National Teaching Fellowship Scheme

2013
Welcome from Professor Stephanie Marshall
Chief Executive, The Higher Education Academy

Welcome to the 2013 awards of the National Teaching Fellowship Scheme (NTFS) and to the family of colleagues who make up the Association of National Teaching Fellows. My warmest congratulations to this year’s National Teaching Fellows (NTFs) on your great achievement.

Our students deserve to learn from the very best in their respective field, with excellent teaching at the heart of their learning experience. The HEA is proud to manage the NTFS and I look forward to meeting all our new NTFs this evening to congratulate you personally on your success.

The HEA is committed to supporting the higher education community in delivering world class learning and teaching to students. Our new NTFs have clearly demonstrated their own commitment to innovation, creativity, dedication and professionalism and most of all, their commitment to ensuring their students receive the best possible learning experience is exceptional. This evening we celebrate our NTFs from disciplines as diverse as Chemical Engineering and Biosciences to Nursing, Theatre Performance and Psychology. They also represent librarians, and learning enhancement specialists who work across the disciplines to develop innovative approaches to learning and teaching.

This year a high proportion of our new NTFs are already Fellows, Senior Fellows or Principal Fellows of the HEA, their high standards for teaching also having been recognised through the HEA’s UK Professional Standards Framework.

Without the dedicated support and expertise of the Advisory Panel and its reviewers, the NTFS would not be the success that it is. I would like to thank everyone who has been involved in this year’s process. Finally, I would also like to thank Professor Caroline Gipps, Chair of the NTFS Advisory Panel. Her expertise will be missed by the Panel over the years to come.

I hope you enjoy your evening.

Welcome from Professor Caroline Gipps
Chair, NTFS Advisory Panel

As I reflect on my third and final year as the Chair of the National Advisory Panel for the National Teaching Fellowship Scheme, I cannot fail to be inspired by the outstanding and innovative learning and teaching practices which our National Teaching Fellows have displayed. The NTFs we celebrate here this evening are truly deserving of their award and I am delighted that you have been able to join us to share in this wonderful occasion.

I have enjoyed being involved in this important initiative to recognise and reward excellence in teaching in higher education. I congratulate all this year’s new NTFs on their awards and look forward to meeting you.
Background

The National Teaching Fellowship Scheme (NTFS) is designed to recognise and reward excellence in learning and teaching and thus contribute to raising the status of learning and teaching. The scheme is run by the Higher Education Academy (HEA) and funded by the Higher Education Funding Council for England (HEFCE), the Department for Employment and Learning in Northern Ireland (DELNI) and the Higher Education Funding Council for Wales (HEFCW).

Since its launch in 2000 the scheme has grown and evolved, particularly following its review in 2012. A full list of eligible institutions is available on the HEA website along with details of the scheme and guidelines on the nomination process.

In 2013 each of the 55 National Teaching Fellows will receive an award of £10,000 in recognition of individual excellence in learning and teaching. The award supports the National Teaching Fellow’s professional development in learning and teaching.

Nominations must demonstrate evidence of: enhancing and transforming the student learning experience both within and beyond the nominees’ own immediate institutional context; supporting colleagues in their teaching and learning work; and developing their own excellence in teaching.

Each nomination is assessed by two independent peer reviewers and moderated by the National Advisory Panel which recommends the list of new National Teaching Fellows to the HEA Executive.

Advisory Panel

The National Teaching Fellowship Scheme Advisory Panel oversees criteria, assessment and selection. Professor Caroline Gipps, former Vice-Chancellor of the University of Wolverhampton, was chair of the Panel in 2013.

The panel members for 2013 were:
- Professor Caroline Gipps, former Vice-Chancellor, University of Wolverhampton
- Professor Richard Barnett, Vice-Chancellor, University of Ulster
- Dr Debbie McVitty, Head of Higher Education Research and Policy, NUS
- Dr Judith Foreman, Director of Higher Education, Wakefield College
- Professor David Green, Vice-Chancellor and Chief Executive, University of Worcester
- Jacqui Hare, Deputy Vice-Chancellor, Cardiff Metropolitan University
- Professor Veronica Lewis, Director and Joint Principal, London Contemporary Dance School, Conservatoire for Dance and Drama
- Professor Stephen May, Deputy Principal and Vice-Principal (Teaching), Royal Veterinary College
- Professor Don Nutbeam, Vice-Chancellor, University of Southampton
- Professor Neil Sammells, Deputy Vice Chancellor (Academic), Bath Spa University

Association of National Teaching Fellows

The Association of National Teaching Fellows (ANTF) was established by the HEA and a group of National Teaching Fellows in 2005. All National Teaching Fellows are automatically members of the Association. The Association aims to offer support and encouragement, for example through a collective voice, for developing excellence in all aspects of learning and teaching across the sector.

The ANTF committee plays a key role in the planning and delivery of a range of NTF events and activities, including the NTFS symposium.

National Teaching Fellows are able to participate in a variety of ways, including special interest groups, and national and international conferences on learning and teaching and scholarly publications. The ANTF and the HEA work in partnership to encourage National Teaching Fellows to contribute to debates about learning and teaching practice and policy at disciplinary, institutional, national and international levels. The current chair of the ANTF is Kirsten Hardie, Associate Professor, Arts University Bournemouth.

To learn more about the NTFS, please visit www.heacademy.ac.uk/ntfs
Emily Allbon
Law Librarian
City University London

When Emily Allbon joined City University London in 2000, the combination of teaching new undergraduates on a term one module, Legal Method, and having an office right in the heart of the law library, meant that she fast gained an insight into the challenges students faced.

Emily is unique in the way she combines her traditional skillset to meet very modern demands, engaging students with her innovative creation: the Lawbore website. Boasting over 2000 unique visitors a day, Lawbore is the place to go for law students wanting to find resources and online tutorials to support their learning. Passionate about bringing the fun to study, she works where possible in collaboration with a diverse set of students, getting them involved in creating learning materials and writing about their experiences. She realised how far she had come when the student representative attending the National Law Student Forum in June 2012 emailed excitedly on his return:

“…when the students knew I was representing City University they couldn’t stop talking about Lawbore. Words can’t describe how happy I was to see students outside our university talk about it and use it. I couldn’t but explain to you how thankful I am of you, and all that effort we see you put-in, pays off.”

Her role has seen her make significant contributions to her institution, and also influence the ways law students learn foundation skills nationwide. Her work has inspired not only librarians from the UK and abroad, but also law teachers: with her paper at the British and Irish Law Education and Technology Association (BILETA) Conference in 2012 named by the HEA ‘Best paper in legal education and technology’.

In March 2013 Emily’s work with a colleague creating the Learnmore part of Lawbore was awarded the inaugural Routledge/Association of Law Teachers (ALT) Teaching Law with Technology Prize.

Emily has been recognised for her work both by her institution and nationally via her profession, named Wildy/British & Irish Association of Law Librarians (BIALL) Law Librarian of the Year 2012. Feedback included:

“…their commitment and work has really been responsible for bringing together the law school as a community…This person is perceived as someone who can change things, by students, and who can work collaboratively with the students to create resources for the wider world”.
Dr Christopher Beaumont
Head of Department of Computing
Edge Hill University

Dr Chris Beaumont’s approach to learning and teaching has been strongly influenced by his varied career background which includes working as a software engineer for GEC computers, an IT trainer and subsequently market development manager at Digital Equipment Co Ltd, and teaching in secondary schools, a further education college, and universities.

This diversity of experience contributed to a few core principles that he believes are critical for transforming individuals – which he considers a prime purpose of education. These principles are the relevance of learning to the individual; respect for learners; and devising creative and active learning experiences. A focus on the individual and their needs is vital and Chris considers that dialogue is one of the keys to achieving successful learning.

Chris has a strong passion for both the dynamic subject of computing and for finding ways to improve student learning, for which he has received national and local awards. A particular focus of his work has been problem-based learning (PBL), an approach to learning that he has pioneered in computing for more than 13 years in varied environments including face-to-face, online and virtual worlds in the UK and in international contexts. This approach embodies the principles above using team-work to solve relevant, authentic problems through individual research and lots of dialogue. Students also recognise the approach contributes to lifelong learning, exemplified by a graduate’s comment:

“PBL has changed my view of learning and provided me with a new approach to study; I have been applying its methods to daily situations in my workplace.”

A further related area of Chris’ research is assessment guidance and feedback, and he co-developed the Dialogic Feedback Cycle as a model for effective assessment feedback during his time in the Write Now CETL. He is currently researching novel ways of using intelligent tutoring systems to provide personalised individual dialogic guidance to students in problem-based learning.
Adam Benjamin
Lecturer in Theatre and Performance
Plymouth University

Adam Benjamin developed his pedagogic skills in the world of professional and community dance and co-founded CandoCo Dance Company, the first professional company of disabled and non-disabled dancers. His passion for inclusivity has been honed through work with blind students in Japan, with street children in Ethiopia and in post-apartheid South Africa as artistic director of Tshwaragano Dance Company, where he directed The Querist’s Quire, an award winning collaboration with Nelson Mandela’s choir. His contribution to widening participation is recognised worldwide and, over the past four years, through his work at Plymouth.

Professor David Coslett, Deputy Vice-Chancellor at Plymouth, said: “The quality and impact of that work, coupled with Adam’s professional and scholarly expertise in this area, led to the University’s decision to invest in new, industry standard, fully accessible theatre space, due to open in 2014.”

Adam has brought world-class artists to Plymouth to share their work and practice, including his own research with 5 Men Dancing, with Kirstie Simson, and Russell Maliphant. This has provided students and colleagues with workshops and continuing professional development (CPD) opportunities of the highest level, and offered postgraduate students mentoring and placement opportunities.

He designed the Simpson Board that allows profoundly disabled students to choreograph using only their eyes. He has written extensively on integrated dance including the seminal text Making an Entrance: Theory and Practice for Disabled and Non-disabled dancers (Routledge 2002). This book “revolutionises perceptions of the dancer’s body as well as dance itself.” (Dr Carrie Sandahl).

Adam’s interest in the body as a place of knowing has led to multiple interdisciplinary projects with departments as diverse as music, media, architecture, and marine studies. But above all he remains dedicated to the student experience.

Feedback from students included: “Your session was the best described, presented and delivered session about Proxemics I’ve ever attended!” and “Thank you for your encouraging humour and critical questions, thank you for making me think. The education you’ve provided will stay with me forever. You are the kind of teacher who inspires students to be the best they can be; the kind of teacher and mentor that every teacher should aspire to be.”
Lyn Bibbings has 25 years' experience as a teacher of tourism and is a highly influential leader in changing practice. Professor David Airey, former Pro Vice Chancellor at the University of Surrey comments: “Lyn’s contributions have been, above all, for her work at a national level in working with organisations, including the HEA Subject Centre, and as chair of the subject association for tourism in higher education (ATHE), to push the development of high quality teaching and the development of her subject.”

Lyn’s innovative work in enabling dyslexic students to flourish through developing creative alternatives to written forms of assessment, was extended through a HEFCE-funded project to work with Southampton Solent and Bournemouth Universities. This resulted in the development of tried and tested assessments designed to get the best from students. As one dyslexic student said: “I suddenly discovered that I could make a much more positive contribution in group work and I didn’t feel that I was always on the back foot trying to catch up with the others – for the first time I felt I was better than the others at some things and I could do well.”

Her work with students continues to focus on the development of collective self-efficacy through structured collaboration with peers and her own transformational leadership to enhance performance. “Lyn was amazing, very enthusiastic and extremely helpful in terms of making us feel confident in the exam, I always looked forward to the lectures - we opened up topics and debates from the whole class as it is good to learn from others’ experience and pass ideas around… I thoroughly enjoyed the module.”

