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

Welcome to the 2014 awards of the National Teaching Fellowship Scheme (NTFS) and to the family of colleagues who make up the Association of National Teaching Fellows (ANTF). I am delighted to offer my warmest congratulations to this year’s National Teaching Fellows (NTFs). Your great achievement shows that your students can learn from the very best in their respective field, and benefit from an excellent learning experience. I am proud of you all, you truly deserve this award.

The HEA is honoured to manage the NTFS. It forms a major part of our work to recognise learning and teaching in higher education. We are committed to supporting the higher education community in delivering world class learning and teaching to students and our new NTFs have clearly demonstrated their own commitment to enhancing learning through their creativity, dedication and professionalism.

As is the case every year without exception, our Advisory Panel and all our reviewers gave their much-respected counsel. Their support and expertise is invaluable to the NTFS and I would like to thank them for their commitment to the scheme, and to learning and teaching. This year we welcomed a new Chair of the Advisory Panel, Professor Sir David Greenaway, Vice-Chancellor of the University of Nottingham. I very much look forward to working with him, and of course our new NTFs, in the years to come.

Welcome from Professor Sir David Greenaway, Chair, NTFS Advisory Panel

As Vice-Chancellor of the University of Nottingham I am extremely proud of our National Teaching Fellows and all their achievements. So I was delighted when I was asked to become Chair of the NTFS Advisory Panel last year and I eagerly accepted the invitation.

It has been a remarkable first year for me as Chair of the Panel, and I am very grateful for all the support and knowledge I have gained from my fellow Panel members. I am now proud not just of Nottingham’s NTFs, but of all NTFs, wherever they teach. I have truly been inspired by their determination and ingenuity in providing their students with the best possible learning experience.

This year has seen another 55 exceptional staff across higher education being recognised and celebrated for their teaching and I am delighted that many thousands of students can benefit from their expertise. I am sure they will be wonderful ambassadors throughout their teaching careers, inspiring not only their students, but also their colleagues, to exceed their potential.

Congratulations to you all!
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 2014 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 NTFS 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 the criteria, assessment and selection of NTFs. Professor Sir David Greenaway, Vice-Chancellor of the University of Nottingham, was the newly appointed chair of the Panel for NTFS 2014.

The Panel members for 2014 were:
Professor Richard Barnett, Vice-Chancellor, University of Ulster
Dr Debbie McVitty, Head of Further and Higher Education, National Union of Students
Dr Judith Foreman, Dean of Higher Education, Wakefield College
Jacqui Hare, Deputy Vice-Chancellor and Director of Student Experience, Cardiff Metropolitan University
Professor Veronica Lewis, Principal, London Contemporary Dance School and Joint Principal, 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

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 and the HEA work in partnership to support the involvement of National Teaching Fellows in debates about learning and teaching practice and policy at disciplinary, institutional, national and international levels. The current chair of the committee of the ANTF (CANTF) is Dr Kirsten Hardie (NTF, 2004), Associate Professor, Arts University Bournemouth.

CANTF plays a leading role in the planning and delivery of a range of NTF events and activities, including the NTFS symposium and NTF Roadshows. The ANTF facilitates NTFs working collaboratively. For instance, a group of NTFs have worked together to produce a publication entitled ‘For the Love of Learning’ (2013, Palgrave Macmillan), edited by Dr Tim Bilham (NTF, 2007) with a foreword by Professor Stephanie Marshall, Chief Executive of the HEA. The book, focusing on innovative practice has contributions from 38 NTFs.

To learn more about the NTFS, please visit https://www.heacademy.ac.uk/professional-recognition/awards/national-teaching-fellowship-scheme-ntfs.
Professor Rob Ackrill
Professor of European Economics and Policy
Nottingham Trent University

Professor Rob Ackrill is a senior researcher in Nottingham Business School, with a passionate commitment to providing a stimulating and inspiring learning and teaching environment for his students. He makes extensive use of his accumulated research experience to develop modules and assignments that encourage and help support students, in ways that enable them to develop and enhance their own learning.

Rob believes that Economics is a vibrant, vital and fascinating subject to study and seeks to convey not only his enthusiasm, but also the importance of the subject. His ability to link economic theory and real-world events is particularly appreciated by students, who have commented that he “has an outstanding array of Economics knowledge, complete with examples to back up every theory that he mentions”, that “his knowledge of Economics is incredible and makes us as students want to learn more” and that, as a result, one student said, they “learnt a lot and I’m able to apply all concepts to the real world almost straight away”.

Rob aligns module content, student-led class activities and assignments, so students develop the skills to become independent learners. Key to this is the deployment of a range of research-type activities, from guidance about collecting simple pieces of factual information, to the preparation of extended assessments involving multiple research activities requiring a range of analytical and interpretive skills. He has developed the activities which promote these skills with reference to the Economics Network’s Survey of Employers of Economists, identifying and seeking to respond to those aspects that employers value highly in Economics graduates.

Rob has taken on a series of roles enabling him to promote subject-specific and transferable research skills, not only among his students, but also creating a support system for colleagues, in their own research and in support of their students. A crucial input into Rob’s teaching is his own research. This informs and enlivens what he teaches, helps him keep his syllabi up-to-date, and enables students to see how research – of all kinds – can help and enliven their own learning.
Professor Matthew Almond
Professor of Chemistry Education
University of Reading

Professor Matthew Almond is recognised as an outstanding, multi-award winning practitioner. He has won the Reading students’ union student-led teaching award for best lecturer in the faculty of life sciences in 2010 and 2013 and was short-listed in 2012; a unique record within his institution. Matthew’s pedagogy is focused around the students as partners philosophy and he has worked with students across a wide range of academic disciplines to enhance the student learning experience. He believes in a varied approach to teaching, combining old and new, and as such he has been at the forefront of the introduction of technology-enhanced learning at Reading.

