

Treasure Island Pedagogies Episode 34

Podcast Transcript

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Tünde Varga-Atkins

Hi, this is Tünde Varga-Atkins and this is episode 34 of our Treasure Island Pedagogies podcast today from the Center of Innovation in Education at the University of Liverpool where we share our light bulb moments, teaching props and pedagogies. As we cohabit our Treasure Island, the space for contact time with students. Our three guests today are.

Kimberly Davis

I'm doctor Kimberly Davis from the University of Glasgow.

Stella Kazamia

I'm select Stella Kazamia from the University of Surrey.

Matthew Danes

And I'm Matthew Danes from the University of Warwick.

Tünde Varga-Atkins

Brilliant. Thank you. So can I ask each of you just, uh, after you briefly introduce yourself, just say what your original discipline was and what your role is at the moment.

Kimberly Davis

Yeah. So I started in literature and cultures and and uh, moved into rhetoric and composition. And my first kind of academic job was teaching writing to English as second language learners. And and in 2015, I moved into academic development and assessment and feedback. So I currently work for the University of Glasgow running assessment and feedback related workshops and doing all things assessment and feedback related.

Tünde Varga-Atkins

Yeah. So you will be very busy at the moment, Kimberly, with all the AI at the moment.

Kimberly Davis

It keeps me up at night.

Tünde Varga-Atkins

OK, Stella.

Stella Kazamia

I'm so I'm seller. I am a senior lecturer in computer science at the University of Surrey. I had a kind of an interesting background, so I started in secondary education as a teacher, then moved into her education. Now as a lecturer. So I teach software engineering mainly and programming as part of my role. But I have a second role within the university, which is a director of employability, which means I look after our computer science and electronic engineering students with regards to anything that has to do with job readiness. So getting them ready for placements, graduate jobs and the sorts.

Tünde Varga-Atkins

Brilliant. Thank you, Stella. And then let's quote Matthew.

Matthew Danes

And yeah, so it's. Matthew again, University of working like Stella, I started off actually as a secondary school teacher, so I did my PGC. And then like the students kind of followed their trajectory. So I started up in the school, went to college and started teaching at university. So my my focus is a lot more as most people on this podcast is pedagogy and teaching focused, I'm lucky enough to teach in the field of digital marketing. Because I think this is one of the key areas that a lot of people don't realize that you, you're a teacher of. It's very hard just to be a teacher or lecturer, you have to be a lecturer. My chosen field is digital marketing because I joke it's all the same thing and is and is trying to get people to do what we need them to do. Well that be the marketing field or the the teaching sphere. So that's my background.

Tünde Varga-Atkins

Really. And OK, so, uh, some lovely mix of disciplines as well. And we were interesting to draw on your your secondary teaching experiences as well. So let's go on to towards our island and let's look at some of the light bulb moments that you want to share with our audience today.

Kimberly Davis

I could start, I think for me the. When I was teaching writing the light bulb moment was when students would say ohh, this isn't actually that scary or this isn't that hard and they could, you know, have confidence in their English abilities and confidence in their writing that would carry them into their other classes and and. And that was always, you know, a really fun. Moment for me, that was always something I really liked and and now? In my job, I work primarily with staff. I don't really have a lot of contact with students, but with staff the the light bulb moment that I'm always really like that just makes me all warm and fuzzy inside is when they are like willing to try new assessment methods. So. You know, we we tend to get disciplines that are like, really stuck on that, that traditional kind of format, the three hour exam, lecture hall style, like, don't want to try anything else. Because that's how they were assessed. That's how their, you know, their teachers were assessed. And so anytime I can get them in a room and get them. To see that. Like there are other methods you can do, there are other ways you can get your students demonstrating their skills that are possibly a bit more creative or or a bit different for you know what? You're used to doing so anytime I can get that little bit of a shift and a staff member says to me, oh, yeah, I might try this. That that always makes me, like, really happy. It's a battle. But yeah, that that's when I'm kind of happiest for my for my staff.

Tünde Varga-Atkins

Can I? Can I just ask you, Kimberly or Stella?

Stella Kazamia

I was going to say that it sounds so familiar, Kimberly. Umm, I think that the people that are struggling with people like myself.