Lyn uses a similar approach in her work with staff to develop effective practice for the future. Dr Karen Handley, Reader in Pedagogy, said: “Lyn has been enormously influential in helping me and others thinking beyond our day-to-day practice to what could be, and how we can create a thriving academic community for students and academics. Her leadership quality is desperately needed as the HE sector re-evaluates its purpose and identity in the next five years.”
Professor Paul Blackmore
Director, King’s Learning Institute
King’s College London

Professor Paul Blackmore joined King’s College London in 2007 having worked previously at the University of Warwick and Coventry University. Paul teaches on a Master’s in Academic Practice and a Master’s in Clinical Education programme and is also a PhD supervisor.

Paul’s expertise is in strategic leadership and change in higher education, particularly in relation to curriculum innovation, and in the conceptualisation and exploration of professional expertise. He has recently directed a HEFCE-funded international study of curriculum change in research-intensive institutions. More than 25 institutions were visited worldwide, and this resulted in a report exploring key curriculum and organisational issues and making recommendations for institutions. A book drawing on the study Strategic Curriculum Change in Universities: Global Trends, written with Camille Kandiko, has been published by SRHE/Routledge. The book explores issues further and offers a number of case studies.

Paul has also undertaken many other funded studies in recent years. Developing Capability in the University, funded by the Leadership Foundation for Higher Education, explored the ways in which development is viewed and supported in UK universities. Other studies include a range of aspects of academic roles: the leadership of teaching, interdisciplinarity and academic prestige.

As Director of King’s Learning Institute (KLI), Paul has overall responsibility for the work of the institute. The institute undertakes teaching, research and consultancy in a range of aspects of higher education within King’s, nationally and internationally. Within the College he has responsibility for the institution’s learning and teaching strategy. Currently a major aspect of this is the implementation of curriculum transformation through the King’s Experience Project, which is embedding five curriculum characteristics in the learning experience of all students and ensuring a high level of student engagement. A King’s Experience Survey provides a means of exploring the nature of students’ engagement with their university learning experience.

Paul has been a Convenor of the Standing Conference on Academic Practice since its inception in 1996 and is a member of the Governing Council of the Society for Research into Higher Education, as well as being involved in several other development networks.
Dr Helen Boulton
Reader
Nottingham Trent University

Dr Helen Boulton began her teaching career in further education, moving into secondary education as Head of ICT and Business Studies in 1990. In 2000 she joined Nottingham Trent University, was promoted to Learning and Teaching Co-ordinator in the School of Education in 2006, and to Reader in 2009. She is course leader for the Postgraduate Certificate in Higher Education and has been strand leader for the PGCE Information Communications Technology. A recent endorsement from a student said:

“Helen is an inspirational trainer of new teachers. She is passionate about the work she does and about providing the profession with new, high-quality teachers. She is very organised and very supportive of her students. I’m very grateful for all her help when I trained to teach. It wasn’t until I spoke to other teachers about their experiences of teacher training that I really realised just how fortunate I was to have Helen as a mentor.”

Helen’s continual ambition is to enhance and transform the student learning experience. Her personal philosophy of education is for students to have the very best experience to enable them to aspire to their individual career ambitions. Her teaching is centred on inspirational facilitation of lifelong learning and her wider academic roles are centred on enhancing and transforming the student experience.

Helen’s research interests include the application of new technologies to learning and teaching; the use of Web 2 technologies to support the development of reflective practice and building communities of practice; assessment and feedback currently focusing on the transition into undergraduate and postgraduate study and student engagement.

Helen is an elected member of the Association of Information Technology in Teacher Education national committee and is also a member of the national Teaching Schools Technology Advisory Board. She is an experienced external examiner to university Postgraduate Diploma in Education, Postgraduate Certificate in Higher Education and Master level courses and is a judge for the National Teaching Awards.

Helen has co-authored several books focusing on learning and teaching, has presented papers at many international conferences and has published journal articles disseminating her research.
Professor Hilary Burgess
Professor of Education and Director of Studies
University of Leicester

Professor Hilary Burgess’ approach to learning and teaching has been influenced by her early career as a primary school teacher and her roles in teacher training that have included leading a large Primary PGCE programme and mentor training for primary and secondary school teachers. Her teaching activities include supervising EdD and PhD students and leading the Professional Enquiry module, a course that is taken by all students following the Masters in Education: Learning and Teaching. One of her guiding principles is a belief that student support is essential to successful outcomes for the diverse body of learners studying in higher education, many of whom are at a distance in the UK or are overseas.

Her work with doctoral students and with primary and secondary school teachers are the main areas where she has enhanced and transformed the student learning experience. She has achieved this through designing programmes with support systems and making innovative use of new technologies.

Hilary aims to inspire students studying at a distance and develop their commitment to learning through the course material she has written and by providing imaginative and accessible resources for them to use. She has extensive experience of working in Doctorate of Education programmes and has received high praise in her student evaluations. As one student commented: “The content of the seminar is very relevant to me. The presentation is precise and clear. Thank you!”

She is Chair of the National Network for EdD Directors and regularly advises other universities on revising their programmes. She has delivered many international workshops and conference papers on professional doctorates and teacher professional development. Hilary’s funded projects include research into the impact of undertaking a professional doctorate and a TEMPUS project on developing capacity in teacher professional development, the practicum and action research with universities in the Middle East and North Africa.
Jane Carter originally trained in law but soon became interested in teaching through volunteer work with children in inner-city Bristol. Her teaching career has including primary classroom teaching, local authority literacy consultancy, in service training and deputy headship of a primary school. Jane now leads her University’s English team on the Initial Teacher Education programmes.

Jane is committed to the education of trainee teachers through sharing her passion and enthusiasm for both learning and teaching. A colleague noted:

“She is an inspirational practitioner; passionate about her subject and about developing the necessary enthusiasm, knowledge and skills in others to become excellent practitioners themselves.”

Jane has developed and led a number of different styles of teaching practice including an innovative project linking schools in more challenging circumstances, the Local Authority and the University in order to support the teaching of reading. Students ‘volunteer’ to work one to one with identified children over a period of ten weeks. Children’s attainment has risen alongside student confidence and competence in the teaching of reading. The experience has enabled students to be part of a project with social justice at its heart and so experience the transformative power of education. Jane’s teaching has been commended by students and led to nominations in a number of student-led teaching awards including ‘Tutor of the Year’ and the ‘Innovative Teaching Award’.

A first-year student said: “Her passion, dedication and exceptional knowledge has inspired, motivated and supported every Early Years and Primary Education student at the University West of England.”

Jane has been involved with a number of research projects including work across Europe with a focus on children’s literature. She has spent time in Turkish classrooms exploring the aspirations and motivations of children as learners and has presented findings to a variety of national and international conferences.

A colleague said: “Her extensive knowledge of the field of children’s literature and how children extend their reading capacity established her as an expert and a leader among more senior colleagues.”
Dr Anne Crook
Enhancement Manager (Teaching and Learning)
University of Reading

Dr Anne Crook is a leading member of the University of Reading’s teaching and learning community. As Enhancement Manager (Teaching and Learning) she works with academics, support staff, students and senior management to enhance teaching practices.

Anne’s pedagogic approach is heavily influenced by her varied teaching background, including her work as a college tutor at Oxford University and as a research active lecturer in Zoology at University College Cork. It was a passion to further her understanding of supporting student learning, in particular through three areas - assessment, feedback and undergraduates’ research skills development - that led Anne to focus her career on teaching and learning support at the University of Reading.

A colleague from the Higher Education Academy comments: “I have known Anne for over a decade and I have had the pleasure of working with her on several national projects addressing key priority areas in higher education. I have always been struck by her leadership and vision and I consider her as a key national player in developing excellence, particularly in developing novel approaches to assessment and feedback. Her track record in innovation is matched only by her enthusiasm to enhance both the student and staff experience.”

Anne has led a number of successful teaching projects which have significantly impacted upon student learning. For example, the Jisc-funded ASSET project, one of the first large-scale initiatives to successfully pilot the use of video for feedback provision. As Innovation Manager for the Centre for Excellence in Teaching and Learning in Applied Undergraduate Skills (CETL-AURS) Anne led projects which continue to influence curricula developments and which have provided students with innovative opportunities to develop their research skills, such as the Engage in Research website for Bioscience students.

She has used her teaching experiences to develop a suite of practical open-access resources for staff to enhance their teaching practices, for example, Engage in Feedback and Engage in Assessment. These have been instrumental in supporting change at the University of Reading, as well as attracting substantial national and international interest. Anne is a regular contributor to the pedagogic literature and a popular invited speaker at teaching and learning events across the UK.
Dr Helen Fiona Day  
Senior Lecturer in English Literature  
University of Central Lancashire

Dr Helen Day’s academic identity has been influenced by a varied career that includes employability and English Literature, learning on the language-literature border, writing for children, pedagogic research and research-informed teaching, educational evaluation and staff development.

Helen was senior researcher and evaluator for the Centre of Employability through Humanities (CETH), one of the National CETLs. She is most proud of developing and disseminating the UCLan Employability Framework, a toolkit of 14 employability skills ‘buttons’ with accompanying assessment criteria. It has been used within her own and other institutions for curriculum development, validation, assessment, strategic development and CPD. Val Butcher, the HEA’s former Senior Adviser on Employability writes of “my tireless work to disseminate Helen’s very good practice.”

Helen was an extremely active member of the English Subject Centre, running a number of conferences. Former Manager Jane Gawthrope describes Helen as “the Subject Centre’s expert on work-related learning” and commissioned her to write Work-related learning in English Studies: a good practice guide. She was also funded to examine methods for integrating language and literature within final year modules and develop a Card Sort to enable users to consider their subject, generic and employability skills in a meaningful way.

Helen runs the innovative MA Writing for Children, the first of its kind to have employability embedded throughout the programme. She is committed to ensuring that each of the modules on writing, literature and publishing enable students to blend their existing knowledge, skills and experiences with the new. As a result they produce exciting and distinctive outputs that can be used to promote their careers and develop their personal and professional identities.

One student said: “Helen gives all her students the tools to create their own futures and careers – but she also somehow knows when to step back and let us build it for ourselves.”

Helen’s approach to learning and teaching is to share her successes and seek improvement through reflective practice, pursuing a Masters in Professional Education, delivering conference papers and producing pedagogic and subject-related research articles.
Dr Peter Draper
Senior Lecturer in Nursing
University of Hull

Dr Peter Draper has been a fixture at the University of Hull for many years, but never tires of learning new things, crossing new boundaries, and inspiring students and colleagues to look at the world in a different way.

Peter is passionate about the contribution nurses can make to the wellbeing of older people through practice, research and education. His career is shaped like a pyramid. It is based on a solid platform of hospital-based clinical experience gained over many years.

The next layer is the research that Peter has conducted into the wellbeing of older people. He has investigated topics as diverse as quality of life, spirituality, funerals, and people’s beliefs about death, the impact of stroke on the wider family, the nature of nursing knowledge, and the usefulness of traction in managing hip fractures. Peter has also published literature reviews on ‘terms of endearment’ – the use of pet names and disrespectful forms of address, and their impact on vulnerable older people. Currently, Peter is working to create new ways to teach nurses about the impact of the words they use when caring for older people. He has obtained funding for several projects in which he uses poetry and other creative writing techniques to help nurses be more sensitive to the words they use.

