

# Pedagogy Matters: Episode 4 Transcript

Hello and welcome to the 4th episode of the Pedagogy Matters podcast. The purpose of this podcast is to bring the for some key topics of conversation in relation to learning and teaching to discuss the breakdown aspects of practice and provide snippets, advice and guidance as to how to integrate these into daily practice. Today, I'm delighted to be joined by John Ridley, Vice Principle in Newcastle College and Executive Director of Higher Education NCG Jaune. Welcome how are you alright? Well, how are you? I'm great, thanks.

Rip Switch on the topic of today's podcast is chosen by you Know, which is really interesting topic, and it's quite a mouthful in terms of the social action that is teaching versus teaching as transaction.

So what does that mean?

I think. All that means is that.

I think it's really important we recognize the social aspect of learning. So while we're physically distancing as teachers and students are students distance from their their peer groups, teachers distant from our campuses, we're

still making possible the social experience and collaboration of the social learning networks. And perhaps it's it's why video is so popular. Why we've moved to video platform so we can still see each other because I think that it's really important we move away from.

Any suggestion of producing online content for asynchronous or synchronous delivery to produce learning experiences?

Because it's in experiences. I think you learn and that's all.

That means nothing Copyright because again, when we're face to face, that's the approach we should be taking anyway, as opposed to a transmission of information around those engaging learning experiences. But yeah, some really interesting points that hopefully will work over the next 20-30 minutes. So briefly obsolete last 10 months from your experience. What's been the? I would say the most significant changes or challenges within the sector that you've been working in.

Yeah, I mean.

It's fascinating, isn't it? Because?

I think what the heart of what I've learned over the past ten months is.

It's. Incredibly early to know how effective online learning methods are and what I've learned over the past ten months is is that.

We've all become.

Learners with all explored new territories and I think it's.

Fascinating to understand the impact of enforced online teaching and enforced online learning, and often the Open University is considered as a as a as a platform for online learning, which it is. But it's look to as a model, and I think the distinct differences being online University model is, the students are discerning they've chosen to study online.

But even the Open University has elements of present in person teaching when we've occupied space that is being enforced online, then there is an opportunity for President, person teaching and everybody has had to pivot, whether they like to or not, to embrace technology or to use technology or even to acknowledge technology. I think what I've learned is that.

Both that sector.

But teachers and students are incredibly resilient, and they're incredibly adaptive and.

I've been really heartened to see, and I'm I'm sure IT department's across Scotland, and certainly across the UK will. Will that will know this that they've managed to achieve in 10 months what they've been struggling to achieve in three years to get people to use.

Alternative means to teach? Yeah no, absolutely. And I think I know from my experience back in Newcastle College before I left, we shifted the whole college to Microsoft Teams in three days and within six months we going to effectively wiped out the Valley, you know, which was a huge shift, which would have taken absolutely three years conversations morning with Dundee and Angus College in Scotland because of some circumstances out there. Controllers February. They did the same, you know? So it shows that actually.

The significant opportunities as well, you know, within the current landscape and beyond to really refresh and look at the best of both worlds. But you're absolutely right in terms of tenant listen. It's a very different base to start off with in terms of we're doing with all learners as opposed to learners that you do. So, yeah, sorry, not sorry. It would be kind of

interesting kind of find out what your thoughts and feelings are on. I'm going to take a bit of learning so foreign elements of research and. In the last 10 months, and that's kind of maybe shift your practice or shape the practice of your institution there as well. Yummy in terms of in terms of what I've seen in a behavior is and it's less of our research and more budget. A good book. If anybody gets a chance to read the tipping point by Malcolm Gladwell, I I think you can. We've really seen different groups of of practice, so we've got the innovators. Those staff who were adventurous, they were the first to try swear first to use other means. I mean you were one of them, Johnny and really confident and just embrace that. This is fantastic. It's exciting, let's move there. And then once once we had those those innovators, we then were able to build on those that enthusiasm and then infuse the earlier doctors. And those early adopters that. Certainly I've seen in our institution there the opinion leaders. They've spread an idea that's worked for them, and they've killed ideas that don't work for them. So, for example, you mentioned about how we how it Newcastle college teams.

Dominated and then progressed.

