

# Pedagogy Matters: Episode 11 Transcript

Hello and welcome to the latest episode

of the Pedagogy Matters podcast.

The purpose of this podcast is to bring the

for some of the key topics of conversation

in relation to learning and teaching,

to discuss to breakdown aspects

of practice and provide snippets,

advice and guidance as to how to integrate

these into our daily practice. Today,

I'm delighted to be joined by David Goal,

head of Learning and teaching

enhancement in Perth College.

David how are you?

I'm excellent, how are you?

I'm good. Thank you.

Not bad for a Monday.

How's things going to college and I was

very busy so far or absolutely very very

very busy a just trying to get every

student finished and and successfully  
achieving their their subjects.

This has been a very kind of  
interesting and challenging year with  
the obviously the covid pandemic.

No, I don't think it's the same.

I just seem really across the  
rest of the UK and rested with  
every colleague I talked to.

You know,  
have some kind of real challenges  
and the students are always at the  
front and center of everything.

We're trying to do,  
which is really interesting because  
after today's topic is really all about,  
so it's about looking at how the pandemic,  
how covid has has affected our practice,  
but also moving forward.

About how we place creative.

An engaging learning at the

heart of everything we do,

which I know is a topic of really

kind of interested and keen on.

So I guess just to start with.

What do you mean by that?

What do we mean by creative

and engaging learning data?

It's all about using imaginative,

imaginative approaches to making learning

more interesting and more effective.

If a student doesn't engage

in their learning 100%,

we start off behind the curve so

it is all about creating a great

learning experience that makes the

students tune in and switch on.

To meet them. Get to abate.

Come into college, or switch on their

computer and come in virtually.

Unlearn that's very interesting.

And how's that gone in the last 14 months?

In your experience in your code,  
but I guess that kind of context  
everyone spoken to and having been a  
college at start of the code pandemic  
was very much a every day was different.  
It was pure survival mode initially  
is the Holder.  
We flip whatever is happening  
face to face to online.  
And I guess that's then evolved  
significantly over time because  
we just got more used to it and  
our students got more used to it.  
Now that I've got more useless as  
that being the same experience for  
you and your college. Absolutely.  
You know,  
different movements require  
different methods,  
and where we've been successful is where  
we've looked at reimagining learning A and.

Trying to work with the students  
to find out what their challenges  
are in order that we can encourage  
the learning to happen,  
but not just not just learning  
but deeper learning.

No, not really interested,  
and I guess the key question that  
everybody will be asking is great.

I want to be creative.

I want to be engaging. How do I do it?

Where do I stop?

So I guess what's your advice  
about your views on that?

I think it it starts off with  
your own personal mindset.

OK, you know how how you're feeling,  
you know.

And being reflective in yourself

as an educator,

as an online educator as a face to face

educator, where are your strengths?

Where are your weaknesses?

You know?

How do you best make learning happen?

No,

that's interesting I guess.

When talking again, I went looking really

the sector from a different perspective

last 12 months has been going to a lot

of noise and a lot of new information

and a lot of a lot of new ideas.

Which is fantastic.

But at the same time that would

be quite overwhelming.

You know, for lectures and for managers,

so so talking about you wouldn't kind of

what works for you and for your students.

And I guess yes?

Or is there any advice or any

kind of tips or kind of principles

that you may have come across that

kinda that provides that creative?

Environment or that engaging

learning environment.

Absolutely, it's a big.

Even though you're delivering online,

it's about trying to keep the learning

interactive and active for the students,

so that so that the students aren't just

sitting back and listening to to you.

Because as we all know that you know,

if we lecture a students take in about 5%.

If they read something online,

they taken about 10%, but they're doing

more active learning then that's the key.

So it's all about mixing it up.

Doing doing a bit of kind of a

introductory kinda lecturing at the start,

but it's all about being inclusive

in your teaching, but being active.

Having having the students perform tasks.

The make them reason that make them

think by actually most importantly,

make them do things.

Yeah, really interesting and kind.

A lot of conversation with college recently

been around long design in their own country,

reflecting on on on the makeup of

our curriculum and how we deliver

and how we develop.

'cause yeah it initially you know,

especially the start of covert,

there's a lot of two hour online

sessions where where the perception

was you had to lecture.

You had to.

To transfer information as opposed

to provide those interactive

experiences that was more think.

Because again,

I'm talking to broad brush

and large majority here.

People didn't quite know how to do this,

didn't know how to provide

those interactive spaces online

because it was also a mute.

There's been a lot of learning

in the last 12 months around.

You know about how we can use different

bits of technology or different

elements within teams or or different

platforms that people use to provide this.