At the top of the pyramid is Peter’s most recent work in supporting colleagues to be innovators in learning and teaching - he is committed to supporting the professional development of colleagues, and currently holds an institution-wide remit to develop an evidence-based staff development framework for innovations in learning and teaching. A colleague has said:

“As a role model Peter has been an inspiration to me, someone who has achieved a great deal but never lost sight of the strengths and needs of others. His propensity to come up with novel initiatives never ceases to amaze me. A quick chat over coffee can leave me full of enthusiasm and keen to know more. In short, Peter represents the sort of academic leader I hope everyone gets to experience during their career.”
Dr Jarmila Glassey
Reader
Newcastle University

Dr Jarmila Glassey (Jarka) has dedicated her academic career to improving chemical engineering education institutionally, nationally and internationally. Having gained her qualification with traditional, didactic delivery, she is a passionate believer in more interactive, hands-on approach to engineering education. She has led the successful modernisation of the chemical engineering degree at Newcastle University, introducing industrial case-study supported enquiry based learning.

Jarka shares her experience and good practice with colleagues nationally through the Education Special Interest Group of IChemE, whose activities within the UK she revitalised after years of dormancy and she currently chairs the Group. As the secretary of the Working Party on Education of the European Federation of Chemical Engineers, Jarka also facilitates exchange of good practice in chemical engineering education internationally. She is actively involved in the accreditation activities of IChemE, acting as a senior officer of the Education and Accreditation Forum with specific remit of pedagogical research.

Jarka teaches core (bio)chemical engineering subjects both at undergraduate and postgraduate levels. She has a unique teaching style, encouraging natural student curiosity and creativity to achieve the development of strong foundations of chemical engineering principles as well as sector-critical professional skills – innovative problem solving, team working and communication. She uses realistic case studies and technology, where appropriate, to improve student engagement with the subject material. Students clearly appreciate this interactive approach. Feedback from students includes: “I like the questions, the voting system, etc. because they engage the students and improve learning.”

Most recently Jarka introduced peer-assisted instruction supported by e-tutorials to improve the teaching of a core chemical engineering subject in the first year. Students responded very positively to this approach and would like to see this used more widely within the course.
Dr Anne Goodenough
Course Leader and Senior Lecturer in Biological Sciences
University of Gloucestershire

Dr Anne Goodenough has a highly applied teaching style. She encourages students to engage with material through real-life projects in both field and laboratory in ways that also facilitate development of transferable skills. She has published over 50 papers in leading journals, which underpin her teaching in modules as diverse as avian biology, conservation ecology and biogeography.

Adam Hart, Professor of Science Communication and NTF said: “Ecology combines theory and practical work in a way that is challenging for teacher and learner alike and Anne is easily one of the finest teachers that there is.”

Anne has developed innovative projects to help students acquire the practical skills necessary to make them immediately employable. These include practical modules based around improving local biodiversity and assessing ecological impact. She also develops applied internship and dissertation opportunities with link organisations to answer real-life questions. Such projects often lead to co-publications with students and change practice for link organisations, a testament to both the academic and practical effectiveness of this approach.

One graduate from 2009 said: “Our field project was developed into a published paper; something I had never thought I would achieve in a million years. It was a truly rewarding experience to be able to work in a team alongside my mentor.”

Anne is passionate about developing novel, high-quality, teaching materials. This has seen her working collaboratively with students in the Savannah grasslands of South Africa to plan, present, and film short videos on field techniques; co-develop an e-learning environment to teach experimental design; and create interactive species profiles to facilitate debate of species conservation priorities. This typifies Anne’s approach to teaching: not asking, or expecting, students to learn dry facts but rather to question and debate biological concepts in ways that allow high-level holistic understanding to be developed.

A 2012 graduate commented: “Anne is inspirational, enthusiastic and down to earth. Her enthusiasm shines through and she is very motivational, getting students thinking about more involved interactions, as well as ensuring we understand the basics.”
Dr Jacquelyn Haigh
Senior Lecturer in Midwifery
University of Bradford

Dr Jacquelyn Haigh began working in midwifery education in 1997 following a ten-year career as a clinical midwife, specialising in intrapartum care. During this time she completed the advanced diploma in midwifery leading to BHSc with the University of Leeds. Jacquelyn went on to complete an MSc in Health Professional Education at the University of Huddersfield and a PhD in Higher Education at Lancaster University.

Jacquelyn is passionate about preparing midwives to be active learners throughout their careers so that they can offer women informed choices and take a lead in the management of normal maternity care whilst contributing effectively to high risk care. Her work in curriculum development has always had this in mind.

Now the Programme Leader for BSc (Hons) Midwifery Studies Jacquelyn has pioneered innovative approaches to curriculum design and delivery, with a strong emphasis on student engagement and development. Her visionary approach to her students’ personal and professional development saw her establish the use of ePortfolios as a means for students, their peers, course tutors and placement tutors to maintain and record a rich dialogue over the course of practice learning.

As Module Leader for the school wide inter-professional module ‘Principles of Collaborative Professional Practice’, Jacquelyn, a great believer in the importance of information technology in the health profession, has used a blended learning approach to develop inter-professional dialogue and digital literacy in this module.

Jacquelyn has been a key participant in a number of educational research and development projects, including: The Assessment of Learning in Practice Settings (ALPS) CETL and the International Coalition for Researching Electronic Portfolios.

She is widely published in the fields of midwifery education and personal development planning in such Journals as Nurse Education Today, Active Learning in Higher Education and the Journal of Learning Development in Higher Education.
Julie Hall
Director Teaching and Research Enhancement
University of Roehampton

Julie Hall has ensured that the student voice plays a central part in higher education. She has championed a university-wide focus on student partnership working which has brought her institution national and international recognition. For Julie dialogue is absolutely key to enhancing the university experience.

Inspired by her grandmother, a hard working university cleaner, Julie was the first in her family to enter HE. She draws on nearly 30 years’ teaching experience in a multicultural inner London environment. As a sociology lecturer she recognised students’ lives were often undervalued pedagogically, leading her to develop inclusive curricula with space for dialogue and storytelling which recognised the complex identities of students and academics.

Julie moved into educational development in 2000 and in this role she developed a wide range of student engagement initiatives. Students joined project teams as interns and consultants with academics, making films on assessment experiences, for example, and producing thought-provoking dialogue sheets to prompt debate and reflection on practice while developing extra-curricular skills. She has led initiatives to put students on validation and review panels, at the heart of institutional research projects and staff development, and as a central part of evaluating enhancement work. This has resulted in a university-wide culture of partnership working which was recently recognised in a QAA institutional review. This culture is also reflected in high retention rates and increased satisfaction scores.

A significant number of Julie’s projects have had an influence on staff, students and other universities across the country and internationally. These include work around the attainment of Black and minority ethnic students, on inclusive pedagogic practices and professional development opportunities. Her student engagement work has been shared with colleagues in the US, Japan and Canada. In 2011 she was invited by David Willetts to join a small advisory group on teaching excellence. Her application included feedback from participants who described her work as inspirational, thought provoking and insightful.

As SEDA co-chair Julie has widened the organisation’s reach, emphasising a campaigning role. Julie has ensured that SEDA increases its engagement with students and addresses the challenges of truly engaged pedagogic practices.
Originally an English Literature scholar, Dr Ruth Helyer made the transition into work-based learning when working with a wide range of non-traditional students in outreach classes. She was an avid believer in the power and potential of lifelong learning and, as a mature student, experienced first-hand the powerful synergy of bringing considerable workplace experience to HE study. She has dedicated her energy to providing a framework for students to make connections between theory and practice; to better facilitate guided reflection through a focus on their learning and research which is happening in the workplace.

Since the early 2000s Ruth has actively developed the work-based learning agenda and has become a nationally acknowledged expert in this area. She has developed innovative programmes, which have been created in conjunction with employers; founded the Negotiated Learning Scheme at Teesside; established the Working with Business Network and the associated Professional Mentoring Scheme; set up the observatory collection of resources; and established a new approach to accrediting prior learning within the University.

As a leader in this field Ruth is also widely published – her popular text book *The Work-Based Learning Student Handbook* (Palgrave Macmillan, 2010) appears on numerous reading lists. She also edits the Emerald peer-reviewed journal *Higher Education Skills and Work-Based Learning* – the official journal the University Vocational Awards Council (UVAC) and one of the few peer-reviewed journals publishing material of direct relevance to this growing academic area. The special issue last year on higher apprenticeship was launched in the House of Commons.

As a champion of work-based learning, she has been instrumental in the University becoming one of the leaders in the sector in business engagement activities.
Professor Stephen Hill
Dean of Teaching and Learning Innovation
University of Gloucestershire

Professor Stephen Hill’s career began in archaeology. He has directed archaeological survey and excavation projects in Turkey and the UK, including rescue excavations of early Byzantine churches, Iron Age settlements, and a deserted medieval village inside a prison. He was involved in the BBC’s ‘Journey into Archaeology’ project, has appeared on Time Team, and was awarded the Society of Antiquaries’ Frend Medal for Early Christian Archaeology.

Working with adult volunteers and students on archaeological projects inspired Stephen’s interest in adult education and lifelong learning and as his career has developed he has concentrated more and more on these domains of practice and research. As Professor of Lifelong Learning Stephen oversees the development and implementation of the learning and teaching strategy and leads a range of internal change programmes designed to enhance the student experience.

In recent years Stephen has served on various national committees such as the Joint Operating Systems Committee of Jisc and the executive committee of the Universities Association for Lifelong Learning. He has contributed to the Higher Education Academy’s work on employability and the National Co-ordinating Centre for Public Engagement’s student engagement research.

Stephen led a pilot HEAR implementation programme at the University of Gloucestershire, which involved development of innovative and equitable approaches to verifying co-curricular learning. He served on the Burgess Implementation Steering Group (UUK and GuildHE) and is now a member of the HEA’s HEAR Advisory Committee (HAC). He has been made an Honorary Member of the Association of Graduate Recruiters in recognition of his work on the HEAR and social mobility. He has a particular interest in widening access and participation and the development of flexible modes of learning and teaching to suit the needs of mature and work-based learners.
Before beginning her degree in Psychology in 1991, Dr Sherria Hoskins qualified as a basic adult education tutor and taught adults with severe learning disabilities and those leaving school without basic reading, writing and mathematics skills. This started her passion for understanding how a student could be in a learning context without learning occurring. Her interest in developing learning communities began from there.

She completed her PhD on exploring HE learners’ generic approaches to studying and comparing this with task specific approaches in essay writing in March 1999. While studying for her PhD, she worked as a distance learning tutor with the National Extension College and as an educational consultant for Plymouth University’s Educational Development Services, where she wrote online learning support materials for mature students. Sherria also worked on an open access, flexible learning psychology degree in the Educational Studies Department at Surrey University. Before moving to Portsmouth University in October 1999 she worked as a Senior Research Fellow at Plymouth, funded by the then Institute of Personnel and Development. Her role was to support the institution to rectify a high failure rate in their nationally examined professional courses.

In December 2004 Sherria’s contribution to excellence in learning and teaching was recognised by the University of Portsmouth with a University Learning and Teaching Fellowship. She was the Course Leader of the BSc (Hons) Psychology and BSc (Hons) Psychology with Criminology for just over five years and is now the Head of Department, Psychology. It is in this role that she has worked strategically to create a learning community in which transformational learning is encouraged and supported. This has included bringing teaching and research together as mutually beneficial activities by removing the historical conflict between them. In her view this conflict has damaged both the student experience and attempts by staff to enhance that experience. This work has included enhancing undergraduates’ sense of belonging and pedagogic research to understand the impact of social class on sense of ‘fit’ at university. Sherria has also been involved in the development and evaluation of the University-wide process for student personal development planning and has evaluated University initiatives to raise HE aspirations in younger pupils.
Dr Andrea Valerie Jackson  
Senior Lecturer  
University of Leeds

Dr Andrea Jackson is an HEA Senior Fellow and a University of Leeds Teaching Fellowship holder with a sustained track record in innovation and excellence in student education.