Us from using a virtual learning environment and that was

endorsed by those early adopters. Teams was a niche. I

mean, I'll. Hold my hands up. 10 months ago I didn't know what

teams was. And here we are, ten months later and I'm rather

conversing with it, and so many

teachers. And now so now we've got those early adopters who are

using teams really familiar with them, and we're adding

different. Functionality to teams. We then have and we're

supporting colleagues for whom there kinda late.

Late adopters and the majority adopters who aren't particularly

familiar with technology and the user teams. The user zoom is a

platform for teaching that's very unusual for them and we

would supporting them to be comfortable and confident and.

The thing that I've been really heartened to see is how all

teachers in our institution, and across across the country, have

embraced the opportunities and you said opportunity is

critical. I think it's the word I think things don't change

overnight, and instead, this is the opportunity to do things

better, to explore new and different ways to approach

learning so that and the question we're asking ourselves,

and I'm sure all of the institutions are asking up and down the country is so.

What can I do on campus president person in a workshop that I can't do online and it's magnified. The consideration of flipped learning. You know what,

what, what? What's unique about that experience that students and teachers get when they're together in a classroom?

And then how do I therefore make the most of that face to FaceTime? And then, Conversely, how do I make most of the online learning time as well? That there there early takeaways,

that after you know it's interesting to really key questions there, and I think I'm gonna jump back that were decent opportunity and I know from my experience of work across the

Scottish called this sector is that a lot of lectures are seen as an opportunity, whether they want to reach out and help and understand more. We just launched some Kirkland

development groups across 14 from areas where we've had 450 lecture sign up, which is great. It will come along to share and collaborate and understands

that. Hungry to understand what the opportunities are to enhance both online delivery as well as look at restart those

discussions really around. How do we use this moving forward?

What's the best way? But in order to do that effectively, we've got understand. I'm going to the opportunities and limitations in the current technology to them. Make that kind of rational view of that rush and discussion moving forward. So that's really interesting thing with the thing. The thing with ten months being such a narrow period of time is. I think colleagues.

Educators. Leaders of education practitioners have had to Wade through our rumors.

And evangelists, and so the rumors are of things of you know what works and what doesn't work pretty well and they start to percolate through institutions. So for example, you've got to have a breakout room, or you need annotate.

And then the evangelists are where colleagues or tech companies have offered policies of. If you use this, this will solve all of your issues and that's what there isn't presently. There isn't a.

A body of evidence for comparison or the body of evidence for colleagues to orientate themselves against,

and I think very kinda to consider less about education

research. But most. Which is why the considerations about was

reading a book called the Third Pillar. It talked about

disruptive technological change and it mentioned about how past

technological revolutions have been disrupted disruptive. Sorry

and prompted societal reaction.

And eventually result in a societal change that helped us

to get the best out of the

technology. And I wonder if presently.

Institutions, students, and colleagues are trying to

get the best out the technology rather than

think about how they can use the technology to get

the best out of teaching and learning. I think

that's where we are.

I guess in some cases that's a needs must right now as well as

if a lot of lectures of lot of providers are in survival mode.

How do we get from one week to the next? And I know I see it.

See them, we've been taught refills summertime. Springtime

is Trevor that space to have those conversations? Like what

does it look like? What do we learn? What? What can we take

forward? That's actually really been fantastic in his last 10

month period. An example being it letters. This is a broad brush statement which. Isn't that necessary? Necessarily reflective of the whole light curriculum, but in the main I teach students that have really embraced this world of living cells removed a significant significant amount of barriers. However, it's very different for different areas and different levels, and different individual owners there as well. But yeah, there's some really interesting topics and encounter points. I think the point the point just touched upon. Is A is a matter that was being grappled with, certainly in in our region amongst businesses. Amongst the idea that you know was digital in itself, a sector or as digital everything, and I think certainly the past ten months have shown us that I T is not the preserve of just the IT curriculum faculty. Yeah, sports stuff. I've seen some really innovative practice that's been taking place in the Sports Department, Health Department, Art Department. Child care areas that you wouldn't hear. Beauty areas that you wouldn't. Typically. Music and performing arts. There's somebody going to leave out in Littlefield, Norman, I'm not but

the point I'm making is that department's that weren't typically applying digital and didn't think that computing and digital was part of their practice are now quickly pivoting to what I think is a hinge point in history where we will look at this as the birth of the 21st century. This isn't this is a global move.