Kimberly Davis

I didn't want to say it, but yeah, my my computer science is. But you know, I I get it because there are only, there's not. There's not a lot of ways that you can make sure you're you know your computer scientists understand certain concepts right. Especially if you're building code there. There's only so many

ways you can assess. And so many ways you can assess to make sure that the academic integrity is still there. But yeah, computer science is not the most difficult discipline to work with. Just just so you know. But yeah.

Tünde Varga-Atkins

Can we magnify that little? Uh, the point from which you move people onto? OK, I'll have a. Goal because that that also links with your your student example as well just for how do you make it. Can you just talk to big big about some of the strategies you use there?

Speaker

So.

Kimberly Davis

Yeah. So I'm I am. And this kind of goes on to point later, but I'm a social constructivist, so I think conversation and dialogue is really the way to do everything. So if I can get people in a room together. And get them talking. And I like to get people from different disciplines together so that someone can say in the arts. Ohh well, I do this in my area. It might work for you over here and get people seeing kind of outside their disciplinary bubble because we don't often get a chance to do that whereas. I get to do that right? It's my job to bounce around to the different disciplines and work with people. So if I can facilitate getting people in a room together to have a discussion, that's what I like to do and I like to give them. And, you know, workshops and and support and show them like you're not alone in this. This may seem like something you. Haven't thought about before, but that's OK because that's why I'm here. You have your disciplined knowledge and you have the expertise in that. I've got the expertise and assessment and assessment methods and I can talk about them all day long. So if we get together and you know, combine our skills, then we can figure out a way to help you. So as long as they know they're going to be. Forwarded and you know, and have a whole bunch of help if they want it. Slash need it then that kind of gets people going. But that dialogue and that conversation is what really helps.

Tünde Varga-Atkins

Matthew, did you want to add something? I I see you. Nothing there.

Matthew Danes

No, it it as I said, it kind of it links back to what I was saying earlier about being a lecturer of and I had, I was doing A and doing a doctor in education and one of the things I heard there and as you said that's social construction, it's got a lot of different disciplines together. And I heard a statement there about how so many lectures or academics are kind of more loyal to their field of study. So digital marketing for me and they're not really then loyal to the institution or anything like that. And and I I do find the same as well that trying to teach lecturers pedagogies are very hard, you know, because they're a doctor and they're outstanding. In their field. But pedagogy is a different subject, and that's why I say the lecturer of and it's that different dynamics of the lecturer, of whatever your study is. And yes, you are brilliant in your study, there's no taking away from. But as you say, within that teaching sphere. That's where I do feel that there's a lot of a lot of help required within within he and I don't know. First, Stella feels the same. I it amazes me in universities that you know, a lot of the stuff that people are talking about in universities, you kind of you sometimes sit there rolling your eyes going. We were doing that in schools 15 years ago. And we, pedagogically, we just seem to, we do seem to be that bit further behind in certain disciplines. I think once again, the schools of education tend to be then way out in front then the the schools, you know, the traditional education tends to be better and then certain disciplines are so, so far behind like say the three hour exams and especially now with as you were talking about earlier, AI coming in. People are now so scared of AI that, well, AI can't do a three hour exam, so they then revert back to type and they maybe try something new and exciting. But now AI's here and scaring us.

Tünde Varga-Atkins

I was just gonna ask him Billy that question as well that that must be some of the UM pushbacks at the moment happening for staff and have, do you come across that and is there anything that you?

Kimberly Davis

Yeah. So we do come across that and and one of the other issues that we we sort of need to navigate and work with is external accrediting bodies as well because they have standards that they would like to uphold. And a lot of that academic integrity and being able to know that the student is the one who did the assessment. Like all of those things are very important. So we, we do come across that, but what I've been working on lately is helping staff think about how you use AI and how you can use it to help you, how you teach your students to use it, and how you could possibly incorporate it into your assessment tasks so that it's no longer this like forbidden. Thing and then it