So I guess what are your thoughts

on there or any ideas or any

examples that you've seen actually

have worked really well for some

lectures as to how they've done this?

How will they provide those

interactive experiences for students?

Well,

I think very very much we need to

strip things down and reconsider

what we're trying to do in the

classroom were not trying to teach.

Will actually trying to make learning happen.

The teaching is the process,

the learnings, the product, as it were.

So we need to strip things down and.

Look and see right how for my particular

subject for this particular topic

for this particular learning outcome,

can we strip things away?

And what is the best way to make

learning happen and that will?

That will vary from subject to

subject and on with a lot of subjects

you are going to be constrained by

the wording bodies a criteria or by

virtue of the fact that you know you.

Students need to learn up specific.

Competency a certain way.

Putting that aside,

when most subjects are there is

a lot of freedom and how you how

you can make learning happen,

how you can make this for the students.

Create their own learning.

With the learner centered approach,

where we have the actually create

meaning and understanding and

that can run all levels,

it's not just for the higher

levels can can work at every level.

As I see that there is some,

there's some small exceptions,

but moving forward that's what we need to do.

We need. We need to almost strip it all back.

Think right.

What are we trying to achieve

today and what's the best way to

do it and what tools do we have?

We've got technology.

But we shouldn't be relying on

technology for technology sake,

and we shouldn't be a be afraid

to a mix cutting edge electronic

electrical technology with more basic

but effective teaching strategies.

No, I think that, but yeah,

that's that's fascinating and

very much agrees with kind of my

thoughts and views in terms of

first it keeping it really simple,

but everyone I've spoken to have very

different views on even what digital means.

Able to really power back and

come back to us,

he said there I learn a certain experience

of actually what's right for the students.

How do we make a really simple

and I guess the other?

Uh,

interesting type of conversation is

there's been a lot of narrative recently

in the last two or three months around

how we bring digital in the classroom.

You know,

I guess my criticism of that is

in that some people are of the.

The narrative is rather some people.

The narrative is that you should

be bringing what you've been doing

online into a traditional classroom,

which for me isn't.

It is not the case whatsoever,

it's how we look at our kind of learning,

design or criticism more broadly.

One user best bit of working remotely.

The best bits of face to face and how

we use our to complement each other.

Provide that learning experience.

I know you've got quite the

experience of this in the past,

So what are your thoughts there?

Again,

it's it's looking at is

stripping it back and see right?

What are we trying to make

this students learn today?

What knowledge and skills are they

trying to do within the face to face

classroom on that particular day

and what is the best tool to use?

How can digital technology give

us an advantage?

A good example is in the use

of 3D technology.

In the past, I'm.

I'm a chemist by training and I've

taught chemistry using a 3D graphics

where I've taken people into the active

site of drug targets and shown people

how drugs bind to the active site of

the target using a 3D computer technology,

something that you can't explain

in the blackboard.

You know something that that you know.

It's really, really,

really hard to explain in words.

But by using technology to  
overcome that visualization problem,  
because you know what I'm trying to show  
them isn't microscopic, it's a it's.

Nanoscope so it's using technology  
when there's a clear advantage,  
and it gives you a clear.

Clear. Learning opportunity, no,  
you're absolutely right there.

And again, there's a perception.

This is maybe some question  
that was not meant to be.

There's a perception across  
the sector around.

You've got to use technology before XY and Z,  
and to be innovative.

It's got informed technology,  
but no, you're absolutely right.

That's around how can use technology  
to support and enhance the curriculum  
to enhance that learning experience.

And as you gonna share that,

start.

If if technology has attained

to aid engagement and fantastic,

that's the hook straight away.

Memory is memory retention and

recall and so on and so forth

and fantastic there as well.

So going back to the correct,

creative and engaging,

you know,

that's quite a broad topic and I

guess what are your thoughts and

values moving forward into a world

whereby we can choose what our

curriculum looks like in terms of income.

In contrast,

the last 14 months where it's being forced,

everyone had to be remote moving

forward where we can choose.

Kind of keeping really simple.

Then you look at key points

to consider to provide that

creative and that engaging learning

experience where there's a blend of

face to face and online delivery.

The most important thing is to

inspire the learners to, as I see,

to switch them on to make to make them

actively engage and we need to be inclusive.

We need to.

Every class has their extra verse and

every class has their in traverse a.

Some people just want to come to class.

Set the back of the class,

soak up all the knowledge you know,

go home,

study their notes and things like that.

That's perfect,

but how we can make the experience

better for them as well?

By using these technological

levers to make a more inclusive

learning environment for the people

that are shy for the people.