Online demand, so the skills were teaching. Now you know your callback. Certainly in England, where I T used to be a key skill.

Hey, it's it's evident now, isn't it? You know it's it's a given you've got you must you must be IT lifted. At least you must be at conversant. Yeah, no, you're right in terms of the tipping point or hinge point in terms of you know, I'm sure like you and like most colleagues around the country, you know I've got young children who are engaging in online learning. So, again, as always when we talk about kind of shift to different technology using iPads in classrooms or whatever, it's about being prepared for next set of students. Whereas now has been a that showed an increase in a sudden development of. Yeah, you're absolutely right. OK, technology being part of the practice, which is really interesting, but I think.

Please. And I think it's interesting there to kind of look back to write sort in this current time. How do we get the most out with that? I know we've talked long and hard in the past, around routines being a key part of that and I'm going to know what your thoughts are around routines in in the current world as kind of are they just as important or more important what you thought of user on that? I mean routines and rhythms and habits are always important I think, but I think the challenge with routines at present is there's been a dynamic shift.

And a weakening of what we might call legitimate authority that the College of the education setting has because students aren't in the physical presence of their teacher beyond in an environment with their peers. They're not occupying the space that elicits that ingrained habits and skills and disposition of, well, this is what this is, how I should behave when I'm in this workshop, or I'm in the class, you know, the. They don't feel the social pressure.

In fact, like the teacher, they're not. They're occupying a completely different space, so.

I think I've mentioned it before. I don't find it

surprising that some teachers have commented that students are eating breakfast during the session, and that's probably because they're eating breakfast because their laptop is in the kitchen, so the behaviors, habits, and routines of being in the kitchen is having breakfast.

And that's where the laptop sits and that creates substantial challenges for both the student and the teacher to create healthy routines and rhythms that will contribute towards teaching and learning. So, and I also suggest as well that it's the I remember back in 2001, Prince Keys work about digital natives. Get your immigrants and we were. Is a group of teachers considering worlds? How do we use social media to reach out to students and to teach? And it was mentioned that, well, if you do that, it's like having your parents in your bedroom. You're occupying space that that students used to socialize.

Well, now quite literally, we are teaching students in their bedroom in some instances. So I think that there are things we can do, but it's first to recognize that the reason routine becomes more important than the reason we were learning about the dynamic between of students and the important

teachers and the importance of

the environment. Is that the change in the environment?

Changing the location will buy knit by definition, change their routines and rhythms and behaviors of the students.

Nothing really important point, and as you allude to, it kind of

started that point. Their students necessary don't don't

necessarily feel the social pressure that they would have of

coming in five minutes late into a classroom or coming into a

classroom and sitting down and and adhering to those rules. And

that's really important point,

which I think. Not to be missed, but maybe not being consciously

thought about by I'm going to lectures managers across the

sector because we've all just flipped to working remotely

Weatherby via bedrooms, kitchens, living rooms, and I

guess you know now more than ever. I suppose the challenge

whereby we may have that feeling, well, it's OK for us.

We're doing this. We expect students to do the same. You

know, I'm not sure if that's right or not, but that's an

interesting point. And that and that kind of goes to the to the

to the heart of what I was mentioning terms. The title.

This podcast is teaching a source as kind of a social

action, not a transaction, and the importance of the camera,  
the importance of being able to see each other is, and I say  
this is somebody who.

Give a presentation early in the week to colleagues. I couldn't  
see them and I was just.

Progressing through my presentation and it felt very  
alien. It felt very isolated. 'cause here I was sitting in a  
room at home. There's nobody in the room. I got no none of this.

The nonverbal cues that would allow me to understand if if  
colleagues were. I'm sure they were trying to disguise their  
boredom so, but then they were awake or engaging. Now becomes a  
real challenge because that's the case for colleagues who are  
teaching as well. If your presentation so we can't see the  
students that you lack that immediacy. You lack that  
immediate engagement to  
understand and check. Check for learning. Check for  
understanding. Check for  
engagement. But then equally as well, I spoke to students  
last week and we were having a discussion about the  
importance of the camera being on, and I thought it's very. I  
thought it's fascinating some of some of some of the

insights really may be considered through different

lens where some of the students these were students

in higher education, so they were they were older.