Matthew recognises the importance of enhancing students’ transferable skills as part of their curriculum, including professional and research skills. Throughout his career he has taken on a large number of important professional roles within his institution. These have included Head of Department of Chemistry, School Director of Teaching and Learning within the School of Chemistry, Food Sciences and Pharmacy and he is now Associate Dean for Teaching and Learning in the Faculty of Arts, Humanities and Social Sciences. These appointments demonstrate his commitment to using his experience to lead and mentor others and to ensure that good practice is disseminated as widely as possible.

Matthew’s work has led to national and international recognition, and he is external examiner at three institutions as well as carrying out important roles with a number of professional bodies such as Royal Society of Chemistry, Higher Education Academy and Quality Assurance Agency for Higher Education. He has taught at several overseas universities, including Auckland, New Zealand and NUST, Nanjing, China. These roles have allowed him to raise the profile of excellence in teaching while maintaining a clear student-centred focus in his work.
Dr Deborah Anderson
Associate Professor
Kingston University

With 12 years’ work experience in marketing and a PhD in educational research, Dr Deborah Anderson combines rigorous academic principles with a practical eye on students’ future employability. She sees it as her role to develop inquisitive students and provide them with constant opportunities to develop their confidence. In 2013 her innovative teaching resulted in a ‘Teacher of the Year’ award in which one student commented:

“By FAR the most enthusiastic, knowledgeable, and outgoing lecturer I have had the pleasure of learning from. Deborah makes learning fun on a whole new level; she takes that extra step and makes the class vibrant and more interactive than any other module during my four years at university.”

As an advocate of excellence in learning and teaching, Deborah researches her practice and shares it with others, resulting in an impact beyond the boundaries of her own discipline and institution. She is a regular presenter at the Society for Research into Higher Education (SRHE) Conference and at the Academy of Marketing. She has been particularly successful in encouraging colleagues to engage in professional development to improve their own practice and thereby raising the profile of excellence in learning and teaching in higher education. Her current research interests include a focus on an innovation in which students go into the workplace to film interviews with business practitioners. The innovation, Employer Insights, is in collaboration with careers advisors and is supported by alumni.
'I love beginnings' is a wonderful quotation from a lecture given by the architect Louise Kahn at the 1972 International Design Conference, Aspen, Colorado. For Jane Anderson, beginnings are synonymous with learning. Each moment of realisation is a beginning. Unusually she started her teaching career with an extended period of observation in the architectural design studio. Her teaching practice is still informed by her study of the dynamic between student and tutor.

Jane practiced as an architect in Germany and the UK, particularly enjoying working with pupils and teachers to design school buildings. She balanced this with teaching in the progressive year-one design studio led by Professor Ruth Morrow at the University of Sheffield. This imparted a belief that year-one students are capable of tackling complex problems. At Oxford Brookes University she runs OBI LIVE, a radical programme of real live projects designed and implemented by students for the local community. Past projects include a moveable ticket booth for an outdoor theatre company and an exhibition of archaeological artefacts.

These projects often have implications beyond the initial premise. One student commented:

“My involvement in Live Projects has always been so different from other educational experiences. Fundamentally because they’re real and physical. Something that affects people, their lives, often having political and social impact.”

Jane is co-founder of the Live Projects Network, an international online resource to connect students, academics, practitioners and clients involved in live projects. The site features a diverse range of case study projects from across the world and is a repository for live project resources. She has written extensively on the subject of live project pedagogies and co-authored a widely accepted definition of the contested term, live project.

Currently investigating the extension of live pedagogies into other disciplines such as healthcare, Jane is also collaborating with an archaeologist and furniture designer to co-edit a book on the relationship between people, objects and buildings. She is author of Architectural Design, a guidebook to the design studio for students and new tutors that connects the worlds of architectural practice and education.
Dr Jill Barber
Senior Lecturer in Pharmacy
University of Manchester

Dr Jill Barber attended a South London comprehensive school and then studied Natural Sciences at the University of Cambridge, specialising in Organic Chemistry. She completed her PhD at the same University, and then undertook post-doctoral research in Karlsruhe and Heidelberg where she learned a certain amount of Biochemistry and German, and sang a lot of early church music. She worked and sang in Oxford for just over two years, before securing a permanent position at the Manchester Pharmacy School. Jill’s husband is a hospital pharmacist and her two daughters are both university students (in Chemistry and Biochemistry). All three have a considerable impact on her teaching practice.

Jill teaches Pharmaceutical Chemistry and Biochemistry to Pharmacy and Chemistry students in Manchester. She has also taught at the University of Ghana. She is especially interested in global health and teaches courses that integrate science, politics, philosophy and professional practice in approaches to the eradication of disease. Usually she manages to integrate some music as well.

She has a strong interest in online learning and has introduced a number of innovative practices into the Pharmacy curriculum. She is especially interested in the delivery of personalised feedback to large classes, and, in collaboration with her colleague Steve Ellis, has developed SmallVoice, an app that can be used to deliver very detailed feedback on assessments, attendance and other factors to individual students.