For the people that don't necessarily push

themselves forward and things like that,

so it's using being creative

to reach out to everyone.

Not interesting,

so a lot of the topics prior to

today have been around relationships,

you know,

and I think again personally that

the last 14 months is really shone

through from lectures perspective

on how important relationships

are and how they're curious.

And that links back to what you're saying.

There's really.

It's about knowing your learners in

order to meet the needs of learners.

You've got to know your learners and

kind of how they work or what their

what their needs are as to how you

can include them in their practice.

What are you gonna touch upon the word?

Leave us there I guess.

What are the other levers that you believe

you know that will help us be affected?

Achieve these effective learning

experience is the most important.

Lever is the lecture themselves.

It's their skillsets, the lecturer,

realizing what they're good at,

you know what they report.

Their weaknesses are what they need to

develop A and how they can reach out.

You know, affectively,

to the students to make learning happen.

Hey, there's also the the use of

other resource is using external

influencers to inspire people

from industry entrepreneurs.

A subject specialists now with  
with a digital technologists to  
technology we can reach him across  
the world to various people.

You know you can get people a subject  
experts in San Diego beaming into your  
classroom in Perth and things like that.

You know we need to think you know.

Globally,

as far as how we can influence our students.

'cause note with the online learning  
distance is no object and you can  
easily get you know guest lecturers and  
from you know whatever in the world.

And as I see is this keyword inspire no,

I think that's yeah some really  
interesting points in that.

Again,

I've heard different kinds of  
different approaches because he  
used to work with we have something

called the big picture and also

started every session with the big

picture and that just came back to

the inspiring and hook with learners.

Why am I here?

What am I going to learn today and how

does that help me in my next steps?

No change is really important,

and none more so anyway.

You alluded to there as guest speakers,

people, students.

They're here for a reason.

Here, because they were intended destination,

they want to go to.

The big not know what that looks like.

It might not know what that person does

and yeah, it's in redeveloping summer

terms of digital broken down a number of

barriers to engaging with the sector to

engage with the workforce and case studies,

and in providing students that platform

to talk to people out in the sector

and understand that big picture.

So I'm learning this today.

All right back a speaker said

this is how I'm doing.

That's a really nice voice.

What are the elements and So what?

We're talking quite ideal world here.

I mean, we're not actually. It's been hard,

but these are fundamental things.

Lectures may also say what

actually I want to do, that.

What else do I need to do?

Or how do I start?

Because election can be quite a lonely

role in terms of the working by himself.

Typically it was the other students.

So where do we start?

Can help us?

Do we do?

Is David well you've gotten one?

It's it's the power of

collaboration and synergy.

Working together with others in their field.

Other lecturers,

a people in industry and things like

that because one of the main challenges

we have in college is just now, is that?

We always try and reinvent the wheel.

As far as teaching material,

you know a ideas.

But by working in collaboration,

and as I said,

going back to the idea that every lecturer

strengthen weaknesses by working in

collaborative partnerships and teams

you know we can maximize the synergy.

A and a support a take the load

off work better, you know,

by working collaboratively.

Not just within our own colleges,

but across the network and even

longer to delay and latterly a  
globally a in order to share best  
practice harness best practice  
and give the students the best  
possible experience we can get.

So it's all about.

I mean collaboration is the  
key and working together.

You know that's another very very  
important lever and you know.

Over the years, you know, I've you.

Collaboration is hard and so  
these projects need to be well,  
huh?

Well planned,

and but they must be based on trust

and respect so that when you start out

that you know what's in it for you,

you know what's in it for your collaborators.

But most importantly,

you know that the end goals are

an inspiring student experience.

You just on my end goal that

you're absolutely right.

That's what's gonna come back to at the end.

And I think there's a bit of work to be done,

but there's a real appetite.

I'm not sure this kind of

mirrors your experience,

but lost again 40 months.

I'm a lot of people have been a lot

more willing to either support or

those or to find out more because it

kind of hat is because there's been

quite nearly in world for a lot of lectures.

Is that the same experience as well?

Absolutely, absolutely.

The sense of community and collaboration

and support has been overwhelming,

but also the sense of,

you know, a innovation and a

you know being taking risks. A.

I think people because they felt you  
know they were really under the cosh,  
be felt that some people thought they  
could take risks that could be bold.

The you know they thought  
that they could take risks.

They weren't afraid to fail, you know,  
because of the circumstances  
and we had to do something so  
people were doing bold things.

Yeah, I think the key bit moving  
forward is to curate those spaces.

As you said there with lectures  
and with others.

Is right now across a couple  
of levels of modesty.