They talked about I don't wanna put my camera on because I don't

want other people to see inside my house. I don't want to see

inside. It's an intimate space.

That's my space. And I think perhaps that's where we talked

about. Well, you know what, what's the positives? And the

negatives about having your camera on or off?

And perhaps there's the new ones that well, you could use

the blue background feature so you can't see your home

environment. We can still see you and then the other thing

that was mentioned, and I hadn't thought about this

until till it was mentioned was when you're at your

camera.

Everybody can see every nuances of your expression. You're

there, cameras almost. You're almost always at a close up and

you in film and television in the grammar of film closer to

you, closer to getting emotional response from someone and and

therefore you can always be ready. Let's say it's just a

different dynamic in a curious development. And again, I think

I think I'm always keep stress. There's no right or wrong answer. You know, it's about what's right for you. What's right for your learners? You know we've talked a lot in the past, both. When colleagues, but also advised focused on the importance of knowing your learners, which obviously within the most recent lockdowns, particularly difficult compared to last academic session. Academic year where lockdown happened later in the year. But you know, and I think it's interesting, we talk about the panacea Ron and I know prior criticism of myself when I was a lecturer is that I always wanted the answers. So tell me, how do I do it? How do I solve this problem? And I think I'm kinda stressed. I'm sure you probably ought to look. There's no right answer. There's no quick fire solution to any of these things.

And I was. I was always looking on social media early this week in terms of. Lecturers and teachers from across the UK total these exact issues. Camera on camera off talking to a brick wall, not getting any feedback and some really simple strategies as in the lecture. Put in two statements in the chat for learners to like and that's how they got some quick, tangible feedback where 2020 thumbs up said I understand what

I'm doing. 2 thumbs up said I don't know what I'm doing. You know there's different Ways and Means of whether it's a camera on camera off, microphone likes thumbs, whatever. I think so.

Yes, that's really what kind of building those routines for yourself, isn't it, John?

A totally growth yet you know when when we work together and you are very big on routines and and I I have.

A great empathy towards that approach that I was. I think it's important to try and Rep routines and rhythms and.

Habits I think great fried, great reassurance and at a time when we're living in such uncertainty, there's elements of reassurance that perhaps you could ingrain your practice, and I'm loath to tell teachers how to teach. There's some suggestions, though, where

perhaps? Leave the 1st two or three minutes of your session as a virtual greeting as as you wouldn't. People come through through the door, so everybody just as a check in. Yeah, yeah, you know, talk about when we talk about. I talked to the student group I was talking to a week or two ago. You know, set some, set some targets. If so, as a teacher, you could say that I feel more comfortable if your cameras on if the group

doesn't then set some targets. OK, when will you feel comfortable doing that? What do we have to do to make you feel comfortable or accept that it's not going to materially impact how you know the quality of learning? I think as well.

The the idea too and is something you're very big on your here was looking for students who are exhibiting those positive learning behaviors and reinforce that those successes. So it's really always looking for the for the positives in the environment to enhance the routines of the class but.

As I said, it would be remiss of me to say that after 10 months there is a gold standard that there isn't, and and I think that it's we are learning and also we need to acknowledge as well that while. I'm sure we'll get onto that there as well as routines. There are patterns of behavior as well that become very important to announce. Will touch upon that next thing, just it's important or routines again.

The most recent podcast recorders total feedback and build build time into learning time to really focus and handsome feedback. You know, in a simple routines, it's really important to build time into, develop these routines and to

build those relationships with students and you say, well, that's two months that start with session and were former colleagues to play music for the first 2 minutes just for students to welcome in. And it became habit and routine and students actually comment or give feedback on the song choice for the day in and how that link to the session. I would like to know. So whatever works for you but about. Helping learners with that social action right of teaching. Building that report. Building that relationship, and all these aspects in terms of routines is just doing up. I think it's really important and which is a nicely done to patterns of behavior, you know. So you're going to start this off before by talking about.

We can't actually change where students work, especially when they're working in the home. We can't say don't work at your limited kitchen table, or you can't sit on your bed.