Andrea is committed to ensuring that teaching practice draws upon and translates research, scholarship and professional practice into learning opportunities. She has extensive experience of designing and delivering practical-based teaching provision, has co-edited an atmospheric science textbook, and, as an advocate of evidence-informed approaches to enhance learning and teaching practice, has obtained funding to develop pedagogic research projects.

Countdown to University Study is an online resource to help students with their transition from school to university through enhancing institutional and academic community awareness and inspiring independent learning/critical thinking. Since 2009 it has been used by more than 60% of incoming undergraduate students in the School of Earth and Environment at the University from 13 countries. The resource has been transferred as a model of best practice and it has subsequently been developed into University-wide undergraduate (Flying Start) and postgraduate (Step up to Masters) student resources.

Andrea has investigated the enablers and barriers to student engagement to enhance students’ learning experience, including them as partners in their learning community, and involving them in educationally purposeful activities to facilitate positive learning outcomes, including increased persistence, satisfaction, achievement and academic success. This research has helped understand the complexity and diversity of learning communities, enabling introduction of effective interventions to enhance student engagement and cultivated a student-staff partnership to develop a student experience strategy in the School. Further work has provided staff with evidence to support, or challenge, their anecdotal evidence or beliefs about the student experience which has proved a successful model for engaging staff in discussion about student engagement. This work has not only directly impacted on how colleagues are re-designing teaching modules to enhance the student experience but has shaped School strategy and investment in the student experience.
Louise Jackson
Head of Learning Enhancement
Trinity Laban Conservatoire of Music and Dance

Originally trained as a singer developing an interest in Baroque and Contemporary music with Susan Legg, Louise Jackson studied musicology before embarking upon a career in learning and teaching within the Arts, initially as a Senior Lecturer in Music and Musical Theatre at the University of Chichester. She is the first member of her family to have an academic career and this has informed her approach to curriculum development and teaching strategies. Among Louise’s teaching interests are gender in music; collaboration; diversity in the curriculum and widening participation to higher education. As an educational developer, her interests include relationships between professional and artistic practice and pedagogic research and the institutional infrastructures needed to support educational practice as research.

Louise has been strongly influenced by her school English teacher and describes the impact: “I have taught many students from similar backgrounds to me, but who perhaps did not have their own Mr Culver and my teaching career has been built on the notion that I must provide to others what he provided for me.”

Louise has a reputation for challenging conventions and as one student said:

“I loved the fact that you wanted to shake things up a little bit... you also seemed to have everything against you with literally fire and flood trying to stop our performances, but it happened somehow! Crazy times. I wouldn’t have dressed up as a tramp for anyone else…”

Currently studying for an EdD with a thesis exploring the fetishisation of higher education within a Neoliberal context, Louise also researches the role extracurricular activities play on student understanding and expectations of university and has trained undergraduates in delivering school music workshops and summer schools to help raise aspirations among children who may not consider university as a viable option. Louise has provided experiences for hundreds of aspiring musicians, using music to raise the aspirations of young people and created the flagship summer school Chi Rocks! which continues to promote music as a pathway for all.
Professor Sue Jackson
Professor of Lifelong Learning and Gender, and Pro-Vice-Master Learning and Teaching
Birkbeck, University of London

Professor Sue Jackson left school at 15 and began her educational journey with an ‘A’ level at her local further education college, soon after the birth of her first child. After the birth of her second child she made the step into higher education as a mature student at the Open University, and went on to take a Master’s in women’s studies, then a PhD in women and education. She began her teaching career teaching ‘fresh start’, access and ‘new opportunities for women’ courses at adult education centres and further education colleges before developing her career in higher education.

Sue's experience of learning as a mature student has resulted in a passionate commitment to widening participation, social justice and to part-time, non-traditional students. These values are at the centre of Birkbeck, University of London's mission and her appointment to the College in 2001 was a natural next step on her amazing, life-transforming journey.

Sue is now one of Birkbeck’s most senior academics, Professor of Lifelong Learning and Gender and Pro-Vice Master for Learning and Teaching. Her research interests concern equality, diversity and the development of lifelong learning for women and she believes that feminist pedagogies and perspectives are especially important in the potential for transformational change. She publishes widely in the field of gender and lifelong learning, with a particular focus on intersected identities.

Sue’s recent books include Challenges and inequalities in lifelong learning and social justice (Routledge, 2013); Lifelong learning and social justice (NIACE, 2011); Innovations in lifelong learning: critical perspectives on diversity, participation and vocational learning (Routledge, 2011) and Gendered choices: learning, work, identities in lifelong learning (Springer, 2011, with Irene Malcolm and Kate Thomas). Her current research includes ‘A critical assessment of new ways of involving student mothers in higher education’ (Nuffield Foundation, with Claire Callender).

Sue’s work explores the pedagogic challenges of developing transformative spaces for learning, teaching and assessment in higher education especially with regard to marginalised groups. Drawing on her own story, Sue particularly enjoys collaborative work that enables reflexive conversations and sharing of experiences, including at Birkbeck, nationally and internationally.
In her current role Professor Joy Jarvis draws on learning from her experience in a range of educational contexts. She worked as a teacher and advisory teacher in the field of deaf education and subsequently led the teacher of the deaf course at the University of Hertfordshire. Joy has undertaken research into educational provision for deaf children, including a study of pupils’ perceptions of inclusion in English secondary schools.

Joy has also researched approaches to teaching in higher education and a particular focus has been on ways to empower students and teachers to work effectively with children with special educational needs. She has enquired into the use of narrative as an approach to enable understanding of different ways of being in the world and the impact this can have on learning and teaching.

Currently Joy teaches on a wide range of courses in the School of Education, from foundation degree to doctorate level. She works to create enquiry spaces in which both students and the teacher are learners. She is interested in creative approaches in learning, teaching and research and uses narrative and arts-informed approaches to enquiry.

In her staff development role she aims to create dialogic groups in which participants take a critically reflective approach to developing learning and teaching. In the past four years she has worked with colleagues and students to create a student-staff partnership approach to the enhancement of educational practice. Action research projects, underpinned by principles of shared responsibility and co-agency, are being undertaken in a number of schools in the University leading to improved practice, greater shared understanding of learning and a more cohesive learning community. She is currently working with the HEA Students as Partners team to share ideas and practice.

Joy works with colleagues to articulate and share work in educational practice. She writes with different people to enable a range of voices to be heard. Her two most recent publications have involved 15 people from the School of Education writing about their work in learning and teaching.
Professor Philip Keeley
Professor of Nursing Education
University of Manchester

Professor Philip Keeley has made a sustained and substantial contribution to professional education for more than 27 years. Areas of teaching expertise include nursing in general, mental health nursing in particular and professional and ethical practice. His teaching has been informed by his clinical experiences as an adult and mental health nurse working in hospital and community settings.

His academic qualifications were all achieved while studying part-time, in addition to holding substantive clinical or academic posts. This experience helps him to appreciate the challenges for students embarking on professional programmes as they juggle clinical and academic work.

Philip is a strong advocate for students being partners in education and has a strong track record of promoting their interests. The School of Nursing, Midwifery and Social Work now has a robust peer-assisted study scheme in operation. He takes pride in providing timely and detailed constructive feedback to students, especially at the commencement of their programme but also for students studying up to, and including, doctoral level.

A desire to enhance the quality and accessibility of learning opportunities has led Philip to pursue an interest in online learning. He previously held an appointment as Director of Innovation in Learning and Teaching and successfully led a series of projects to enhance the online and blended learning experiences of students. He believes that, where appropriate, educational innovations should be evaluated and disseminated. He has published 19 academic papers related to teaching, learning and health care research since 2008.

In his current leadership role, Philip is keen to recognise and reward excellence contributions to teaching and learning by colleagues and students. He has a strong track record of supporting students to achieve awards and colleagues to secure promotion.

Philip strongly supports academic colleagues to secure teaching qualifications recognised by their professional regulatory body and the Higher Education Academy. Moving forward, he is keen to ensure the development of future leaders in teaching and learning, and offers mentorship to colleagues.
Dr Judit Kormos
Reader in Second Language Acquisition
Lancaster University

Ever since gaining her degree in teaching English as a foreign language in Hungary in 1994, Dr Judit Kormos’ approach has been to inspire students and equip them with the skills to enable them to become independent life-long learners.

Despite having gained all her qualifications outside the UK, Judit adapted to the challenges of incorporating technology and of teaching culturally diverse groups of learners when she took up a lecturer position at Lancaster University in 2008.

Her research focuses on the basic question of what foreign language learning involves, how learners differ in their approach to language learning, how students can be motivated to learn and how students with learning differences can be fully included in the language classroom. The knowledge obtained from her research, and from previous work experience as a foreign language teacher, has helped her to create a supportive distance learning environment in which students can work as members of a cohesive group. As one of her students testifies: “Undoubtedly without the support and inspiration given to us by Dr. Kormos I do not think that all of us would have continued our studies. Her attention not only to the course, but to individual students, and her ability to bring whatever topic she was teaching to life, stimulated and inspired us all to continue.”

Judit designed a distance and web-based Masters-level teacher training programme which is characterised by the application of enquiry and task-based learning and a reflective approach. She creatively adapts and uses a wide range of technological tools to enhance students’ online learning experience and to promote interaction among the students.

She has initiated change in current pedagogical practice in the field of foreign language education, where the needs of dyslexic students are often neglected and language learners with specific learning needs are not fully included in classroom teaching. She co-ordinates the Dyslexia for teachers of English foreign language project, funded by the European Commission. The project contributes to raising awareness of the difficulties of dyslexic students in foreign language learning and to disseminating good pedagogic practice.
Dr Simon Lancaster
Senior Lecturer
University of East Anglia

Dr Simon Lancaster is director of the Chemistry degree programmes at the University of East Anglia (UEA). Author of more than 60 papers in inorganic chemistry he now divides his research interests between energy materials and innovative approaches to enhancing student engagement.

Simon’s teaching is characterised by dynamism, enthusiasm and an entertaining but interactive and challenging style. He is constantly refining his teaching practice to optimise the learning outcomes achieved during the precious student contact time.

Simon is a recipient of the UEA Sir Geoffrey and Lady Allen Prize for Excellence in Teaching and a UEA teaching fellowship. He is a member of UEA steering groups for lecture capture, e-marking, excellence dissemination and massive online open courses. He is a regular contributor to staff and postgraduate professional development courses on the potential of screencasting to yield highly interactive blended learning resources and facilitate flipped lectures.

He has made a number of invited contributions at HEA workshops and independent institutional learning and teaching events across the country where his lively presentation style has helped tempt many into introducing more interaction into their teaching. Simon has become a regular speaker at the annual Variety in Chemical Education conferences and works closely with the Royal Society of Chemistry (RSC) as a member of the tertiary education group committee. Simon is the recipient of the 2013 RSC Higher Education Teaching Award. He is also a nominee for the RSC education council.
Dr Mark Langan
Senior Learning and Teaching Fellow
Manchester Metropolitan University

Dr Mark Langan believes that empowering students helps them to develop and achieve their highest potential. Drawing on his early experiences of conservation expeditions, he has enjoyed over 20 years of running residential field courses, letting the ‘living classroom’ be the inspiration for the science that underpins biological systems. The courses have also provided an arena for his investigations into how students learn within enquiry based learning designs, as well as providing an ‘academic bubble’ for students and staff to be a vibrant community that share ideas and motivations about their work.

Mark is known for innovative teaching practices that are designed to develop learner inclusion and autonomy. He likes to challenge students, providing them with the tools to succeed. One focus has been long-term explorations of peer- and self-assessment strategies. He also encourages colleagues to be reflective and experiment with their teaching, supporting the development of interactive classes that empower learners. Throughout his career he has engaged undergraduates with professionals from consultancies and businesses to collaborate on ‘live’ projects. Students are now awarded cash prizes by consultants due to the economic value of their work. This course contributed to several Green Apple Awards for Environmental Education and he has also published several peer-reviewed articles with his students, based on their work, motivating them and many others who follow in their footsteps.