Firstly it's to show or provide  
that space for lectures to  
understand how others have done it.

Because there's just one  
before it's quite lonely.

Being a lecture,

you only know what you know unless

you speak to other lectures to

understand how they have done it.

In the next,

but then it is really changing

mindset and this is I'm a big

believer in this in terms of.

For me,

technology can be used to

make us a lot more efficient.

What I mean by that is looking

back like rhythm and think well,

what do I need to teach face to face?

What can be taught online?

And that doesn't mean that something

that is lesser can be taught online.

But how do we really harness

those face to face interactions

and face to face experiences

to make that learning happen?

To consolidate the knowledge  
is being taught online,  
but to really develop those knowledge,  
those skills and those behaviors in  
that face to face environment you know.

So I think if we're if as a sector.

Where we think differently about this,  
we can actually hoping we be efficient,  
whether it be working collaborative said  
their own can on the materials or resources.

That are there for students online  
then that gives us that greater face  
to FaceTime with that great a smaller  
group interactions with learners  
to really develop their knowledge  
to redevelop their experience.

So might well be a case of in  
some areas that the face to face,  
although the live delivery students  
might not be developing new knowledge  
but consolidate knowledge that they

may have learned independently.

But really, in developing,

enhancing that knowledge about

your thoughts on that.

Well, that's very much touching on

the kind of flipped classroom model,

isn't it?

Absolutely,

hey,

and I've seen the flip classroom

work very well in some situations,

and I've seen it failed spectacularly

and others.

And will it feel like it feels because

students feel to engage with the

whole process from the start?

They come to the face to face classes,

but they won't.

They won't do the prior learning

that won't go online.

They won't do the videos and

things like that and it's.

So what can we do to design

the experience so

that they you know there?

There's an overwhelming compulsion.

That they want to go in and learn.

The asynchronous stuff online,

whether it's videos, whether it's

online reading with it's animations,

whether it's it's quizzes.

And we need to get that right

to overcome that hurdle.

Otherwise you know foot

classroom will die in a ditch.

You know, as I say,

it works in some situations.

Lots of situations it doesn't,

and but we need to.

We need to analyze our practice.

Be quite critical with our self value,

evaluative and see well this is

working here because of this.

This isn't working here.

Because of this we'd really need to go and.

Root evidenced based teaching practice.

OK, we need to get away from from

considering a common practices

based practice 'cause that that

isn't necessarily so you know so.

So we need to look our evidence

based practice.

Unfold facts and would it be

fair to say I'm gonna switch my

view that there's there's now

more chance than ever to do?

College sector and the reason I say

that is because one the term loans

been around for years and years and

years but Nicholas Sector it's not

really being utilized on mass because

I have been quite an alien too.

I think people wouldn't quite

know where to start,

whereas I think they said last

14 months have provide a lot

more opportunities as being a

lot more development really.

Again, talk more broadly around the staff,

skills around awareness around

Accessibility to platforms you know.

If we look for example,

a lot of people have moved to

Microsoft Teams and asked him once

when it didn't exist prior to that.

So do you think that there might be

more of a a broader move to that?

Do you think moving forward, absolutely?

I mean,

what we've seen as a kind of paradigm

shift away from face to face teaching?

You know, we're a almost all lecturers.

Can use one form of our virtual

classroom or another,

whether it's Webex, whether it's zoom,

or whether it's teams.

That is very,

very important.

I the the kind of skills gained

by lecturing stuff.

You know that the learning curve has

been huge and these aren't skills

that the that they will forget.

What we've also got to consider is

we're with Microsoft 365 teams,

SharePoint and OneDrive people are going

to have access to their colleagues,

their files or meetings anywhere in

the world. They've got an Internet.

K Connection this is gonna really.

Who plies business?

A globalized working, you know,

in the future may people are

going to are going to be able

to be a financial analyst.

I live on Island of Skye.

You know, I.

And so in our teaching,

you know whatever subject we are teaching.

As part of the landing,

the students are going to

have to learn how to use.

Virtual conferencing software and

it will probably be teams you

know. I think teams teams will

become the industry standard and

a lot of other software will.

Will a will. Will feed away.

It will become.

It will become the words like.

We will use what today?

Yeah in five years time people will use teams

like we use word you know and and other.

You know, however,

a word processing software is falling away,

I think, so it's really important.

In the students development of their  
of their life and learning skills,  
they actually they learn how to operate  
in this fashion 'cause the world is  
changing and there's other drivers.

You know, it's not just the pandemic,  
it's global warming.

People are going to be traveling less,  
you know, and so we need to empower our  
students with the skills to interact  
remotely, not exclusively remotely.