Absolutely not, but it's about, yeah, so it's really interesting looking at. I guess patterns of behavior, and I think whether we look at that for staff and for students. So what are your thoughts there? Yeah, I mean.

I don't think there's any

shortcut to knowing. Our students, but focusing on establishing relationships, and I know I would listen to a previous podcast. You know it is fundamental. It is a fundamental part of building affective learning behaviors. In and outside the physical classroom, and.

Very privileged to work, some absolutely fantastic colleagues.

I at Newcastle and one of my colleagues, lady called Nikki Turnbull. She's. She's really big on on developing.

Pedagogies of care and

compassion. And she's bringing that researchers studying for a

PhD and she's bringing that research into pedagogies of

care, particularly in the work of Professor Caroline Ward

leaves, who is a leading researcher in these pedagogies

and not by the way why I love working at colleges because you

can take, it's like living constant action research and not

encourage anybody listeners podcast is you take an idea you

have a really unique position to try those ideas on kids 16 to 18

year olds and adults and adults.

Different backgrounds and given the mixed economy of on the

importance that colleges play within their communities and the

different people come into contact with, you can really see the benefit of that research. But when we talking about.

Building those pedagogies of

care. Then I think there are three elements that that Nikki kind of promotes, and these are the work of.

The password leaves and they are unobstructed dialogue.

No, increasing those opportunities or caring

dialogue. That closes the distance between teacher and student. What do you mean by that? How you doing this

morning, OK? How you getting on showing that you care?

Because I think the other element that perhaps we've

touched upon is, is that all that we haven't touched

upon, which need to acknowledge is there are

lots of support services available in colleges, but I

think the most important relationship is for a

student to know that their teachers care about them.

Totally agree with that. You know and that was touched upon.

I think so far in every every kind of podcast so far, and

every lecture you speak to, you know they recognize the value

and importance of of that relationship with the teacher.

Students that can make or break.

The kind of progress and development? Yeah, absolutely.

Right yeah. And and and another and another one. Then again,

this I can take no credit for this, but this is something

we're really working on. This is the work that the Nick is doing

at our organization is and all, and I'm sure colleagues will

just know this implicitly is

that. All relationships have gotta be respectful and at all

levels. Provide the recognition that it's a two way process and

I think where you get real strong relationships and real.

Positive dynamics between student groups and teachers is

where they ignore. There's a respectful reciprocal

arrangement in their communication and now I'm loath

to see, and I don't accept it is we're colleagues say, well you

have to. You have to treat a set of entry level students

different to those who are postgraduate. I disagree with

that. I think that.

You treat the students as a student group presents

themselves, and I think too.

To label students as a lower

level student. Meaning that that some form of deficiency misses

the fact that their students studying at discipline at an

entry level so really understanding your students is important and not suggesting then at the other end of the spectrum. Well, there in their final year of their degree or their studying postgraduate. So they can just get on with it.

Not be able to it, so it's really understanding your students and really understanding each individual.

And then. The other, the final one, is in. It's obvious, is just when you're having online dialogue with students is listening. Showing empathy.

Being supportive, giving praise, encouraging feedback. And then the one I know that you're big on Johnny, as well as having high standards and an active concern for the students, and recognizing the context that all students find themselves. Nothing is some really interesting point and.

Yeah, I think.

Cosmic listening, right? That's common sense, you know, that's kind of what I'm doing. What I should be doing? Yeah, absolutely, but I think it's important that we have a conscious awareness of those points as well, and the impact

that they can have. You know, because I think again with.

With everything that's going on, especially in the current climate, it's easy not to forget those things, but took movies, not places much emphasis on those that underpin everything else that takes place like you see in providing them at social opportunities for learning to take place. I think that kind of key point that resonate there was listening, you know, in terms of the active listening and really understanding, and it's difficult because you know I was when working with extras I've only got so much time we do XY and Z, but it's also about.

They can come back to knowing your students and knowing what's important, and to do that, you've got to have that report. You then got active listening and so on and so forth you know. So hopefully this is 'cause I don't know if there is the opportunity there isn't that. It's totally.