Alongside teaching and research commitments, Mark now contributes and develops initiatives to improve students’ experiences and successes. He is best known for his research into the National Student Survey explaining ways to meaningfully interpret the survey’s outputs and also developed an internal survey serving an institution of over 37,000 students. He is an active member of the Higher Education Academy, contributing to their resources and working on HEA projects, such as the development of surveys to capture information about how students engage with their courses. He has recently retired as Editor-in-Chief of the journal Bioscience Education having helped academics around the world to take their first steps on the educational research ladder.
Dr Simon Lightfoot
Senior Lecturer in European Politics
University of Leeds

Before working at the University of Leeds, Dr Simon Lightfoot worked at Liverpool John Moores University. He has been awarded University Teaching Fellowships at both universities and in 2008 was awarded the Sir Bernard Crick Award for Outstanding Teaching by the Political Studies Association (PSA).

Simon is an inspirational teacher who offers leadership to others, both within his home University and beyond. He is passionate about ensuring the subject matter of Politics and International Relations (IR), which is often seen as dry and boring, is as engaging to students as possible. He also works hard to make higher education open to all via his widening participation work and through ensuring students are supported from day one at university and that the ‘rules of the game’ are as explicit as possible.

This long standing commitment to student education has resulted in national and international recognition in the pedagogical community within Politics and IR based upon dissemination of good teaching and learning practice, especially in relation to technology and teaching, research/teaching nexus and student support and study skills.

Simon is co-author of Teaching Politics and International Relations (Palgrave, 2012-with Cathy Gormley-Heenan) and numerous articles in both pedagogic and discipline specific journals. He has presented papers at national and international conferences and engaged in enhancement projects in Ireland, Hungary, Romania and Slovenia.
Dr Joanne Lymn
Associate Professor
University of Nottingham

Dr Jo Lymn has been awarded two Lord Dearing Awards for excellence in teaching and learning by the University of Nottingham. She teaches pharmacology to non-medical prescribing students and is enthusiastic about engaging them in this subject. One student said: “I would say that through the whole course I have enjoyed and learnt the most from Jo’s sessions...Also managed to encourage the students to ask questions and gain confidence in their own abilities.”

She has pioneered the use of a number of innovative teaching and learning strategies, each of which were designed to respond to students’ needs for flexible tools to help them to pace their learning, and identify their learning needs. The international impact of her teaching tools is best evidenced through the widespread adoption of her reusable learning objects (RLOs) by staff, students and patients around the world. These tools have proved invaluable in promoting student engagement and understanding. A student said: “It challenged me to learn and read more widely – really enjoyed the pharmacology, found the extra resources such as podcasts, RLOs and keypad questions extremely helpful.” Jo has actively disseminated evaluations of learning tools (e.g. audience response units, podcasts and RLOs) introduced into this, and other courses.

Jo authored and edited the first core textbook in this area which has been adopted by most non-medical prescribing courses nationally and has received positive reviews from across the UK, including: “This book has been a kingpin in helping me revise...Indeed I am sure I will consult its pages long after I have finished the course as there is much that has been of great benefit in the overall role of a non-medical prescriber.”

The impact of Jo’s teaching is recognised nationally and internationally. She is regularly asked to provide update sessions for non-medical prescribers across the UK and has received positive feedback from prescribers about the value of these sessions, such as: “Excellent update and revision. The interaction with computer questions a good touch. This study day has been extremely informative and thought provoking. I was kept stimulated and interested.”
Dr Tess Maginess
Senior Teaching Fellow
Queen’s University, Belfast

Dr Tess Maginess was born on a small farm in Northern Ireland. She was educated at Trinity College, Dublin (BA, Hons English), Queen’s University, Belfast (MA, Anglo-Irish Literature) and York University, Toronto (PhD, English). She worked in journalism, community and rural development work and the arts before joining Queen’s University, Belfast in 1995 where her first role was to develop a wide range of education in the community programmes with holistic models of student support for mature students, especially those coming from disadvantaged backgrounds.

Tess was later appointed as Senior Teaching Fellow in the School of Education, responsible for the adult education Open Learning Programme. Under her leadership, the programme developed and expanded with a strong emphasis on education in the community learning projects with marginalised groups, focusing on priority issues such as conflict resolution and mental health.

The team received a Queen’s teaching award and was nominated for the prestigious Times Higher Education Awards. Tess also won the national BERA-SAGE research practitioner award for her work in pioneering inclusive and dynamic action research teaching with ‘hard to reach’ learners.

Tess has attracted substantial funding to Queen’s over the years including grants from the HEA, the Arts Council of Northern Ireland, the Rural Community Network and the Southern Health Board.

Now, as Director of Undergraduate programmes in the School of Education, she designs new BA modules, teaches and also co-ordinates undergraduate provision in the School. Her pastoral role includes disability. Tess also supervises Masters’ dissertation students and is Chair of the Learning and Teaching committee.

Tess has drawn on her teaching to publish research in international peer-reviewed journals such as The European Journal for Research on the Education and Learning of Adults (RELA) and European Academic Research (EAR), and in the book, Art of Poetic Inquiry. She has presented papers at many international conferences. She has published one collection of poetry, Vivarium, and her second collection, Arpeggio, is due out later this year.

She is Chair of the Nerve Centre in Derry, a dynamic multimedia organisation making a substantial contribution to the City of Culture.
Dr Juliet Millican has been developing student community engagement programmes at the University since 2004. She was initially employed as a consultant before joining the Community University Partnership Programme (CUPP) in 2006 as a development manager. In this role she introduced a cross-University module that included experiential and reflective learning and was influential in the inclusion of socially committed education into the university’s strategic plan. Juliet is particularly concerned with working affectively with students; exploring attitudes to equalities and social justice through applied learning. In her current role as deputy director she runs a postgraduate certificate in community engagement, manages a local knowledge exchange and works strategically to introduce engaged learning across the curriculum.

Juliet has a background in community education, adult literacy and international development and has worked internationally for the past 20 years, consulting on community literacy and community development programmes and advising on policy and practice. She brought her international experience into CUPP where she started a research and development unit, sharing experience of community engagement with universities in other parts of the world. She was instrumental in organising a Pan-African conference on community engagement in Dakar, Senegal and has supported colleagues in Africa and Europe to develop their own community engagement programmes. Juliet is a member of the Global Alliance of Community Based research (GACER) through which she has worked closely with the UNESCO chair for Social Commitment in Higher Education to promote engagement work.
Dr Nicholas Monk
Assistant Professor
University of Warwick

Dr Nicholas Monk is Deputy Director of the Institute for Advanced Teaching and Learning (IATL) and recipient of Warwick’s 2008-09 Butterworth Award for Teaching Excellence. Before receiving his PhD from Warwick in 2007, he studied at Rutgers University in the US where he received an MA in 2003.

Nicholas is lead author on *Open-space Learning: a Transdisciplinary Pedagogy* (Bloomsbury, 2011). His other research interests include contemporary American fiction, and performance and performativity. He is editor of a collection on interdisciplinary approaches to Cormac McCarthy (Routledge 2011), and has contributed to the *Cambridge Companion to Cormac McCarthy* (2013).

He has recently led on the development of a suite of interdisciplinary modules for Warwick that are designed to be wholly ‘cross-faculty’ – meaning that, with departmental permission, any undergraduate student from any department can take one or more. Examples include modules on human-animal studies, applied imagination, re-inventing education, and climate change. Nicholas co-taught his own interdisciplinary module, Forms of Identity, with Monash University in Melbourne, during Spring 2013. In Warwick’s Department of English and Comparative Literary Studies, he is convenor of the core module 20th Century North American Literature, for honours students. Other modules he has taught recently in the Department include the practical, ‘without chairs’, version of Shakespeare and Selected Dramatists of His Time; a module of his own design, Drama, Performance, and Identity post-1955; and the MA module, Literatures of the American Southwest.

Nicholas runs workshops across the University faculties for departments as diverse as Chemistry, Business, Theatre, and Sociology. He also works with the Learning and Development Centre on themes such as networking, workshop facilitation, and teaching for creativity. He is supervising PhDs on both American literature and the function of emotional intelligence in business training.
Alexander Moseley
Educational Designer, University Teaching Fellow
University of Leicester

At the University of Leicester Alex Moseley has had extensive experience in teaching, learning and research: principally in course design and development, but also in the Humanities and games-based spheres.

He has a background in Archaeology, which fuelled his desire for exploration, uncovering mysteries and using whatever tool was needed to get the job done. This helped him to work across disciplines, and develop teaching in applied information technology for students, and training in appropriate use of learning technologies for staff. He developed interests in the wider curriculum design process, and has since specialised in programme development, online and distance education, and in student engagement with learning. He now takes a strategic role in developing institutional policy and support in these areas, most recently crowd-sourcing the institution’s first virtual learning environment (VLE) policy.

Alex’s primary research area, and most innovative practice, stems from an experience he had when picking up an intriguing postcard in a weekend paper. The postcard turned out to be a door into the fascinating world of alternate reality games, and after playing for a few months Alex was amazed at how players would spend hours at a time working together to solve complex puzzles. He began a year of action research, and identified features of the game which could be transferred to education to increase engagement and community development. Integrating these with his own practice, a highly successful games-based course The Great History Conundrum was born, encouraging students to develop advanced research skills by solving puzzles whilst battling for a grand prize; and this effective approach is now used in other disciplines. Alex combines this interest in playful approaches with his love of the past to teach other innovative courses within Museum Studies and Archaeology.

Alex has written books and articles on games in education, blogs regularly, and runs workshops to help other staff develop games quickly and efficiently. He was part of the team behind the first charity alternative reality game Operation: Sleeper Cell, co-chairs the Association for Learning Technology special interest group on Games and Learning, co-organises the Let’s Change the Game cross-sector conference, and works with museums on developing playful approaches to education.
Professor Rachel Mulvey
Professor of Career Guidance
University of East London

Professor Rachel Mulvey is a chartered psychologist and associate fellow of the British Psychological Society, Principal Fellow of the Higher Education Academy, fellow and past president of the Institute of Career Guidance, and is a board member of the International Association of Educational and Vocational Guidance (IAEVG).

Having trained as a careers adviser, she worked in Essex and East London as practitioner and manager in careers services and further education, before moving into academia, lecturing on (and later running) postgraduate courses for career guidance practitioners and managers, for both initial qualifying and continuing professional development. Her current research includes employability learning and teaching, the development and transfer of employability skillset and mindset, and investigating how to use psychological approaches (including resilience and occupational reframing) for successful job searching.

Rachel has advised government departments on national policy for career guidance, and was Vice Chair of the parliamentary task force on the career guidance profession, which drew on her expertise in public policy and the management and training of the career workforce.

Co-author of Brilliant Graduate Career Handbook (Pearson, 2011), her research on graduate employability was put to good use in devising the transferable employability skills scale (TESS). More than 36,000 young people have taken this psychometric test which is freely available online within BBCLabUK.

In the UK, Rachel has delivered contract research for SkillsTrainingUK, Careersbox, learndirect, the NHS and the Ministry of Defence. She is working on two international research projects at present. With Warwick University she is undertaking narrative interviews with French people, investigating how they transfer learning in mid-career. She has co-edited a handbook for innovation in the training of career professionals, which draws on an Erasmus network of 42 partners across 28 member states led by the University of Heidelberg. Rachel will continue on the steering group for the next three years of this project.