kind of takes a little bit of the the luster out of it. We also show them. You. Know. AI is great and it's a great starting point for things and and it is useful in many ways, but it's not very good if you're trying to cheat because you know a lot of the information it gives you and what we show them is creating a reference list, right? We create a reference list where it's a real title, it's a real author, but they're not the same. You know the author, it's listed for this book. Is not the author of that book and how some things are just kind of made-up so we can tell right away if we just pop a, you know, a couple of names into, you know, Google. So we try and show people like you don't have to be afraid of AI. You just have to think about how you want it. Utilized or not within your assessment and then that can shape the methods so it's getting people to see that you know you don't have to be afraid of something you don't have to be, you know, worried you can't incorporate it. And here's the steps to do that. But as Matthew said, you know. We see things in AT where people are like I'm going to try this innovative assessment and then it's, you know, a group presentation or something. It's it's a traditional method. It's just not a traditional method that's been used in that field. And there are a lot of things that are like, let's try this and I'm like, I was doing this in 2005. And I was in university, so there are some things like that that we're kind of constantly battling. You know, universities, idea of innovation and new things to try versus. Those of us who have who have been in education kind of outside of higher education and what we know has already been done and maybe didn't work in some instances or worked but worked 20 years ago. So that's always an interesting discussion to have. When people come to you really excited about something and you're like, uh-huh. I've seen that.

Tünde Varga-Atkins

So yeah, so innovation can be very relative to the discipline as well. And it comes back to what Matthew said about pedagogies and disciplinary knowledge and and the knowledge creation, OK. So let let's let's hear from the other light bulb woman. So can can Stella, Matthew share one, one or more light bulb moments from you? Please.

Stella Kazamia

Yeah, absolutely. Mine fits nicely after what Kimberly just said actually cause I I felt that my light bulb moment where was a few years ago. So I because I, I do have this. Background from from. School that was teaching at school, then college and and that university. But over the over the past few years, I've been advocating about the. Importance of employability skills and authentic assessment. And and I've been doing that for for a very long time. And then, even though I've been doing that, I've realized that I wasn't actually putting it

into my own assessment in my own teaching, especially when I moved into higher education and I got stuck into this approach of previous individuals, had a three hour exam, for example, for programming. So let's just keep it that way. You worked for them. Why reinvent the wheel? And even though I was advocating for authentic assessments, a three hour exam was not an authentic assessment, especially for software developer work who will be graduating with a computer science degree and then get a a job later on. So it kind of hit me that.

Tünde Varga-Atkins

It's as if you were talking to Kimberly, really.

Stella Kazamia

Exactly, exactly. If only I were to meet you like, years ago. Kimberly. But it kind of hit me that I wasn't actually improving their critical thinking and their adaptability and all of those really key skills. And there was definitely not authentic assessment. At all. So I took a personal challenge a few years back. I'm kind of a little target for myself where I said I'm going to reinvent not the will, I promise, but just to redesign one of my modules. So what I did I I had a thing just as a little side note, I had a thing about hackathons back then, so I thought that a hackathon is the best thing ever and my partner. Used to go to hackathons and and come back with all of these little freebies. But anyway, side note, but so how does idea about Hackathon and I thought how about I redesigned my module and make it into a 12th week or a semester long hackathon. So that's what I thought as well. And so I brought some industry partners to help set up the module. We had problem statements kind of a real world problems set by the industrial partners. Engineers were meant to be working in groups for a change. Normally we were to ask them to work independently.

Tünde Varga-Atkins

Sounds amazing.

Stella Kazamia

And develop something so by this time working in groups. I know it's not something novel, but we felt that if we were to have this hackathon approach. Would make things more. Like what that meant, though it meant that students were not given a very prescriptive assessment, so they had the flexibility of implementing those problem statements or solving those

problem statements in the way that they wanted within their groups. So I was very scared, but I thought, I mean, that's the target. For myself to change things. So let's change it and see how it goes. If it fails, we can fix it the following year and actually the results were were. Brilliant. So you didn't really enjoyed it. The level of innovation, the the level of detail in the reports and they took literally ownership of the whole project and they did amazing things that I hadn't seen before and I thought ohh, there you go, maybe maybe I should be doing this from now on. And then I didn't actually put it through the board of studies for the following year. Until a group of students came back and said. I really enjoyed the module and I heard really bad comments from previous students and I was actually really scared to take it on. But after going through the module, I felt that it was really, really beneficial and and I think in that moment I think that was my light bulb moment. But but I thought I've been advocating for authentic assessment for change.

