Ha ha.

Ingeborg van Knippenberg

So that I can play away, but I'm I'm rubbish at composing or anything like that, so I need the sheet music to have something to play.

Tünde Varga-Atkins

Lovely so making music on the island. Yeah, that will be a lovely company for us. Yeah, thank you.

Alice Kim

OK, I don't know if I'm cheating. Also, uh, but I I think I would bring my two kids. I have two young kids who are ages 4 and 7.

Alice Kim

I don't think I can go to an island without them, and they're super cute. So I I, you know, they're they're entertaining, they're they're good.

Tünde Varga-Atkins

I think because we're not a desert islands and I think we I, I think because Treasure Island is where we are with students and with company, I think teaching we agree on that it can never be a solitary and and I don't like to be strict on this programme anyway. So I think you.

Tünde Varga-Atkins

Were allowed.

Alice Kim

So thank you.

Virna Rossi

You know, I yeah, I'd like to say Alice. I still don't understand and I thought about it. Then I thought no, no thanks I.

Virna Rossi

Am not taking my kids.

Virna Rossi

For once, I want my space.

Virna Rossi

But yes, then eventually I'll miss them. I know after five minutes, but I think again I know this is a funny thing to say for a Treasure Island, but I would like to take my.

Virna Rossi

Balcony because and the past in the past 10 or so months that we've been pretty much stuck in Italy waiting for anyway and our onward journey.

Virna Rossi

So we have this balcony which literally faces the mountains and it is absolutely beautiful every single day, every single season no matter the weather.

Virna Rossi

No matter the time of day, it's just beautiful because it's nature and also the reason I like it is because when you are downstairs and you walk into the olive Grove, you see the trees close up and you're under. Then you go on the balcony. You're above the trees.

Virna Rossi

And it just reminded me that actually we always this perspective taking, you know, because sometimes you get so close to situations you just can't really understand what's going on.

Virna Rossi

And so that's why I think even on a Treasure Island, I would like to have a balcony to.

Virna Rossi

Have you know it's more? It's more or less like a lounge balcony but also a different perspective.

Tünde Varga-Atkins

Lovely, we already had. I think someone choosing a drone for exactly the same reasons and giving you a different perspective on the islands. I think that's a lovely thing and it's definitely some.

Tünde Varga-Atkins

Thing that we missed in the pandemic and lockdowns to to have that going out walking and seeing different perspectives.

Tünde Varga-Atkins

So yeah, definitely OK, great. And finally, I I think I wanted to ask you, we've already been bartering and and stealing ideas, which is what office educators are about.

Tünde Varga-Atkins

We all we we love stealing and sharing ideas, but is there anything in particular you wanted to pick up? Any ideas that someone else said?

Tünde Varga-Atkins

That you would love to try.

Virna Rossi

Oh yeah, I think that come with natural. You know we'll be in touch on Twitter and I, I like always these ideas of.

Virna Rossi

I mean, everybody had great ideas, but or anything to do with moving creativity and making. I think it's just it helps. It doesn't matter what. Let's call it subject. You know what's your field or discipline.

Virna Rossi

Just because we're human beings and we were not actually meant to be.

Virna Rossi

Sitting, you know and.

Virna Rossi

Still so this, you know, learning what is learning about you know why is it not about movement.

Virna Rossi

Why is it not about making something using your hands? It's not just about using, you know your synapses of your.

Virna Rossi

Uhm, you know brain, so I think.

Virna Rossi

It's just so useful.

Virna Rossi

To to remember that no matter what we teach, we can be, you know, active really even physically active.

Virna Rossi

And I think it just helps everybody.

Alice Kim

Yeah, I have to agree, when I heard that Natalie saying creative learning, I was so relieved that that was covered up because I.

Alice Kim

I love the idea of doing creative things like I like using Lego. I like making students draw out things without being able to speak. I think all of these things are super.

Alice Kim

Important just you.

Alice Kim

Know it's already being said because.

Alice Kim

You're making things that are implicit become explicit when you take away, you know, the traditional.

Alice Kim

Write out your response or or say it out loud when you have to do it in a.

Alice Kim

More creative way.

Alice Kim

It just makes everyone think about the process more and the content more because you have to choose what you need to express and how are you going to express those things. So I agree.

Nathalie Tasler

Yeah, it's really good.

Nathalie Tasler

I I'm I'm.

Nathalie Tasler

I was, uhm, torn between asking burner for the for the balcony because boy I so want to.

Nathalie Tasler

Go to Italy.

Nathalie Tasler

And be somewhere else and look over the olive Grove.

Nathalie Tasler

That just sounds absolutely beautiful, but I also think actually now that we are all in that room, if we are all on that island together instead of bartering, I want us to.

Nathalie Tasler

Put our heads together.

Nathalie Tasler

And I think we could.

Nathalie Tasler

Come up with lots of ideas if we do that so.

Nathalie Tasler

Yeah, that would be my suggestion.

Nathalie Tasler

And maybe the balcony thrown in.

Tünde Varga-Atkins

And I think you're also suggested in the chat about building a tree house, which I love the idea 'cause that could bring together what Alice was just talking about the making things and and then as well. Yeah, ingeborg.

Ingeborg van Knippenberg

Yeah, I just wanted to to echo that 'cause like everyone else, I want to have a Natalie Balloon Academy.

Ingeborg van Knippenberg

It's brilliant, but I also think that in my head this island has sort of rocks as well as cave so we can have a Little Rock climbing or walking up to the rocks to to get that.

Ingeborg van Knippenberg

Different perspective.

Ingeborg van Knippenberg

And and I really fully subscribe to that idea of putting our heads together and not bartering to exchange, but share our ideas and and collective thinking and working absolutely.

Tünde Varga-Atkins

That fits really well with the creativity 'cause it's about coming together and making something new, isn't it? That seemed to be the OK so meet you.

Tünde Varga-Atkins

Yeah, uhm, yeah, I think that.

Tünde Varga-Atkins

That concludes our journey to treasure Islands because we've been. Yeah, I love this conversation today.

Tünde Varga-Atkins

Thank you so much and it's definitely it's almost like OK, let's meet on the island to be at the treehouse. I think that that will be a lovely outcome of today's conversation. OK, and so thank you everyone.

Tünde Varga-Atkins

For listening and goodbye.