Jill spent much of 2012 and 2013 editing the first Pharmaceutical Chemistry textbook aimed specifically at Pharmacy students. The book, which has attracted excellent reviews, is part of the Integrated Foundations of Pharmacy series published by Oxford University Press.

Jill enjoys teaching outside the University, and has given talks at Stockport University of the Third Age and Parris Wood Sixth Form Centre. She is a Lady Grandmaster of the International Correspondence Chess Federation, and during 2000–2006, she coached Beaver Road Primary School’s chess club to success in the English Primary Schools Chess Championship.

She still sings and plays the trombone with the Manchester Universities’ Choral and Orchestral Society.
After graduating from the University of Liverpool with a BA in French, Professor Derek Connon began research for a PhD on the theatrical works of Diderot. This topic appealed not only because of his interests in the field of French literature, but because of the fact that Derek had always acted, and it was during this period that he began directing student productions in French. He completed his PhD in 1984, but in 1982 had already started a three-year lectureship at Queen's University Belfast. This was followed by posts at the Universities of Exeter and St Andrews. This variety of experience gave Derek a broad outlook on university teaching, which served him well when he took up his current post at Swansea in 1989.

At Swansea Derek has taught on a number of modules devoted to French literature and culture; teaching texts from the 17th to the 20th centuries in all literary genres, but with particular emphasis on his specialism of drama. He has also contributed lectures on cinema, music and art. Like all modern language specialists, Derek has taught classes on the French language, with a particular interest in translation, and has contributed to the development of translation studies in the department.

As well as being a member of the University's Learning and Teaching, and Regulations, Quality and Standards Committees, and chairing the Undergraduate Student Cases Committee, Derek was fortunate to be a member of the committee tasked with revising the University's academic infrastructure; a move intended to promote equality of treatment between students and aid the sharing of good practice. As a result of the subsequent changes, Derek moved from being Dean of Arts and Humanities, to become the first Dean of Undergraduate Students, which is a role he finds hugely rewarding. After serving for a number of years as editor for French, Derek is now General Editor of the Modern Language Review, and is also a trustee of the Modern Humanities Research Association.

In addition to his academic interests, Derek is a keen musician, which sometimes finds its way into his teaching and research.
Dr Matt Cook
Senior Lecturer in History and Gender Studies, and
Birkbeck Director of the Raphael Samuel History Centre
Birkbeck, University of London

Dr Matt Cook has taught in the Faculty of Lifelong Learning and then in the Department of History, Classics and Archaeology at Birkbeck, University of London, since 2005, and has been Birkbeck Director of the Raphael Samuel History Centre since 2008.

Matt works across academic and popular history boundaries, encouraging hands-on and collaborative learning, “I felt we had agency in class”, said one Birkbeck student; “Matt is dynamic, engaging, supportive and very informed.” He has worked with archives, museums, galleries and community groups to involve diverse audiences in history and history making. He is in particular demand during lesbian, gay, bisexual and trans (LGBT) History Month when he convenes archive workshops, debates and other events relating to his research on queer histories. These are histories that have a reach well beyond the university seminar room, he says, and participants agree: “I learned that my story mattered and how it related to others”, said one. Another noted that a queer archive workshop inspired him “to see what bit of evidence I might have in my own attic”.

Archivists, curators and colleagues meanwhile attest to the way Matt inspires by example, encouraging others to reflect on how to best enable learners to develop their ideas and questions. His work has been recognised in a Birkbeck Award for Innovation in Teaching and in successful bids to the National Institute for Adult Continuing Education (NIACE) and Higher Education Innovation Fund (HEIF) for an annual public history festival he has organised for adult learners across London since 2009.
**Dr Tom Crick**

Senior Lecturer in Computing Science  
Cardiff Metropolitan University

Dr Tom Crick is Director of Undergraduate Studies in the Department of Computing & Information Systems at Cardiff Metropolitan University, having completed his PhD and post-doctoral research at the University of Bath. His underlying philosophy of scholarship is simple: to be a transformational computer science academic. Alongside his academic research, he has published widely on computer science education and sits on the editorial board of the HEA Innovation in Teaching and Learning in Information and Computer Sciences (ITALICS) journal.

Tom’s academic interests span across educational, scientific and economic pipelines, linking into and out of higher education. He is Chair in Wales of Computing At School (CAS), an organisation that has been at the forefront of the campaign to promote and support the teaching of computer science in UK schools. He sits on the Welsh Government’s National Digital Learning Council and the National Assembly for Wales Cross-Party Group on Science and Technology and in September 2013 co-chaired the Welsh Government’s review of the ICT curriculum. He is a Trustee of BCS, The Chartered Institute for IT and sits on the Board of Directors for the Campaign for Science and Engineering, the leading independent advocate for science and engineering in the UK. He is also a Trustee of the British Science Association.

Tom uses his blog, Computing: The Science of Nearly Everything and Twitter (@DrTomCrick) to underpin his learning and teaching, research and policy activities, as well as being a frequent expert commentator on radio, TV and print media. He was a British Science Association Media Fellow in 2011 with BBC Wales.