Speaker

Hmm.

Stella Kazamia

Now that I've applied it, it has some really good results and maybe let's move forward and now the module is still running in this hackathon. Approach and we haven't changed it since and it's just really, really good. So. So I'm really hoping that it was a a moment in time where it kind of shifted my thinking approach or actually doing and not just saying things but actually doing them in practice.

Tünde Varga-Atkins

And that's brilliant, because almost like your student mirrors what you're feeling. So moving from this scared you use the word scared to something you setting your target and doing it, and then your the way your students described it as well. Initial scare turning to well when they realise why it's good for them and the sort of things they're learning. So that sounds yeah. Amazing.

Stella Kazamia

But yeah, I didn't have such a module when I was young and I and and I think it was only the idea that I like hackathons. I still. Do go to hackathons to be fair.

Tünde Varga-Atkins

Yeah, really. And then I think also with your industry partners, so clearly you've done a lot of elements in this design that that works well. And yeah, I'm sure that that's why the students feel. They're really motivated as well.

Kimberly Davis

And if you think about, oh, I was just going to say, if you think about employability skills as well, you know, the things that they'll be doing once they leave our 4 balls, you know, working in groups or working with teams doing these kind of things together, kind of working really intensely and and.

Tünde Varga-Atkins

OK, Matthew, come. Sorry.

Kimberly Davis

You know, on on shorter time scales and things. So a lot of that too just feeds into those employability skills. Which you know is is great, but also allows them to see like ohh this is what it would be like. This is this is what it will be like when I'm when I'm you know when I'm in the when I'm in the real world which is I think what we're always kind of trying to get them to see.

Tünde Varga-Atkins

Yeah. So thank you, Stella. Matthew, can we go to your light bulb moment, please?

Matthew Danes

Yeah. So my light bulbs, I'm I'm a bit self-centered and so centric you'll you'll find out why but kind of my light bulb moment was was for myself and it it's more the the realization I think some people have this and I I found it and I thought it was quite. Quite a good idea. And then like most things you find out, it's been thought thousands of years ago, as we said, but my label was when I realized I'm not there to teach, I'm there to motivate the learners to learn. So it's not about me teaching, it's about them learning and it's that shift from what I say do to what they need to say and do. And at the moment I'm having a very energy saving light bulb moment. So I've I've flipped the switch and it's starting to warm up, but it's not fully on yet. And it's that dichotomy between what we teach and how we teach it. Because, you know, times the only finite resource we can make more money, we can make more oil and

gas. It just takes millions of years. But time is only finite resource. If I get given five hours. How long should I spend on what I'm teaching? I don't wanna teach rubbish, but how long should I spend on how I'm going to teach it? If I spend 4 1/2 hours creating an amazing lecture, I don't really haven't talked to students anything I've just told them there's a big difference between teaching and telling and so that's kind of my light bulb moment that more about motivation rather than education and therefore the. Now is on. Is it as important as the what the the the two can't exist without each other. An example I have is is like most people I have of of VLA of virtual learning environment and you know my my my lessons are brought down by different topics and at the end of every topic there's a little quiz a little you know. So I can see how far the learn and things like that. And previously I used I used to get about 6% of students would do the quiz and about 10% to get. 100% on the quiz the quiz was always open and you can do multiple times till you get 100% buzz. I don't have about 6% of students, only about 10% would get 100%. And then I tried to think right. So if I'm trying to motivate and what motivates people to do things and all I did was at the end of the quiz, once you got 100%, I released a training, a video of me training my little. I have a very cute little Shih Tzu that assumes absolutely love. So I was just training the Shih Tzu. So I was, you know, that that when we go up and down the seesaw and out and through the tunnel. So I just had. Videos of me training him that so at the end of the quiz, if they got 100% nothing related to digital marketing. Show them me training Bentley and something I had 8090% of students taking the quiz with 67% achieving the top grade. So what the the what didn't change. It was still a quiz about digital marketing about that week's topic. But then the the why they were doing it and and what they could get out of it. You know, cuz there's these other things like.