Alongside her own publications, Rachel is on the editorial panel of the British Journal of Guidance & Counselling, and has recently co-edited a symposium edition on professional regulation.
François Nel is a researcher, author and educator who works with innovating news organisations and digital media startups worldwide. He is the founding director of the pioneering Journalism Leaders Programme at the University of Central Lancashire, home to the UK’s oldest journalism school, and initiator of the Media And Digital Enterprise (MADE) project, which is the only UK winner of the International Press Institute’s inaugural News Innovation Contest sponsored by Google.

François has initiated three ongoing studies into the impacts of technology on the business and practices of the newspaper industry, including: Where else is the money? A study on the evolving business models of newspapers in the UK; Laidoff: What do UK journalists do next? and the annual World Newsmedia Innovation Study, which he initiated in 2009 in collaboration with the World Association of Newspapers & News Publishers (WAN-IFRA).

A Fellow of the Higher Education Academy, François in 2013 also became the first new media specialist to be named a Fellow of the European Entrepreneurship Educators Programme (3EP). As such, he is amongst a select group of 25 UK academics and one of only 75 in Europe to have been awarded the prestigious 3EP Fellowship which aims to support and develop enterprise education.

He is co-founder of the Digital Editors Network (UK) and the first academic invited to join the World Editors Forum.

François was born in Zimbabwe, educated in the US, South Africa and the UK, and now works in the UK and internationally from his base at UCLan.
Training for the workplace, practice as research driven teaching, and technical innovation are the three key areas of interest that have driven Mary Oliver’s approach to teaching and learning over the 25 years that she has been working in higher education.

During this time she has worked concurrently as a professional performance artist and her practice has always informed her teaching. As a researcher, Mary’s expertise is in digital performance; a conflation of theatre, cinematic form and computation. This subject field is a constantly changing technical landscape and she has developed teaching practices in response to new innovations as they impact on the cultural sector.

Mary is currently Reader in Performance and Head of the Performance Research Centre at the University of Salford where she has worked for eight years. During this time she has developed specialist teaching areas in multimedia and digital performance. She writes and delivers modules and in 2011 successfully led the validation of a new Masters in Digital Performance course. Currently her pedagogic research is focused on the use of mobile communication systems to aid the teaching of contemporary performance.

With Stephen Gomez, Mary co-organised ‘Power in your pocket’, a training workshop for the HEA on the use of mobile technologies in the teaching of the Arts. Mary has published on the teaching of multimedia performance and continues to undertake training in order to maintain vitality in her teaching and professional practice. She teaches at all levels and is currently supervising five PhD students whose research intersects with her research. Since this is an interdisciplinary field, she is teaching students from every directorate in the school of Arts and Media.
Marina lived through a very traditional higher education learning experience at the University of Bologna and was mesmerised by the teaching and learning practices she encountered at the then Coventry Polytechnic when appointed as British Council Language Assistant in 1984. She thus began her transformational journey as reflective practitioner.

In the 1990s constructivism, hypermedia and the birth of the Internet offered her a new landscape of student-centred curricular creation. Marina became part of the cross-disciplinary and cross-university task force for assessment, learning and teaching. Working with her colleagues, international partners and with her students, many of whom also became her research assistants, Marina started to design courseware to teach Italian language and society. She published work on e-learning innovation and change management. The constructivist e-learning model underpinning the courseware she designed has since known many new ‘incarnations’ and has been disseminated to other subjects, but its principles remain the same: it is supported by metarefection; it assumes a willingness on the part of both lecturers and students to swap roles (and learn from each other); it presupposes an effective use of the affordances of the technology available at the time of the implementation of the curricular actions to maximise social-collaboration and knowledge-transfer.

Marina currently leads the Applied Research Group in Pedagogical Innovation in Languages and Literature. Many of her students have become her partners in an educational journey that has produced student-informed and student-driven curricular innovation in the area of threshold concepts. Marina’s doctoral dissertation discussed how she reflects on her practice ‘through the looking glass’ of her students’ perspectives.

Marina has published joint scholarly work with students on Computer Assisted Language Learning, digital literacies, personal development planning, intercultural communicative competence and threshold concepts. An example of a recent publication written with her students is Practising Language Interaction via Social Networking Sites: the “expert student’s” perspective on personalized language learning (Orsini-Jones, Pibworth and Brick 2013).

In 2012 Marina was awarded an HEA £60,000 Teaching Development Grant to explore intercultural Computer Mediated Communication (CMC) and metacognitive thresholds in international language exchanges with partners in the UK (Warwick) and Mexico (UNAM, Mexico City).
David Parkes
Associate Director of Information Services
Staffordshire University

David Parkes is a librarian and learning technologist by profession, with over 20 years’ experience in higher education, incorporating progressive responsibility in leadership and management. He is a Chartered Member of the Institute of Library and Information Professionals (CILIP), a Fellow and Academic Associate of the Higher Education Academy (HEA), a member of the HEA Deans’ Network for Open practice and OER, and a member of the Advisory Board for the Educause/New Media Consortium Horizon Project. David is also a member of several professional bodies and advisory boards including the learning and Teaching JISC Experts group, a Speaker4Schools consultant, a trustee of a Theatre trust archive and Chair and Trustee of a Museum and Heritage Charity.

Through his role David provides library, learning technology and learning support professional services for Staffordshire University. He is a writer, speaker and thought leader in ICT, libraries, educational technology, learning spaces and the future of libraries.

David has a passionate, innovative, imaginative, enthusiastic, collaborative and evangelistic approach to his work, and its effect on learning, scholarship and strategy across his institution and beyond. He has a progressive accumulation of knowledge, expertise, authority, responsibility and experience as a practising educationalist gained from 25 years primarily working as a librarian and ICT professional.

David has always worked beyond any limitations of roles and his profession, exploring boundaries and challenging convention but always delivering sustainable, personalised and scalable ideas and solutions to support learning.

Combined with this is a focused and disciplined theory practice philosophy of students as active participants in learning.
Darren Raven’s teaching practice involves developing vocationally-situated challenges that explore the concept of education as a liminal space, engendering a transformative exchange between learners, tutors and creative industry practitioners. His design projects require students to explore and apply design research methods to gain insight, inform process and underpin the development of practical skills.

Motivated by a strong commitment to widening participation, Darren has undertaken numerous curriculum development projects aimed at enhancing the student experience and improving the ability of students to articulate and reflect upon their learning.

In 2006 Darren conducted a CLIP CETL Teaching and Learning Fellowship award, focusing and developing students’ abilities with creativity and synthetic thinking skills through the adaptation of de Bono’s Cognitive Research Trust (CoRT) thinking tools process. Activities and workshops developed through this project continue to be shared with students, academics, managers and support staff both nationally and internationally.

Between 2007-2009, Darren collaborated in two UAL-wide projects exploring assessment feedback and achievement. Outcomes from these projects helped develop cross-year projects and co-curricular social activities to develop course culture. These included a learning-centred ‘medal and mission’ approach to assessment feedback language which highlighted positives and indicated areas to improve and new induction activities to develop learners’ understanding of expectations regarding course engagement and independent working.

In 2010, through a UAL Making a Difference award, Darren explored and successfully introduced problem-based learning (PBL) within the graphic design programme as a means to encourage the development of self-directed learning, collaboration, effective and flexible approaches to problem exploration and resilience for learning.

In 2012 Darren received a White Square Teaching Award, an initiative set up and voted for by UAL students. Feedback from this award included:

“Your students appreciate you go above and beyond what is expected from staff in your role. Students have demonstrated that not only are you passionate, approachable and inspirational, you also personally go out of your way to make an extra effort that is deeply appreciated.”

On 1 September 2013 Darren took up a new post at Staffordshire University.
Professor David Roberts
Professor of English
Birmingham City University

Professor David Roberts has taught at Birmingham City University for 11 years following appointments at universities in the UK and Japan. He completed his first degree at Bristol University and his DPhil at Worcester College Oxford. He has been a Head of School for ten years and combines his current post as Dean of Faculty with a strong commitment to teaching and research.

His teaching these days focuses on renaissance and restoration drama. He is particularly interested in using the resources of Early English Books Online to open up the Early Modern period to students of drama. But he has also enjoyed many happy hours teaching children’s fiction, gothic literature, poetry and the environment, creative writing and the early English novel. He has a fervent belief in the capacity of literary studies to transform students’ understanding of the world and to teach demanding disciplines of thought, research and expression.

David has published widely on theatre history. His 2010 Cambridge University Press study of the actor Thomas Betterton was short-listed for the Theatre Library Association’s George Freedley Prize, and his edition of Betterton’s book and picture catalogue is due out this year from the Society for Theatre Research. Current projects include a new introduction to Restoration Drama for Cambridge University Press. He has also worked on three volumes in the Oxford World’s Classics series and written two textbooks for Kogan Page. Occasionally he writes programme essays for the Royal Opera House and fiction for no one in particular. He also serves as Orator at Birmingham City University.

Currently David is thrilled to be Executive Dean of Performance, Media and English, a faculty which consists of the Birmingham Conservatoire, the Birmingham School of Acting, the Birmingham School of Media, and the School of English. The Faculty combines and blends different pedagogies to produce exceptional high standards of performance and achievement. David is proud to have taught and been read by thousands of university students the world over, but most of all to be the father of two more.
Professor Sue Robson
Head of School of Education,
Communication and Language Sciences
Newcastle University

As well as her current role at Newcastle University, Professor Sue Robson is a member of the Research Centre for Learning and Teaching (CILAT) and leads the Teaching and Learning in Higher Education (HE) Research Group. Her current research focuses on the internationalisation of HE and the implications for teaching, learning and the student experience. She convenes a Special Interest Group for the HEA focusing on internationalisation of the curriculum. She is co-principal investigator on an HEA benchmarking project on Promoting Teaching in HE.

Sue is a member of Newcastle University’s Internationalisation Executive Group. She teaches on postgraduate professional development (PPD) programmes in Education and supervises masters and doctoral research into innovative learning and teaching; the internationalisation of higher education; educational leadership and management. She led a team from CILAT to develop and deliver the Grad Skills Programme for international students and the Equal Acclaim for Teaching Excellence (EquATE) research and development programme for university teachers.

Sue is a member of the ESRC Peer Review College, the British Educational Research Association, the Society for Research into Higher Education and the European Educational Research Association Network 22 (Higher Education). She was a teaching champion for the HEA’s Teaching International Students Project, and delivered a keynote at the project conference on Recognising, supporting and rewarding innovative teaching in the internationalised university (June 2011, University of Warwick). Sue is a visiting fellow, Community for Academic Practice and Research in Internationalisation of Higher Education, Leeds Metropolitan University.

Sue’s recent publications include:
Robson, S. 2011 Internationalization: a transformative agenda for higher education? Teachers and Teaching, 176, 619-630
Pratap Rughani has been making documentary films for national and international broadcast for 25 years. Since 1991 he has interwoven his film practice with teaching and learning in universities, with a particular focus on writing new courses and curriculum development on BA and MA programmes at Goldsmiths’ College, City University and University of the Arts London.

He developed industry training for BBC Television’s new directors’ scheme and, with Arts & Humanities Research Council (AHRC) support, co-led a research network that launched the peer-reviewed Moving Image Research & Art Journal. He combined this with commentary on significant developments in his field, writing a number of book chapters and academic articles for a range of national publications including questions of media ethics explored in HE contexts.

He has reported for The Independent, co-edited New Internationalist, an international development magazine, and received awards for his documentary film work which focused on exploring experiences of communities with radically diverging perceptions of the world. He aims to use documentary film as an arena to broker dialogue and style ranges from investigative and social stories to human interest and environmental films. These include the RIMA Award-winning New Model Army, a documentary series about the experiences of Black and Asian soldiers in the British Army nominated for the Grierson award and Such a Wonderful Thing, exploring ‘Truth and Reconciliation’ in the new South Africa. He has made more than 30 documentaries for the BBC, the British Council and Channel 4 and for gallery spaces. He was a BBC trainee and script editor for BBC Drama, commissioning new writers.