I'm not saying that you know,  
I'm 'cause there's always going to be  
replaced for face to face learning.

Is just for lots of different subjects,  
we're going to be entering a blended hybrid.

Highly flexible.

Educational environment.

No against reading US impotent haven't  
been involved for last 14 years.

The key conversation, but is yeah,

what sector are we preparing us to know?

What is the next five years?

It was next 10 years look big and now more than ever that's going to really escalate.

Who knows the next five years

looks like in terms of.

In terms of work patterns in the workforce and so on so forth.

But you're right there,

it's without doubt that digital will be at the heart of that moving forward.

And so how we underpin that and how we develop.

That's part of our standard practice for students.

Their macros back to really the topic of the conversation around how we provide, how we develop those creative and engaging learning experiences.

Because yeah,

and this is the Christmas students,

there are so many things going on

there like there's so many distractions

and it's about having that who haven't.

Big picture,

help them see their next steps

or wherever they want to go and

then use not teaching strategies

and approaches to harness that.

And then of course you would

before to make learning happen.

That's what what only?

What trying to do in that.

Yeah,

and the future very much is blended now.

How blended that is for every

College in every level,

every course.

It will be very different and I can

review this broad brushes that I'm

going to see a two to four year Action

Research project really around what works.

What works by level,

what works by curriculum area.

And that would be different

in every college as well.

But they try and understand some

commonalities across those.

But yeah,

I think it's a really,

really interesting space.

And some of those levers that you

have touched upon or fundamental

and kind of making this happen as

a transition from fully remote to

that blended or hybrid approach

can really kick on there.

Sure, before we finish up here I guess.

Is there any other points or any

other Nauta or tips or advice for for

managers for lecturers to consider

moving forward into this post code

area era of creating those creative

and engaging learning environments?

Absolutely, and it's the

personalization of learning.

We should use all these new

digital tools all these A.

All these ways of reaching out and

connecting with our students A to make it

a more personalized learning experience,

you know? If you have a good comparison I

use is look at the entertainment industry.

Look at the last.

Few years how Netflix has changed the

way people view entertainment content,

it will actually a it's intelligent.

It will make suggestions for things

that you think that you might like.

We need to harness that ability

as educators and use that kind

of a cognitive understanding.

This this idea of learning learner

analytics to understand where

our students strengths are.

And our weaknesses are and to point

them in the right direction of

ways of enhancing their learning

is not about teaching anymore.

It's all about enhancing the students

learning. On developing there.

Their knowledge and skills,

but the most important skill

we're going to give.

I mean,

you're talking about we don't

know how to say it was gonna look.

We don't know how industry is going to look,

employment and things like that.

The best thing we can empower our students

to do is we can empower them to learn,

you know, and we can.

You know,

once they leave an instant shoots,

you know we can say,

well,

this is how you build on your knowledge

and skills because we're entering

an era where knowledge is cheap,

you know.

The knowledge is so readily

available you know you can.

You can get both information in

30 seconds on your smartphone,

but that's not the point.

Is being able to analyze and

evaluate the knowledge so so

that is going to be that the most

important thing for is not is not

having our students repeat things.

Learning by repetition or anything like that,

it's about empowering them to learn

and also empowering them to be.

Critical of the knowledge and analyze it.

You know, then,

the way that they're presented with it.

That is going to be the future you know,  
and that is why we need creative learning.

That's why we need to do more problem  
based learning more project based,  
learning less Ditech.

Tick a sage on the stage type stuff.

We need to be developing our  
students rational thinking skills.

Really good way to end this discussion.

David, you're absolutely right.

Keyboard just to finish off with  
is for people. Listen to this.

I think the power of collaboration  
as we talked earlier is probably  
most important bit or they can.

They can go and do right now.

And even if that's just talking

to different textures,

different managers to understand

what's their views on this,

how are they going to bring this to life?

So I know we made different perspectives

on this is great, but where do I stop?

And I think that's important importance of

collaboration bit there across the sector.

Is to have that conversation or how

other people are thinking and then

what's their perspective on this?

How are they going to do it?

But also then when bringing this

to life because talking on the

Netflix of education for example.

It's not about lecturers duplicating

things in many different ways,

and many different mediums,

but it's about providing those

opportunities for students to

learn in those different ways,

which I think is kind of really key,

as you can allude to there.

Put up David fantastic, you know.

Really, really interesting,

and some really kind of powerful punch.

Therefore, for listeners to consider.

So yeah, so thank you for coming

and sharing your views today.

Thanks.

Be really exciting journey to watch

weather scores in next two to three years.

So thank you, David.