Speaker

Uh-huh.

Matthew Danes

You know, students have this innate. They want to know who we are on a real personal level and things like that. So you know, so just I think allowing them into the life and seeing the dog and stuff like that, they just absolutely look as, as you say, when teaching during COVID times. They I I'm. I swear they were just sat there waiting for the dog to appear because every now and then the dog will just jump up on the lecture and that's always we sat there waiting.

Tünde Varga-Atkins

Yeah. Yeah, I mean there must be a study on this, the pets and the yeah. As exactly you say it's sort of an insight into the person, the person and the human. I mean, education is all about human connections is and it comes back to Kimberly is why your idea about Constructivism. And but yeah, yes. On on that sort of the pet. Yeah. There must be a study. And this about the pets. It's really interesting.

Kimberly Davis

I would quiz for pets. Yeah, I I would quiz for dog videos. I I'm definitely in that demographic. I would totally do that.

Tünde Varga-Atkins

I love Matthew as well that you are teaching the dog, so it's a little bit of a metal thing. It's not just any video of dog. You what you're teaching your dog. So I love that as well. OK, so yeah, Salem.

Stella Kazamia

I was going to say I find it really amazing with, as Matthew said, because I think I think sometimes we are taught to, to build this persona of of what an academic is and just that that, that there should be some distance between the academic and the student and some sort of separation. But I do feel that. I don't know if this is the the the by term, but kind of coming coming together and and build those relationships and partnerships makes us makes us feel human because then they need to realise that we're we are human, they're human and we're just working together in this in this space where there's a virtual space or a physical space so. Yeah. Really. Yeah. Was just designating on what Michael was saying earlier. So yeah, thank you for. Bringing that up.

Speaker

Hmm.

Tünde Varga-Atkins

And I guess the other thing it makes me connect me with that digital marketing. It must be an element in your discipline as well. This this in in an element, in digital marketing, those human connections is how it all works. It's at least in social media terms anyway. OK, so let's say out towards our Treasure Island, this is where we, uh, getting our our ourselves in a boat and taking some teaching props and pedagogies with us to have these light bulb

moments with the students. So what what would you take on our boards in terms of teaching props or pedagogies?

Kimberly Davis

I think I would take. I'd probably take in terms of pedagogies. It's definitely critical theory and Paulo Friere and that kind of idea of like the pedagogy of the oppressed and how we can kind of work towards liberatory teaching. I would definitely be kind of I'm a big fan of giving. Students. Whether they're staff or or students, students in any form kind of that power over their learning and that power to, you know, I think as Matthew said like it's it's not my job to kind of like talk at them, but to help facilitate that learning and and how you move through it. So I would definitely take my trusty copy off. Very worn beat up copy of Pedagogy of the oppressed. I'd I'd have that with me and then. I think in terms of props and things, just like white boards or or things that that allow for collaborative working things where we can write ideas down and you know, do things together. Luckily on Desert Island you can have a lot of open space to make, you know, kind of open teaching plans. But I would I would probably do something. Yeah, along whiteboards and markers, things that allow us to kind of write ideas down and brainstorm and and get things going together and not just facilitate, you know, kind of dialogue and constant conversation.

Tünde Varga-Atkins

Brilliant. OK. What else?

Stella Kazamia

I will most. Probably just copy, Kimberly. I like the idea. Yeah, maybe not white board. So I'm not a big fan of whiteboards, but definitely post it. Notes like really colorful post. It notes everywhere. Ask everyone to collaborate and then just just bringing everything together and just make a massive picture of ideas and and things that we could be doing moving forward. I do. I do. So Constructivism is is is one of the pedagogies I I would personally like to to take to this island as well, kind of more hands on learning and everyone kind of engaging and and coming together. Mainly I think it's because of of some of my subject, so computer science being very practical. But I do feel that it could be very beneficial in in the bigger picture as well. Yeah, I would just like to echo what Kimberly said 100%.

Speaker

Right.