Pratap has a particular interest in practical and academic questions of filmmaking, with a discipline-focus on observational documentary film, reporting and media ethics. He has extensive supervision experience at BA MA and PhD levels with an emphasis on inclusivity and reaching diverse student groups. He developed and now runs UAL’s first post-graduate filmmaking course: MA Documentary Film. He is a trustee of the environmental and development charity Pragya, and photographer for the development charity, the Karuna Trust.

His research themes are: documentary; ethics; trans-cultural communication; and listening & dialogue.
Dr Momodou Sallah has more than 20 years’ experience working with young people at local, national and international levels; from being the Youth Director of Gambia Red Cross Society to a Senior Youth Worker at the Leicester City Council, UK. Momodou mainly teaches on the undergraduate and postgraduate programmes at De Montfort University, leading on the Theory and Practice of Youth Work; Theory and Practice of Community Development; and Global Youth Work modules.

Momodou passionately believes in recognising the symbiotic relationship between academia and practice; the location of knowledge in the configuration of ways of knowing and being. In this light, he has constantly sought to take the classroom into the real world. He has instituted a regular annual study visit to The Gambia for students to explore the impact of globalisation and global inequality, in developing their praxis, where the students are at the centre of planning, implementing and evaluating the learning from the study visit. Momodou has also worked with current and former students to set up Global Hands, a social enterprise which brings the worlds of theory and practice closer through education and public engagement, international development and publishing of critical Southern perspectives, especially through the Journal of Critical Southern Studies.

Momodou has published extensively around globalisation and intercultural competence: especially in the fields of work with young Black people, young Muslims, participatory research methodologies, and Global Youth Work. These publications have greatly contributed to a field where there is a dearth of literature; therefore enhancing the student learning experience. His research interests include diversity, participation and globalisation, in relation to young people especially. Momodou also regularly supports colleagues in De Montfort University, nationally and internationally, including International Non Government Organisations, to embed the global dimension in their curriculum.

Dr Sallah is actively involved in advocacy and has organised over seven national or international conferences over the past five years bringing academics, students, policy makers and practitioners together, to develop curriculum currency and maintain a constant dialogue between theory and practice. He sits on a number of expert panels and regularly delivers training across Europe.
Alongside her role as lecturer and research supervisor across the undergraduate and postgraduate programmes in the School of Psychology, Dr Fay Short adopts numerous additional roles and responsibilities. At a departmental level, she is the Director of Undergraduate Studies in Psychology. At an institutional level, she is the internationalisation champion for the College of Health and Behavioural Sciences and an honorary counsellor with the Student Counselling Service.

Fay is also passionately committed to her own professional development. Alongside her PhD in Psychology, she holds a PGCert for Post-Compulsory Education and a PGCert for Higher Education, has completed TEFL training with a placement teaching in an orphanage in Cambodia, is an accredited learning coach with the Welsh National Assembly, and is currently completing a second Masters in Educational Studies with specific focus on Counselling in Education. Fay firmly adheres to the old adage that learning never stops, and her determination to continually enhance her own development through formal training and reflective practice contributes to her success as a teacher.

Fay’s teaching philosophy focuses on inspiration and encouragement, and her work seeks to excite students about learning, support those experiencing difficulties, and contribute to the development of effective teaching throughout the sector. This philosophy has developed during her extensive experience of learning in a variety of settings: postgraduate and undergraduate in universities and pre-tertiary levels in schools and colleges. In particular, experiences teaching 14-16 year-old pupils after they had been excluded from school provided her with an insight into the importance of support and inspiration.

In recognition of her success, Fay has received the highest accolades available for teaching at Bangor University: the Teacher of the Year Award at the Student Led Teaching Awards in 2012 and an Institutional Teaching Fellowship Award in 2011. She is widely recognised as a teaching expert and regularly in demand by colleagues looking for advice and guidance on effective teaching methods: in the words of one who attended such training; “I am learning so much from you, not just the content, but how to teach, how to inspire, and how to do all of this with a smile.”
Engagement, outreach and building communities of active learners and educators lie at the heart of Professor David Smith’s educational practice.

A wide range of innovative approaches have been used to engage student learning, not only at the University of York, where he has pioneered active-learning techniques in lectures, but also nationally and internationally. Over the past 10 years he has engaged with more than 30,000 A-level students, in highly interactive lectures. Furthermore, by developing a YouTube channel (ProfessorDaveatYork) he has engaged with a global audience. By empowering his students to make their own YouTube videos as part of an innovative module, he has enabled them to become global educators in their own right.

In leadership positions, Dave has played a key role influencing colleagues and ensuring that innovation remains embedded at the heart of his own highly successful Department of Chemistry. He has also delivered seminars, training courses and written peer-reviewed papers with the goal of influencing academics in other institutions to experiment with some of his innovative methods.

By careful reflection, through listening to students, engaging with colleagues and educationalists, and using social media such as Twitter in an active manner to become an influential member of a broader academic community, Dave has enhanced the quality of his own educational practice.

As such, Dave is a rare academic, a highly successful researcher, who is fully engaged as an active member of the broader academic community, and for the past 13 years has been leading innovative approaches to enhance student learning and engagement.
Dr Sarah Speight
Associate Professor, School of Education
The University of Nottingham

Dr Sarah Speight is an archaeologist working within an academic school of education. These two disciplines jointly form her guiding principles: that teaching and learning must have relevance to real lives, and that what and how people learn should enable them to make a worthwhile contribution to society.

She began her university teaching career as a peripatetic ‘extra-mural’ tutor teaching evening classes to adult students in local centres around the East Midlands region. This experience equipped her with the skills she needed for working with diverse groups in diverse settings. She had to be adaptable in managing challenging spaces and creative in using teaching methods that engaged students of all ages, educational backgrounds and life experiences. When she moved into ‘mainstream’ university teaching she brought these skills with her and has continued to apply them.

Sarah’s research interests have changed considerably during her career although a consistent thread runs through them: using the past to illuminate the present, and investigating responses to change and crisis through time. Towards the end of her post-PhD work, on early Norman castles, Sarah was exploring the impact of redundant medieval monuments upon communities and local identities. She was interested in the ‘adaptive re-use’ of past culture for present needs. This linked to a period researching the history of adult education in which she examined the impact of crisis upon curriculum (e.g. the shift from political history to local history that is found after the second world war). Sarah is still looking at the impact of crisis on curriculum, but now her focus is on employability and sustainability – areas linked to the crisis points of our age.
Dr Maddalena Taras
Senior Lecturer
University of Sunderland

Dr Maddalena Taras has a passionate interest in assessment and student learning. As a University Teaching Fellow, she developed, implemented and evaluated an innovative model of student self-assessment. This was used across Faculties, subject areas and levels at her own institution, where it has played an important part in enhancing the student learning experience.

Maddalena has published and presented extensively in the UK and internationally. Her theoretical work includes a comprehensive framework for summative and formative feedback and self-assessment, and she has also explored and evaluated established theoretical approaches both within HE and across sectors, making an important contribution to current debates on this aspect of learning and teaching. This work has highlighted how cross-sector tutors’ understandings interlink with specific cultural contexts within discourses of assessment for learning, the theoretical claims which are made within sectors and how these can be understood within wider inclusive educational principles.

She has examined linguistic and cultural contexts of assessment and tutors’ perceptions and understandings, clarifying how our perceptions of assessment can influence our beliefs and practice and how these relate to the choices we make in supporting our students’ learning. This ongoing work will expand to include the relationship of assessment and feedback to the whole student learning experience. In addition, it further lends itself to better exploring of students’ beliefs about feedback and assessment and how tutors and students can come together to build shared understandings through dialogic collaborations and partnerships.

Linguistic and cultural influences on perceptions of assessment are also a relatively unexplored area, and particularly how they affect our practices. Understanding assessment and feedback within personal and institutional discrepancies in practices and discourses is an area within which she has made tentative initial steps. The common thread within Maddalena’s activities explores how to align practices with discourses, theories and empirical evidence and provide students with a truly learner- and learning-centred experience.

Maddalena has published and presented extensively in her field including articles, book sections, conference dissemination and a book. Most recently she was co-editor: Merry, S., Price, M., Carless, D. and Taras, M. (eds) Reconceptualising Feedback in Higher Education, London and New York: Routledge.
Dr Wendy Thorley  PhD, MEd, BA (Hons) Education and Training, RGN
Senior Lecturer in Childhood Studies
University of Sunderland

During her time at Sunderland Dr Wendy Thorley has been involved in several programmes as a consultant and programme leader, including: Applied Family Studies, Early Years Professional Status, Foundation Degree in Education and Care, BA (Hons) Education and Care, Higher Level Teaching Assistant and collaborative partnerships with further education colleges and Local Authority organisations for continuing professional development (CPD). She has led her department in developing the use of technological innovations to enhance the student learning experience. Her innovative use of virtual learning environments for network peer and tutor support and the collection of student feedback has been commended by external examiners.

Starting her career in the NHS, Wendy undertook a range of CPD initiatives to develop her teaching and learning expertise. She gained professional experience in compulsory education, and then in Local Authority Social Services Human Resource Department (HRD) related programmes and further education before moving into higher education. Her ability to incorporate a multi-agency perspective to her teaching is recognised and appreciated both by her students and her colleagues:

“...Dr Thorley... has made an invaluable contribution to the learning experience of a wide range of students...she is committed to extending their learning by stimulating their curiosity and interest.” (Ms Margaret Parsons, Team Leader: Childhood Programmes).

“The University... recognised the unique contribution Dr Thorley could make to raising the quality of our programmes and to enabling our undergraduate students to achieve to the best of their ability.” (Ms M Stephenson, Associate Dean, Student Experience)

In addition to her teaching commitments Wendy incorporated fund-raising activities with students, their families and communities to promote student identity with their programme, University and emerging professional identities. The success of this initiative has been recognised in several recent publications including Enhancing the undergraduate student experience via fund raising partnerships: An action research project (forthcoming, Education Action Research) and ‘What Works? Student retention and success programme’ research project (2012, Paul Hamlyn Foundation, HEFCE). She is highly regarded within her institution and across voluntary and statutory organisations locally and regionally.
Dr John Unsworth
Principal Lecturer
Northumbria University

Dr John Unsworth’s teaching has been heavily influenced by his long and varied career in both nursing and the National Health Service. As a teacher John considers his role is to ensure his students develop the knowledge, skills, competence and confidence to be safe and effective practitioners. Teaching on a number of undergraduate and postgraduate programmes which lead to nursing registration, John has led the development of more authentic approaches to assessment and learning. He has a particular interest in the use of simulation to develop his students’ competence and confidence and he has researched, presented and written widely on this topic.

John continues to take an active role in healthcare provision through his work as a non-executive member of clinical commissioning groups and his work with the Nursing and Midwifery Council, the UK’s Nursing and Midwifery Regulator. With extensive experience of healthcare provision and patient safety John is aware that students often struggle to gain experience of rare but potentially catastrophic events during their initial education. This can place both the student and their future patients in a difficult and potential high risk position. Simulation enables students to gain experience of these rare events while at the same time learning in a very safe and controlled environment.

Alongside his work to develop the competence and confidence of his students John has also pioneered new approaches to student assessment in the workplace. This involved moving from a system of assessing numerous competencies on every clinical placement, to a system of integrated assessment of competence structured around care delivery or the management of care. The new system of practice assessment aims to improve feedback to students and develop greater assessment utility particularly related to validity, reliability and educational impact.

John has a range of research interests including the use of simulation to promote student learning around safer care and the role of human factors in patient safety. He is particularly keen to develop colleagues and promote research informed teaching through working with a number of novice researchers to undertake pedagogical inquiry and educational action research.
Dr Rupert Ward
Head of Informatics
University of Huddersfield

Dr Rupert Ward is an innovative and reflective practitioner who has contributed to a broad range of technology and process-based improvements which have had a significant impact on student learning, both in the UK and internationally.