His academic work was recognised in 2013 as an outstanding contribution that has had a transformative impact, being awarded The Worshipful Livery Company of Wales Gold Award: “a substantial award to a young person who has demonstrated a major contribution to the arts, science or technology for the benefit of the people of Wales”. In December 2013, Tom was named by the Education Foundation – the UK’s education think-tank – as one of their Education Reformers of the Year for his work in computer science education.
Professor James H. Davenport
Hebron & Medlock Professor of Information Technology
University of Bath

Professor James Davenport is a member of both the Mathematical Sciences and Computer Science departments at Bath: when the two split, it was impossible to decide which one he belonged to, and this interdisciplinary theme runs throughout his career. He has taught at Bath for over 30 years, as well as at Grenoble, Paris VI, Ecoles Centrale and Polytechnique in Paris, ETH Zurich, KTH Stockholm, and the West University Timisoara, in Pure Mathematics, Applied Mathematics, Computer Science, Numerical Analysis/Computer Science and Informatics departments.

At Bath he founded the interdisciplinary natural sciences degree, and one graduate comments:

“...I thoroughly enjoyed my A-level options and wished to pursue them all further; the Natural Sciences programme provided the ideal setting to do just this. The Masters stream allowed me to develop my interests to a higher level and helped me to discover my future research area.”

James has led the development, and taught the programming component, of XXI0190 Programming and Discrete Mathematics, an interdisciplinary solution to the perennial problem of teaching programming in a relevant way to Mathematics students.

“The programming skills they learnt in first year through Matlab and R helped them in their placement.” (Mathematics Placement Officer).

He is Director of Studies of the national Doctoral Taught Course Centre in High Performance Computing, teaching necessary skills to research students from a variety of science and engineering backgrounds. A student comments “I just wanted to follow up on the HPC Autumn Academy, having now had some time to assimilate the huge mass of information we were subjected to over the two weeks! In summary, I think the course was excellent.”

He has recently taught a ten-week course Teaching GCSE Computing with Python to teachers preparing for the new National Curriculum in Computing. One experienced teacher, though new to teaching Computing, said: “The best thing about the course was gaining fundamental understanding of Python.” He is a Vice-President of BCS, The Chartered Institute for IT, with special responsibility for promoting the BCS Academy of Computing.
Dr Joe Duffy
Lecturer in Social Work
Queen’s University Belfast

Dr Joe Duffy is committed to achieving the genuine, meaningful and non-tokenistic involvement of service users and carers in social work education. His teaching is mainly in the area of Law for Social Workers and he coordinates the Service User and Carer Group which contributes to teaching across all aspects of the social work curriculum in Queen’s University Belfast’s School of Sociology, Social Policy and Social Work.

The themes of citizenship, user involvement and social inclusion inform much of his research activity and underpinned the preparations for his PhD. He has developed good practice guidance in the involvement of service users and carers for both undergraduate and post-qualifying social work education in Northern Ireland and has developed a specialist course to support service users and carers in their role as social work educators.

Committed to transformative and progressive pedagogy, Joe is particularly interested in the contribution that service users and carers can make to help inform social work students about the impact of political conflict. He has published papers in this area, presented at international conferences and worked with an international team of academics on an International Association of Schools of Social Work (IASSW) funded project aimed at developing an international social work curriculum on political conflict. A further innovative aspect of Joe’s approach to teaching has been the partnerships he has forged with service user and carer groups, contributing as communities of learning, in teaching threshold concepts to social work students. This approach has also been used in an international context.

In 2013, Joe led an international team of academics from Slovenia and Spain in the production of a short IASSW-funded DVD entitled ‘International messages on service user and carer involvement’, which examines service user and carer perspectives on key aspects of social work knowledge, skills and values. This film was launched at the European Network for Social Action (ENSACT) European Social Work conference in Istanbul in April, 2013 and is widely used as an international social work education teaching resource.
Professor Robert Eaglestone
Professor of Contemporary Literature and Thought
Royal Holloway, University of London

Early in his academic career, Professor Robert Eaglestone found himself divided between one part of his academic life, writing on philosophy and theory, and another, teaching first-year English students. He resolved this diempntion by reading works of higher education pedagogy. He came across a marvellous book, which not only drew on the theory and philosophy he was researching but which also gave voice to his deepest intuitions about the power of teaching and the nature of the world. That book was Paulo Freire’s The Pedagogy of the Oppressed.

Robert was fascinated by Freire’s seamless adaption of philosophy for the concrete work of teaching. More importantly, he was transformed as an educator by Freire’s argument that teaching was not “simply ‘depositing’ ideas” in people’s heads but was a creative, constructive dialogue with partners, and that this dialogue is not “a crafty instrument for the domination of one person by another” but a liberating and transformational experience for both teacher and student. These insights remain at the heart of his teaching.

Inspired by Freire and by his experience of teaching, Robert wrote the best-selling textbook, Doing English (third edition 2009). The educational expert Gary Snapper wrote that this book was “probably the first substantial engagement with the relationship between A Level and university English by a university English lecturer” for years and “led to a resurgence of discussion about the transition between A Level and HE English”. Robert is also Series Editor of the textbook series Routledge Critical Thinkers, which has 42 volumes to date and has sold over tens of thousands of copies worldwide. He has advised a number of government agencies and exam boards.