Matthew Danes

And mine is kind of very personal to me and it is kind of it's, was it idiosyncratic that I can't separate it from me, but why one of the pedagogies that does actually help me is my, I am neurodiverse and I have this different way of thinking and and I need kind of rules systems and structures but that actually I think it's brilliant being neurodiverse and again that. I'm. Then they UM the UM, you know, understanding it so that way you can hack it, you know, and and that's what I've then been able to do once I've learned that I'm neurodivergent, then I can hack this. And you know my need for rules, systems and structure is brilliant cuz I can now get that to work with me. So the fact that when I create a a module I have these. Steps of certain rules Systems program once again when you tell the students these rules and systems, whether they're neurodiverse or not. They then understand how the better. Understanding of the module, what it is, why it exists, why this follows that etcetera, send me the assessment very once again, very clear and open marking procedures in mind which once again because of I need to have these rules and systems. I've got very simple rules and systems and then you know, when I look at, you know, teaching as a whole, it's just looking at. Other people's rules and systems, and therefore how can I then implement them into what I do? So as we said before with the? With the, the Vle and getting hiring increased engagement, I simply stole that from DVD's and how DVDs just have Easter eggs hidden in them and having that hidden content motivates people to explore the DVD more. So I was like right, let me put some Easter eggs within my, you know, within my VLA and then that helps it develop. So it's understanding that rules and systems and procedures and then hacking. And making it work for me and which is like I said about that, that what and how balance and where does the balance lie between that. So it is a very personal thing. But I do think it it's makes me much better educator having that. That element towards me, but ultimately I can't not have it as well so.

Kimberly Davis

I think that's brilliant. We we talked a lot at Glasgow about like accessibility and inclusion within assessments and I.

Tünde Varga-Atkins

Yeah.

Kimberly Davis

Think. What you've done is you've made your you've made sure what you've created is not hard for the wrong reasons. And that is, I think that's really hard to do and you've given them, they understand you now. So they know because you have to have those clear rules for yourself because you then share that with them. They there's no confusion about what your expectations are and that just makes things like. 10 times easier for people. So as a as a curriculum designer, I'm like yes, this this is fantastic because you really want to understand yourself but also understand how to communicate that. So I I think that's absolutely brilliant.

Matthew Danes

Yeah, to to link you back to what Stella said as well. You know, we are human and you know often we do shy away maybe from some of our our faults and and things we're not too good at. But over the last few years I've just kind of embraced this and I I openly you know let the students know and stuff. And now over the last few years, especially times when I'm working one-on-one with, you know, dissertation project students and stuff like that. Now they completely understand me. There's been so much. So, so much more fruitful because they understand me, I understand them better and we can both then there really is some code. Destiny, Co education, whatever the, you know, the the phrases at the moment. So yeah, it's a great way to do it and. Yes, thank.

Tünde Varga-Atkins

Mm-hmm. So is there, I mean that that's brilliant. So we've got Constructivism, fire rule system or inclusive practices as well on our boards and lots of collaborative tools. Is there anything else that based on our discussion you would like to maybe add into the mix or any way you could utilize? Each others, and I mean you already said some of that.

Kimberly Davis

I think I like the idea of also having some clear rules, right, because as much as like discussions are great, we've all sat in meetings where it's like discussed this and then suddenly you're like off in like 47 tangents and you've kind of like forgotten what you're like there for. So I think taking Matthew's like clear. Kind of order and structure for things and then allowing the kind of discussion to happen within those. Clear rules and boundaries, and then who doesn't love colorful post? It notes. So whiteboards can be put aside and

colorful post it notes, because you can also put them by theme. Yeah, Easter eggs themes like this is this is great. We can build a small agility course that like we can then train ourselves to go through. Like this is great.

Tünde Varga-Atkins

Many strikes.

Kimberly Davis

So I think actually all three of us, it would work really well together in in that sense that there are ways that we could. Have boundaries. Have some rules, have some clear definitions for what we want to achieve, but then also let people have a little freedom within that. So yeah, I think I think it it all works really well together.

Matthew Danes

Just on the.

Tünde Varga-Atkins

Yeah.