Combining expertise in computing, physics and education Rupert has been able to incorporate a broad range of educational perspectives into student-focused initiatives in virtual environments, mobile applications and web-based development in areas such as personal development, multimedia production, entrepreneurship, assessment and feedback, study planning and academic resourcing.

He has also contributed to improvements in a broad range of processes at the institutional, national and international level. These include quality enhancement procedures, assessment and feedback, student satisfaction and engagement, employability and private sector involvement in higher education.

Rupert works collaboratively with students and colleagues, and has been part of teams recognised nationally for assessment and feedback (Highly Commended, ICT Innovation of the Year, THE Leadership & Management Awards), student experience (National Acquisitions Group Award for Excellence and Guardian Award for Student Experience), employability (THE Entrepreneurial University of the Year), customer service excellence and enterprise. He has also been recognised by the Higher Education Academy for his strategic impact and wider commitment to academic practice and enhancing the student learning experience as one of its first Principal Fellows.

Rupert’s main teaching and learning interests include technology enhanced learning (especially international higher education development), quality enhancement and the student experience.
Dr Nicola Whitton
Research Fellow
Manchester Metropolitan University

Dr Nicola Whitton is an educational researcher with 14 years’ experience in higher education in teaching, technical, managerial, educational development, and research roles. She is dedicated to promoting active, collaborative and playful learning, and engaging with colleagues and learners to enhance practice. She has a passion for innovative approaches to teaching and assessment, rigorously researched, with lessons learned shared with the wider community. She believes that by taking an open approach to her practice, with a willingness to take risks and learn from her mistakes, that she can truly transform the learning experience for students.

Nicola is a Research Fellow in the Education and Social Research Institute at Manchester Metropolitan University, specialising in the use of games to enhance teaching and learning in higher education. She is a Director of the Technology, Innovation and Play for Learning (TIPL) research group and leads several research projects, including Game-Based Learning for Older Adults (GAMBALOA), an EU partnership investigating the potential of games with older learners, and Making Games in Collaboration for Learning (MAGICAL), which aims to promote and evaluate collaborative game-building as a pedagogic approach. She has also published widely in the field and her first book, Learning with digital games, was described as the “best, broadest and most well-reasoned starting point available” by one of the leading academics in the field.

One of her proudest achievements was establishing the Association for Learning Technology Special Interest Group on Games and Learning, a thriving and active academic community with over eighty members. She is a regular speaker at conferences, and maintains a reflective blog at http://playthinklearn.net.
Throughout her career, Dr Rachel Wicaksono has had roles that have allowed her to focus on facilitating effective international communication and language learning. She worked as a teacher and trainer of teachers of English as an additional language for many years in Indonesia (with Voluntary Services Overseas), India, Vietnam, Japan, Pakistan, Sri Lanka, Sweden, Hong Kong, Singapore and Malaysia. On returning to the UK she joined York St John University as an educator of teachers of English to speakers of other languages (TESOL) educator and is now Head of the Centre for Languages and Linguistics there.

Rachel’s current teaching and research focuses on raising awareness within UK universities of the need for UK students to participate in international conversations in order to develop their ‘English as a lingua franca’ communication skills.

She has disseminated her research findings via an award-winning website; at local, national and international conferences; and in a variety of publications, including York Talk, the York St John newsletter; a recently-published ground-breaking textbook for advanced undergraduates and Master’s students, and a community website for applied linguists.

Professor James Paul Gee of Arizona State University, USA, says of the textbook, co-authored with colleagues at York St John and the University of Texas, El Paso: “Mapping Applied Linguistics is far and away the best introduction to applied linguistics we have to date. But it is more than that. It is a major contribution to the very definition and foundations of the field. It will be viewed as a seminal book.”

Professor Angela Goddard, Rachel’s former line manager at York St John, says: “Rachel is a fantastic teacher who constantly assesses her own practice, and a gifted researcher who knows how to turn intellectual insights into applied outcomes. Since joining my subject area, she has made a huge difference to the scope and potential of our programmes, putting ‘Englishes’ firmly on the agenda, using her intercultural expertise to encourage students to try new ventures, and developing her own digital communication skills to underpin her international pedagogy.”

Dr Rachel Wicaksono
Head of Languages and Linguistics
York St John University
Dr Christopher Wiley
Senior Lecturer in Music and BMus Programme Director
City University London

“Chris is such an enthusiastic individual. He is hugely passionate about what he teaches, and he brings so much life into his lectures. He is dedicated to the University and to its students, and works incredibly hard to make sure all his students achieve and reach their full potential.”
BMus student, 2012

Throughout his career Dr Christopher Wiley has been at the forefront of curriculum development and teaching innovation, leading major change as Programme Director of the BMus and MA Music degrees, supervising research students to completion and publication, and pioneering new learning technologies.

Chris’ excellence in teaching has been recognised in multiple University prizes, including the Student Voice Award which he received two years consecutively (2011, 2012). His commitment to professional development as a teacher is such that he has pursued the University’s MA in Academic Practice, beyond the requirements of his institutional role.

At the heart of Chris’ teaching is the belief that students should be empowered to take control of both what they learn and how they learn. As one student explains: “We had meetings and he set up polls to assess the class’ preferences with learning, such as [...] the topics and how we want to receive feedback. This hands-on approach increases the comfort of the class and increases our dedication to the module.”

Concurrently with his international profile for musicological scholarship, Chris has conducted educational research in areas including assessment and feedback, module evaluation, the use of social media, and electronic voting systems. While on secondment as Learning Development Associate in 2011–12, he wrote a series of case studies profiling exemplary teaching practices, which have enjoyed wide dissemination through the University’s educational vignettes website.

In the past year alone, Chris has delivered conference papers at the 2012 Turning Technologies User Conference, the 19th International Conference on Learning, and the 17th Annual SEDA Conference. Following the former, he was immediately invited to become a Distinguished Educator with Turning Technologies, their first ever from the arts and humanities - a gratifying acknowledgement of his potential as a world leader in teaching.

After nine years working at City University London, Chris joined the University of Surrey in September 2013, where he is Senior Lecturer in Music as well as Director of Learning and Teaching across the School of Arts.
National Teaching Fellows 2013

Professor Neil Witt
Professor of Technology Enhanced Learning and
Head of Academic Support, Technology and Innovation
Plymouth University

Professor Neil Witt began his academic career as a lecturer in marine navigation and communication systems in 1993 and has been using technology to enhance his students’ learning for the past 20 years. His role allows him to share his expertise in technology-enhanced learning (TEL) with colleagues across the University, partner colleges in the South West and across national and international HE sectors.

Neil’s innovative use of technology is based on his philosophy of striving for inclusivity for all students and embedded into his practice is the ethos of working with learners to ensure that their needs have been met. He does so by employing user needs analysis, focus groups and continuous feedback when creating and developing resources. He leads a multidisciplinary team of learning technologists, information specialists, digital skills developers and professional researchers. The team works alongside students and staff to develop their understanding of learning technologies and digital skills.

He is responsible for horizon scanning, strategic development, coordination and implementation of University-wide TEL initiatives and for providing support to faculties in their translation and implementation. Neil leads the research and enquiry underpinning TEL in support of the University’s teaching and learning agenda. He coordinates internally-facing and externally-facing TEL activities and manages a portfolio of externally-funded projects.

Neil has managed, or taken a key role with, more than 50 TEL projects including the Shell-fish online assessment and feedback, UsPaCe Web2.0 initiative and the UPlaCe Repository. He was technical director for the Higher Education Learning Partnerships Centre for Excellence in Teaching and Learning.

Recently he has directed the Pineapple project, part of the Jisc workforce development and lifelong learning programme, which focused on accreditation of prior experiential learning (APEL). He was part of the Web2Rights team developing intellectual property rights and copyright diagnostic tools for students and staff working in the digital environment. Currently he leads the Jisc-funded SEEDPoD project, investigating the development and embedding of digital literacies across Plymouth University and its UK and overseas partner institutions.
Professor Mark Woolford

Director of Education

King’s College London

Professor Mark Woolford has been involved in education in dentistry since 1984. He has worked at a number of dental schools around the UK, obtaining his PhD at the University of Dundee before returning to London to take up a post at what was to become (in 2000) King’s College London Dental School.

Since 2007 Mark has been the Director of Education at King’s College London Dental Institute, the largest Dental School in the UK, graduating 20% of the UK dentist workforce and providing the largest amount of postgraduate education of any UK Dental School. Due to his passion for maximum participation he has provided the widest entry opportunities within a five-year programme, including four-year and three-year pathways. Due to a personal interest in widening participation he has introduced an enhanced support programme for excellent applicants who may never have considered dentistry as a career.

Although he has a high administrative and clinical workload students are the most important elements of his work. One student wrote: “Myself and (my partner) are very much indebted to you for all your help and understanding throughout...In the meanwhile though, I would like to thank you, ‘one of the unsung heroes,’ for everything you have done for us.”

Mark has won a number of accolades both within College and internationally for the quality of his teaching and level of care for students and their learning. He was promoted to Professor of Education in Dentistry in 2012, in part in recognition of his excellence in provision of teaching and learning at King’s.

Mark is also an honorary consultant in restorative dentistry. This clinical commitment ensuring his teaching is not just based on theory, but also on practical ability.

The use of research to inform practice is an important part of his work and he has a specific interest in the contribution and specific challenges of mature students within the dental programme; this work lead to the award of an MA in Academic Practice in 2010. He has produced a number of publications on pedagogic issues.
Jonathan Worth FRSA
Associate Senior Lecturer in Photography
Coventry University

For 15 years Jonathan Worth was a self-employed professional photographer with studios in London and New York and a client list including Rolling Stone, Vogue, the New York Times, and the Guardian, Levis, Swiss Army Watches and Paul Smith. His work is exhibited internationally, including portraits within the National Portrait Gallery’s permanent collection. The first ten of those years were successful but, with an industry and economic model approaching seismic change, the digital disruptions to the profession meant he had to re-navigate it as a co-learner in his own open classes.

Over the last four years he has developed a radically new approach to teaching, which magnifies the classroom experience through the affordances of social media and networked environments; these classes also embody the issues they seek to explore. The effect has been to extend conventional photography teaching practices; exploring a new open-connected photographic education which links the expanded classroom, 21st century academics and industry.

The Open Photography classes offer exciting possibilities for institutions and individuals by:
• enhancing the students’ experiences, putting them at the centre of a networked media populated by international communities of professionals and academics;
• magnifying the students’ profiles as practitioners and learners - repurposing their existing social media environments and re-thinking their digital habits to promote their work and ideas;
• using existing social media architecture (blogs, Facebook, Twitter, Google+, iTunesU, etc.) to aggregate and make all the class content freely accessible under a CC BY-SA Licence in a sustainable way;
• lowering barriers to entry into the HE experience, for new groups and audiences;
• offering new possibilities for personalised, and open collaborative learning, encouraging and enabling the formation of independent online learning communities;
• offering sustainable approaches by repurposing existing resources to make University key assets (such as the mentored teaching and learning experience) into outward an facing touch-point.

Professor David Campbell, Durham University, quoted in WIRED, said: “Jonathan’s course experiments are fantastic; he is probably the most creative teacher I know.”
The Higher Education Academy is a national body for learning and teaching in higher education. We work with universities and other higher education providers to help bring about change in learning and teaching. We do this to improve the experience that students have while they are studying, and to support and develop those who teach them.

Our activities focus on rewarding and recognising excellence in teaching, bringing together people and resources to research and share best practice, and by helping to influence, shape and implement policy - locally, nationally, and internationally.

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