I totally accept that point. There perhaps was just discussed colleagues mercy that people listen. This podcast may see that is common sense, but I'd encourage people to reflect on their practice are you? Are they doing? Are you doing that enough? Are you listening? You know are you? Are you supporting your students and ultimately, are you supporting them with

challenge as well? You're not forgiving student. This is not kind of. This is beyond the soft and easy approach for students.

You're challenging them because you know them.

And you know they can kind of do a little bit more than they think they can. You can. You can move them just outside of where they're presenting as a comfort zone. Because that's really knowing your students as well, and I I know you are.

There are some fantastic examples of colleagues up and down. The country where they go above and beyond to support their students, but I'm talking about is just on that daily daily practice. Your daily routine of engaging those behaviors with your students. And so you know your students well enough you know when to listen, you know and intervene.

You know, when this when some students and we have them, don't? We are trying to pull the wool over their eyes 'cause there's plenty of excuses not to submit work now lots.

Now you have to make the judgment call, whether that's a legitimate reason or not, and then because.

We we are at a point now where I think we're going to move into. And while we're in a processing in lockdown of

enforced online learning, it's likely that hybrid learning or a high flex. My hybrid flexible model of teaching will will prevail for the future.

See how that how that comes in across different qualification types across different age groups across different levels there as well, I know. Yeah, I know that's a common cold young conversations around. Actually this is allowed us to remove a number of barriers. Enhancers relationships with students and available spaces for discussion to understand alone is better in all those different elements there as well. Nothing really interesting conversation points are moving forward. Yeah.

I absolutely know knowing knowing your students is critical and I'm sure everybody listening this would agree. Probably I rule it's so obvious, but by also knowing your students, it's also knowing when, when not to take the soft and easy option approach with students and provide them with a bit with a bit of chat with challenge. Is that challenge, and I think that's that's important, and that's where perhaps we are in a position where in the process of of enforced online learning, we've all we're starting to just

explore the parameters of what's possible and what's not.

No, I think you're right. Then again, one key thing that jumps off straight away when you talk about normal learners and challenge in getting them or sell them, which links in the recent developments. For example, Microsoft Teams is breakout rooms, you know so.

Go back three years.

Once you know a key point was when placing learner groups consciously placement groups that a challenge and get the most out of them and exactly same principle. There is in terms of breakout rooms now, don't just go randomly any three learners you know. Consciously do that with those to challenge him to really understand their depth of understanding at the Explorer. Further, you know which again.

I'm sure there's been elements of practice which has been forgotten because of we have just moved to break. It was great, right? It's going to save it. Let's just go and spread out randomly, you know, so it draws back to.

The fundamentals of teaching practice. Again, because it in previous podcast John will talk about how. Yes, we are in a totally different world and

doing different medium. But actually the pedagogy is still the same, it's just done by a different approach in terms of the fundamental aspects of teaching practice are still there. It's just the methods and means of how we do that is different currently. Yeah, I wonder put it, but I wonder if it goes back to the idea of where learning is taking place is place is how effective those traditional pedagogies will be. An advancement of it, so you know, we talk about behaviors and. I'm doing a students and that social action of learning as well as where we've got all the students as well as the opportunity asynchronous learning provides for those students where you know those, it can be quite liberating. The patterns of behavior that they can now access, so I know if I'm a parent and I need, and I was rushing to get to college campus at 9:30 after I drop my son off at school or I was. I'm on night Shift and I'm rushing to get to college or I'm. I'm on late shift and I've gotta get outta class and get to work. Then online asynchronous learning creator liberating Opportunity doesn't it absolutely, and that perhaps it is a behavior with proper behaviors for students. We, as educators have to perhaps change our behaviors in terms of our

expectations of the future as well. And what will be expected of us and what we would expect of others. 'cause I do think that I think one of the definite opportunities are is the liberating opportunity that technology will provide for all the students. We've got all our friends are for students that have got work life balance our personal life challenges to be on campus. And again I think on that point is really interesting. Where I think again, the last 10 months is really shifted that opportunity focus for managers as well, you know, because if we go back 12 months and say right people can work from home mediaweek or online delivery doesn't have to be now in half. It can be 20 minutes in and task. I think that would have really sent shockwaves through the second thing. He can't do that.