Matthew Danes

Just on the whiteboard. Sorry, I actually find it more productive, because once again, it's it. If I look more motivation and stuff like that, I do find it more productive. If I give the students a pen and let them write on the windows because it feels naughty and it's all white clean, whether it's a whiteboard or a window, it's all white clean. But because that feels naughty. Even with staff, it feels naughty, so the more inclined to do it and it motivates them more to write because it's it's something that they're not allowed to do.

Tünde Varga-Atkins

Mm-hmm. The long way you're gonna say something.

Stella Kazamia

No, I was just thinking, I was just thinking about the the VR and I was thinking that we we wanted to really need it on the Treasure Island because that would be our new reality. Everything would be just amazing. But yeah, sorry, I was just thinking that I was just. Smiling to myself.

Tünde Varga-Atkins

Yeah. So what would you have on the VR on VR, for instance, can you give us an example?

Stella Kazamia

I think I wouldn't have the VR at. I think I think the whole Treasure Island would be kind of that like new reality and the the contract constructivism that Kimberly was saying. Given the collaboration and then the Easter eggs and and the I, I just feel that all of that together and if you were to put that in a VR and you were, let's say at my university, that would give you a nice kind of place to to to run away. And and explore. But if we do have this real Treasure Island, we don't need to be there anymore. We can just have a look at the island.

Tünde Varga-Atkins

OK. So I think what you meant that you we've come up with a holistic learning experience that's got everything there already. Yeah. Sounds. Yeah. Sounds amazing. OK, so finally, let's you've all been working very hard as educators. So we always want to give you some time for your well-being to have a bit of time off and enjoy.

Speaker

Fantastic.

Tünde Varga-Atkins

Time of teaching or of of of duty. So what would be your luxury item that would help you with this?

Kimberly Davis

I I don't know if this is within the rules, but I I wrote down on on the paper that you sent us that my luxury item, if allowed, would be my partner because he is just like my favorite person in the entire world and he's just non-stop entertainment. You know we we don't have to be. Doing anything we don't need anything, just the two of us together. Like he'll make me laugh. He'll call. You know, he's he's my kind of five 5 minutes of. So if if I'm allowed to person it, it would definitely be my partner. If it has to be an item, I would probably save my like a box of books, because if I'm if I'm not working, then

I'm reading books not related to education, but a big box of mystery. And thriller books and I'd be quite happy.

Tünde Varga-Atkins

Brilliant. OK.

Stella Kazamia

I think for myself it would be more it could. It could be my phone or it could be just another device that has music on. I just I just love different types of music and it doesn't have to be a particular genre. It could just be absolutely anything as long as it's kind of in my head. It just makes me feel at peace and just stop thinking about. Various things that make me all stressed and all. So just yeah, at peace and calm. Yeah. I think music for me will be will be the thing to take the.

Tünde Varga-Atkins

Lovely.

Stella Kazamia

Could take anything.

Matthew Danes

I think I went super practical with this concept because partly I like to. I like to. I wanted to go very lofty and go. I actually would. I want to take anything because this is a chance for a new beginning. If I take anything it then tethers me back to the old me and is it better then just to cut all the ties. And so in this new utopia then you know we'll create, recreate rebrand. Who I am? Maybe that's the mark through me. I'm just. I'm very much living the moment of of in this. Just from this island, but then I. Remembered. I can't sleep without my pillow, so I would need to bring my pillow with me. It it costs a lot of money. Being a typical yorkman as well. I didn't even take it out of the packaging for the first two months just so I can make it last longer and that cardboard was very hard to sleep on. But I can't see without my pillow and I need a good 8 hours before I can do anything. So I would actually then go very much like a 5 year old and in my blinky and in my my sleeping pillow to help me out.

Tünde Varga-Atkins

Brilliant. So again, quite a holistic, lovely luxury. So we're all on your pillow reading books and listening to music. Sound sounds like this. OK. Thank you. Thank you so much for a fascinating discussion. It's always so enjoyable to learn about your treasure islands. So this is we. We it's time to sail away now and thank you for our listeners. If you enjoy the episodes, you can subscribe to our podcast and to join us and guests. You can find our expression of interest. And uh, goodbye for now. And finally, a big thank you for our guest today.