Robert works on contemporary literature and literary theory, contemporary philosophy and on Holocaust and Genocide studies, and is the author of four further books including The Holocaust and the Postmodern (Oxford UP 2004) and Contemporary fiction (Oxford UP 2013). He is the editor or co-editor of seven more. His work has been translated into five languages and he regularly speaks at literary festivals and writes in the national and educational press.
Professor Gabriel Egan
Professor of Shakespeare Studies
De Montfort University

Professor Gabriel Egan is Director of the Centre for Textual Studies in the School of Humanities at De Montfort University. He is entirely paperless in all his teaching and research activities and pioneers electronic techniques in the study of English Literature. He has built and made freely available for all teaching and research purposes computer models of the theatre for which Shakespeare wrote (the 1599 Globe) and the printing machine from which his works were first published - a wooden hand press. Gabriel has also made available a large collection of digital materials including an interactive map of early modern London, a smartphone app and a hour of documentary film, collectively called Shakespearean London Theatres (ShaLT).

His philosophy is that students at all levels and of all abilities are equally entitled to benefit from academics’ discoveries. Professor Edward Pechter, retired, from Concordia University, Canada, said: “Egan manages, while still keeping his eye on this professional audience and the graduate students training to enter it, to engage his subjects in a way that makes them immediately meaningful to the interests undergraduates bring to their work.” He sees digital media, handled correctly, as a democratising force in pedagogy, levelling the differences between students and institutions that are well-resourced and those that are not.

On his personal website Gabriel publishes, by Green Open Access, copies of every publication and conference paper he has produced and he has worked at the forefront of the open access movement in journal publishing and in the creation of institutional repositories. He is frequently contacted by readers of his online materials from overseas thanking him for providing access to what would otherwise be unavailable to them. Comments include:

“I have found all the information on your site very useful and relevant to my study...The series of films give a great deal of detail in a very accessible way. I especially enjoyed the performed excerpts.” (Overseas student, October 2013).
Dr Carol Evans
Associate Professor
University of Exeter

Throughout her career, Dr Carol Evans has championed the development of inclusive participatory pedagogies within school, higher education and medical contexts. Carol is described as “an outstanding and hugely committed researcher and practitioner, extremely highly regarded by students and colleagues alike...[she is] successfully influencing the development of the next generation of teachers through the application of research”. (Accrediting Staff Professionalism in Research-Led Education (ASPIRE) Exeter, 2012)

Dr Cools, Vlerick Business School, Belgium, says that as President of the Education, Learning, Styles, Individual differences Network (ELSN) Carol “makes an outstanding contribution to the professional development of scholars and practitioners involved in student learning... Her contributions in these roles are of high quality and highly engaging, pushing the field forward”. Professor Vermunt (University of Cambridge) adds Carol “is a powerful force in making practitioners in higher education aware of important differences between students in their learning”.

To further the understanding of cognitive styles and their application to practice, Carol pioneered the development of the Personal Learning Styles Pedagogy (PLSP) (Evans & Waring, 2009, 2014; Evans, 2013). Using the PLSP, Carol has developed assessment feedback practice promoting student agency in the seeking, using and giving of feedback. Her development of the conceptual framework, The Feedback Landscape, has been used within and across higher education institutions to explore lecturer and student roles within assessment feedback. Her review of assessment feedback within higher education and her development of key principles of effective assessment feedback designs is published in Review of Educational Research.

Carol’s feedback to students is one of her most impressive skills. Students have acknowledged that Carol’s teaching has had a transformative impact on their learning and they consistently comment on qualities including her approachability, inspirational nature of delivery, valuable interactive nature of teaching sessions, quality of feedback, and her unique personal approach, among others. Students describe Carol as “an absolutely fantastic lecturer; Carol should be distilled, bottled, and given to us as a tonic.”

Carol embodies a research-informed approach to teaching where, “everything she does is with passion, care, and relentless pursuit of perfection”, says Professor Zhang, University of Hong Kong. “She is an inspirational practitioner.”
Dr David T Evans
Senior Lecturer in Sexual Health
University of Greenwich

Dr David Evans’ sustained contribution to sexual health education for over 24 years has resulted in national and international recognition and student success. David maintains his teaching is a ‘performance’ of life; not a job or chore, but a passion and love-affair with learning he gladly shares with others. Originally commissioned by the Royal College of Nursing, he developed the widely acclaimed ‘Sexual Health Skills’ course, which is now the compulsory core course of the University of Greenwich ‘top up’ BSc(Hons) Sexual Health. ‘Sexual Health Skills’ has enabled over 2,500 registered professionals across the UK and some abroad to develop their understanding and skills in this critical area of health and social.

David has been a student for 34 out of 39 years since leaving school at 16 with only two O-levels, which he says affords him empathy with students needing inspiration for learning. His teaching extends across a wide range of programmes from undergraduate through to doctoral level, providing multi-professional sexual health learning.

A growing awareness of David’s reputation in teaching and the development of high quality resources for face-to-face and online modes of delivery resulted in the Social Care Institute for Excellence recruiting him as co-author for the ‘Sexual and reproductive health for mental health professionals e-learning’ course, which achieved finalist status at the UK Sexual Health Awards 2012. He publishes widely and has presented at many multi-professional national and international conferences.

A registered nurse and former Catholic priest, David returned to nursing in 1989 to care for HIV positive clients and soon after moved into full-time HIV and sexual health education. These experiences in nursing, priesthood and education afford unique qualities to his teaching career.