You know where I came from, a well in the past of of every minute is measured and you teach it to it. I was a year and so on and so forth were actually nothing's gonna disappear, but the approach and it means in which we do that, you know, as a real discussion point, moving forward as well as it's not changing the impact of education, but for meeting the needs of our learners, which anchors. There's a

fundamental partners are pregnant, providing opportunities to do that fascinating insight. There wasn't what you said in terms of the impact of learning.

And what is learning and where does learning take place? And you know, I think this is a real opportunity to consider.

What and how we teach and what and how we learn.

I appreciate the personal view. I don't think you can replace the real richness and value of being present in person with a group or wonder one or in an environment that's very specific if you're teaching or studying at a technical or vocational discipline, but I do think online learning and certainly as we are challenging what online learning might look like. Now when you've got with virtual or augmented reality, it's quite exciting where that could go. 'cause I do think it it does.

On the one hand it.

Means that learning doesn't have to be bound by geography, so you no longer have to live near the college. You have to study at the college. But on the other hand, which is a is a is a an issue we're tackling nationally and alternating

Scotland international, both the UK, Scotland and England is the digital divide in digital poverty.

Probably demonstrates the importance of probably definitely demonstrates the importance of being of having access to a digital infrastructure and digital it to learn. It's really, really important that we don't lose sight of that. No, I would totally agree again at the heart of everything. Any ideas or strategies or approaches that develop for the future? That's absolutely got to be at the heart of it 'cause they were illuminating a proportion of student base straight away. Then there's no point doing doing it, you know, but but this will be interesting points I think.

I'm going to the key word from me within. This connector should have really been opportunity. You know, I think everyone across the sector recognize it's an opportunity right now, but we really do have a fundamental opportunity to.

I'm gonna re envisage Aurora reshape or redevelop. What learning looks like and that's it. That's the world's got the heart of not teaching but learning and how, when, where, and what and and all those all those bits around it. So it's

going really interesting. Next 1224 thirty six months ahead to see where we go and and how this looks. Yeah, and I mean really, definitely opportunity. The other thing, if I was thinking about what people did take away from from this. Conversation will be compassion and care.

And also and.

Colleagues are who I work with are really, really reviewing this at the moment is the importance of. Tutorials and not just. Tutorials as a pastor as a pastoral exercise that are tutor that isn't your subject specialist does, but that opportunity this is an opportunity to really rethink what we do in tutorials.

You know and again.

Take on any credits or Nikki's considerations, but I I'm really taken by the idea of listening tutorials, finding out about the students as a subject specialist to learn more, and then, so where do we have to take place? Because perhaps tutorials have become.

Labored and and and tick box activity. Yeah, I mean where you cram all the other activities that are non subject specialist

in and I just wonder if this is the opportunity to have those personal encounters with students and to really get to know their needs. Really get to know who they are subject specialists, so that's that's a real opportunity. I think we're to to review and get under the skin off. So this really is that pedagogy of care, pedagogy of compassion words right? My mouth is going to.

Come back to that because yeah again, from my experience in the pathway where these have not been done very well, students may be in hot housed, you know 10 minutes back to back slots where it's quite rushed to take a box to fill in a form, and that's a fundamental part of both our current practice. And Proxamol forced it is to really place was at the heart of what we do to know our students that to provide some listing opportunities at a develop. So yeah, I'm going to jump back to to Marks keyword from the second Castro nourishment as opposed to takeaways, notes, aspects of nourishment or are angry that care, the public pedagogies of care, but also more. Jump back to what you said to all the very start in terms of the gold standard of practice that we are currently engaging isn't known. Absolutely not in all research

out there. Is heavily based on the Archie, the heavily based on  
a captive audience of learners who wanted to engage with in  
that setting. And yeah, I know you're very keen on on on  
lectures going through this process right now and being  
reflective in each and every part to try and shape. Then our  
future practice. Absolutely, I couldn't agree more. No more  
fantastic John really, really interesting and kind of really,  
really insightful thoughts around the current situation  
beyond, and we shouldn't be sure  
to. Let's keep in touch offender Howard Schooling and  
kind of look at how we can maybe do some core work with  
NCG and Scott psychologist to shape things moving forward  
there as well. That'll be great. Great thank you John  
thanks.

Why do not happy with?

So I.