A colleague comments that with a national strategic presence through which he advances nurse education, “David’s ability to support and nurture the learner is astounding. [...] He is well recognised as one of the leading authorities on sexual health theory in the United Kingdom”. David also has a firm belief that ‘honey goes down better than vinegar’, and that using judicious humour in the education he provides promotes learning for therapeutic practice. David is on Twitter @David_T_Evans.
Professor Glenn Fulcher
Professor of Education and Language Assessment
University of Leicester

Professor Glenn Fulcher has developed a unique pathway through the University’s MA in Applied Linguistics and TESOL that leads to an endorsement “with language testing”. This has proved highly popular with students, as it provides a route into employment with examination boards worldwide, and delivers a range of analytic and statistical skills keenly sought after by employers of social scientists.

Influenced by the educational philosophy of Peirce and Dewey, Glenn has developed a student-focused ‘apprenticeship’ model to learning, in which learners practice the skills of assessment design, data collection and analysis as they build useful assessment tools. The applications used in the model are real-world language problems, such as certifying language readiness for jobs including air traffic control and call centre communication, or for university admissions. The approach is supported by a wide range of innovative web-based resources which are freely available from Glenn’s widely-used website, languagetesting.info.

The content and methodology of Glenn’s apprenticeship approach is based on a model of assessment literacy, developed from a large-scale needs analysis conducted with a grant from the Leverhulme Trust. Glenn’s teaching therefore has a strong theoretical as well as philosophical and practical foundation. It has generated a textbook as well as the online materials. The student experience has been enhanced as a result of the integration of multimedia learning resources, text and content, in a coherent whole.

Students have recognised the innovation. One wrote in the evaluation:

“In language testing and assessment we experienced the whole process from creating the test to evaluating it and analysing the data.”

Glenn’s innovative approach to teaching has had a positive impact on learning experiences well beyond his own institution. The package is used by universities around the world, and a lecturer at Purdue University said:

“Glenn Fulcher is able to introduce and explain difficult concepts in an accessible and effective manner in the text and these are supported by the rich examples, resources and supplementary materials that are available on his website.”
Dr Janice Gidman started her career as a nurse, but became increasingly enthusiastic about supporting students to learn. This led to her first teaching role within a large University Hospital Trust, subsequent roles in higher education, and ultimately to her current role. Her remit has evolved from an original focus on nurse education in the UK, to a much wider role in enhancing inter-professional education. The University Director of Learning and Teaching says that Jan’s “excellence in teaching, experience and skills have made a significant impact to student and staff learning and development, within the University, local health care community and further afield, nationally and internationally”.

Jan’s research into student support and complexity theory in professional education led to her commitment to creating optimum conditions for learning. She challenges and inspires her students within a supportive environment. One of her MEd. Professional Education students says:

“Jan played a considerable part in opening this new world. She has an uncanny ability to do so in ways that are hugely challenging, yet inspirational. Her dedication and commitment have guided me in reaching my full potential.”

Jan plays a major role in developing new and experienced lecturers. A colleague comments: “Outstanding teachers such as Jan are rare beings - she is a genuine role model and inspiration for new teachers and lecturers. She is also a reminder to older colleagues that teachers, like their students, are on journey of continuous professional development and have a huge position of privilege and responsibility.”

Jan has also developed healthcare internationally. She was involved in the Tropical Health Education Trust funded project at Kisiizi hospital, Uganda; she is the University lead for a European Grundtvig Lifelong Learning project; and is working with colleagues in India to develop a leadership programme for health professionals. Her Associate Dean says that “Jan has played a pivotal role in raising the international esteem of the Faculty; helping to create a vibrant and sustainable level of international activity”.

Dr Janice Gidman
Head of Postgraduate Medical, Dental and Interprofessional Education
University of Chester
Sally Graham’s teaching draws on her experience from working in a range of educational contexts (primary school, prison and university), her experience as a relational coach and her professional arts background. Sally originally trained as a designer and worked for leading educational publishers. This insight into education led her to become an early years teacher and to leading innovative community projects for which she gained prestigious national awards from the Tate and the National Portrait Gallery. Her belief in the importance of the teacher’s role in building an individual’s capacity to be an active learner with a strong voice was central to her practice and to these projects.

This belief continues to drive her teaching approach in higher education, which centres on creating safe, yet enabling learning spaces where assumptions can be challenged, risks taken and new ideas and possibilities generated. One student comments: “I felt that my whole self was invited into the room and not just my thinking self. I was prepared to invest all of me in the course.”

Another thread running through Sally’s work has been her belief that everyone is a leader of their own practice and that learning for leadership is essential. Drawing on her coaching experience she is committed to teaching leadership through enquiry, reflection and by developing students’ listening and conversational skills. In her role she aims to create dialogic groups in which participants take a critically reflective approach to developing learning and teaching.

Sally has maintained an active research profile throughout her career receiving funding from the Leadership Foundation, Teachers’ TV and the Higher Education Academy. In recent years her research has explored topics relating to the value of peer coaching within the context of higher education, the applicability of a 3D tool for the enhancement of professional conversations, and the relevance of social media to learning and teaching. Sally places great value on dissemination and in making all research findings relevant and accessible to as wide an audience as possible to share and enhance educational practice.
Michael Grove
Director - STEM Education Centre, College of Engineering and Physical Sciences
University of Birmingham

Michael Grove is the inaugural Director of the University of Birmingham’s STEM Education Centre. He is the former Director of the National HE STEM Programme, a three-year initiative funded by HEFCE and HEFCW, which he co-developed, with a remit to enhance the way in which universities recruit students and deliver programmes of study within the Science, Technology, Engineering and Mathematics (STEM) disciplines. He has been a key figure in supporting the STEM subjects deemed strategically important and vulnerable by government in 2005, when he worked to establish the More Maths Grads initiative, a project designed to increase and widen participation within the mathematical sciences at university level.

A physicist by background, Michael works within the University of Birmingham and nationally on issues relating to learning and teaching within higher education. He teaches mathematics to undergraduate students from a range of STEM disciplines at Birmingham and has taught mathematics to undergraduate physicists at the University of Leeds. He leads the University of Birmingham’s Mathematics Support Centre, which was established to ensure all undergraduate students have access to prompt support to aid their learning of mathematics within any discipline. He has made a national contribution to furthering mathematics support provision, and in recognition of his work in this area he was recently appointed Associate Director of the sigma Mathematics and Statistics Support Network.

His learning and teaching interests include supporting students at the transition to university, particularly in relation to non-specialist learning of mathematics; the teaching of mechanics and, enhancing modelling and problem-solving skills. He supports the professional development of new academic members of staff and part-time teachers, including a national workshop series for postgraduates who teach mathematics. Michael has established a highly successful national programme of activity to promote and support scholarship, evaluation and research in learning and teaching within the STEM disciplines in higher education, which he co-leads with colleagues from the Universities of Hull and Leeds. He has recently been made a Visiting Associate Professor at the University of Leeds, in recognition of his expertise in pedagogical research within the STEM disciplines.
Anne Harriss
Reader in Educational Development and Course Director: Occupational Health Nursing and Workplace Health Management
London South Bank University

Anne Harriss has extensive teaching/course management experience and drives the development of occupational health (OH) education and practice locally, nationally and internationally. Her influence is recognised by her professional peers, University, students and graduates.

In 2011, Anne’s contribution to practice was recognised by peers with the award of Occupational Health Nurse of the Year. The same year, the portfolio of programmes she developed and led gained the Innovations in Occupational Health award. In 2012 her leadership of the OH team received a certificate of commendation in the University Vice-Chancellor enterprise staff award. In 2013 Anne became Senior Fellow of the HEA. These accolades reflect her significant influence as an educator and practitioner. Student-centred approaches, practice experiences and innovative learning and teaching activities are central to her approach. These are delivered through various platforms: lectures; problem-based learning exercises; practice experiences and fieldwork, delivered in locations as diverse as factories, Kew Gardens and employment tribunals.

The courses Anne leads recruit from a large geographical area. Mindful of the time and family pressures students face, she developed e-tivities that students may undertake in any location and at times they find convenient. The programme is the only OH programme in the UK that invites applications from other fields including physical therapists, managers and HR professionals.

Anne enjoys developing unusual activities engaging students with the learning process, empowering them to become enthusiastic, effective, independent learners. The challenge of developing innovative, enjoyable learning experiences motivates her.

A recent graduate commented “I have been taught by many lecturers, none as outstanding and inspirational as Anne. She propels our careers from average to outstanding, equipping us with not only knowledge, but the skills and ability to perform in OH at a national standard impacting on (safety in) the workplace and worker health. I had one of the best years’ of my life at London South Bank under the tutelage of Anne. I can think of no other teacher or lecturer who more richly deserves (awards for her) teaching.”
Professor Helen E. Higson
Deputy Vice-Chancellor
Aston University

Professor Helen Higson completed her first degree in English Literature from Newnham College, Cambridge University and followed this up with an MA with The Open University and a PhD in 19th century literature and visual art at Birkbeck College, London University. She has worked in higher education since 1983, first at Southampton University and then at Aston University where she is currently Deputy Vice-Chancellor. She leads on learning and teaching, quality assurance, outreach and schools liaison, student planning and support, as well as employability.

Helen’s previous role was as Head of Learning and Teaching at Aston Business School, where she remains Professor of Higher Education Learning and Management. Her research interests are in intercultural and employability competences, and the effects of placement learning.

Helen co-coordinates the Society of Research in Higher Education special interest group on employability, enterprise and work-based learning and is an active member of the Association of Sandwich Education and Training (ASET) research group. Her work on the effect of integrated work experience on academic performance and employability has influenced national policy. She contributed to the 2012 Review of University-Business Collaboration by Professor Sir Tim Wilson. Among interesting projects she is leading at the moment are a cross-West Midlands graduate internship programme placing graduates into small and medium enterprises (SMEs), a cross-Birmingham scheme to encourage students and graduates to set up their own businesses, and a pan-European seventh framework programme for research and technological development (EU FP7) project developing innovative practice for young people in cities.

Helen is a Fellow of the Royal Society, a Principal Fellow of the HEA and a Fellow of the Association of University Administrators, and she was awarded an OBE in the 2011 New Year’s Honours.
Dr Debbie Holley
Reader: Education and Technology
Anglia Ruskin University

Dr Debbie Holley combines her passion for both education and technology in her work at the Department of Education, Anglia Ruskin University (ARU). Entering academia from industry, she quickly realised that students on her Transport course, with their patterns of shift working, had very limited opportunities to attend regular classes. These difficulties, not unique and indeed shared with other students, led to her research interests in overcoming challenges/barriers faced by students seeking to access learning outside the formal classroom. Seeking digital solutions to enable learning at a place and time of the learners’ choice, her digital scholarship draws on a sustained body of pedagogic research. Her research exploring how learners interact with their technology has made a significant difference to education, nursing and social work students, when working away from their University base in practice and on professional placements.

Debbie is committed to the use of open educational resources (OERs), and sees the sharing of these resources as making a significant difference in overcoming the educational digital divide through supporting and modelling best practice in availability, accessibility and acceptability. All her digital work is available via creative commons (CC) licensing, enabling free repurpose/reuse for educational purposes.

An experienced biographic narrative researcher, and submitted to REF 2014, Debbie captures the lived experiences of students, feeding this work into developing supportive and enabling curricula, influencing and engaging students and the academic teams supporting them. Seeing mobile and ‘bring your own device’ (BYOD) technologies as an integral part of the student experience, Debbie has published extensively in this area. An award winning paper at ALT-C (with Bradley 2010) reported on student attitudes to learning using their mobile phones, and identified the student desire for leadership from academics to support them with accessing learning in both formal and informal contexts.

Convening the Education, Technology and Computing Research Cluster at ARU, and chairing the Knowledge Centre Committee at the Chartered Institute of Logistics and Transport (CILT), Debbie retains her links with industry and recently completed an innovative 3D warehouse project with Clipper Logistics. She was awarded a prestigious HEA Principal Fellowship in 2013. An enthusiastic user of social media, she can be followed on twitter @debbieholleyL.
Dr Sara Houston
Principal Lecturer
University of Roehampton

Dr Sara Houston is a tireless champion of professional development and work-related learning. She is also a leading figure in the community dance movement and has had oversight of national initiatives to safeguard quality and standards, and professional development in teaching and leading in the participatory and community dance sector.

A creative facilitator, Sara has inspired students to see the worth in themselves as future dance practitioners and leaders within the dance and education sectors. One graduate wrote:

“I can only thank Sara for being so inspiring and helping me to find what I excel at. She is an ambassador for dance teaching in the UK and was a lecturer that has made a significant difference to my life. I hope that one day, I will have the same effect on one of my pupils as Sara did to me.”

A keen collaborator, Sara has helped bring forward initiatives within the universities she has worked in to embed structures to effect long-term change regarding employability opportunities, standards of professional training and student personal development. One colleague noted:

“I have observed how Sara’s passion and enthusiasm for teaching her subject drives her practice as she constantly seeks to innovate in ways which enhance the student experience.”

Sara is passionate that vocationally-orientated students graduate into an industry that advocates life-long learning, quality and which values its workers. To that end, in her role as Chair of the Board of the national strategic support organisation, Foundation for Community Dance, she has steered through initiatives to promote continuing professional development, to promote quality and high standards of practice and a valuing of excellence.

Her knowledge and understanding of the community dance profession has been underpinned by research. In her work, Sara has often drawn upon her research to raise the profile and develop excellence in emerging fields, such as teaching and leading dance for people with Parkinson’s and to develop reflection for arts managers. Her engagement with the profession always transfers to the university classroom.
Odette Hutchinson has teaching interests in criminal law, business ethics and learning and teaching innovation, and over the past ten years she has had a significant impact on the quality and nature of legal education at an institutional, national and international level.

In 2010, in recognition of her innovative teaching and its transformative impact on the student experience, Odette received an Innovation and Inspiration Award from Aston Business School (ABS). A year later in recognition of her outstanding contribution to learning and teaching, she received The Aston Excellence Award for Outstanding Teacher of the Year. In 2013 she was awarded the prestigious Law Teacher of the Year Award, a national award that recognises outstanding contributions to legal education. Odette was also a finalist in the Routledge Teaching Law with Technology Award 2013.

Odette motivates and inspires students to consider law through a range of high profile outreach activities. Her passion for technology-enhanced education is evident throughout the modules she designs and teaches. Innovating with technology to enhance the efficacy and quality of education, she inspires students and staff with her student-centred approach, her energy, humour and her ability to connect people with the law.

Described as a ‘pioneer’, the hallmark of Odette’s approach is that she manages to dramatically improve the student experience while simultaneously making processes more efficient for staff.

A colleague said Odette shows “a genuine care for the experience she is offering her students, and for their personal academic development nurturing an open dialogue and using technology to personalise the learning experience”. This approach is appreciated by her students, one of whom commented that she has an “exceptionally good teaching style and is a role model for young professional females”.

In addition to her commitments at Aston, Odette has taught internationally for the University of London International Programme in Accra at the Ghana Law School, in Trinidad and Tobago and in Jamaica.
Professor James Intriligator
Professor of Innovation and Consumer Psychology
Bangor University

A pioneer in the field of Consumer Psychology and a key member of Bangor University’s world-class School of Psychology, Professor James Intriligator brings innovation to everything he does – and inspires it in others. To describe his impact, students had to invent a new award for James: at the 2012 HEA/NUS student-led teaching awards, they used the ‘open’ category to declare him “Equality and Liberation Champion.” In 2013, he earned another unique honour becoming the first Bangor academic to receive a personal chair based not on research but on innovation and impact in research and teaching.

James seeks to inspire and support every student he encounters. He wants his students to love learning, so in every lecture takes them on an experiential adventure. He employs a variety of teaching methods: videos, advertisements, case studies, guests, games, and social media. In response to his innovative and energetic style, James gets exemplary teaching evaluations, with comments including:

“Great module, brilliantly organised and very helpful advice for lots of ideas for the future. Worth the loan debt!”

“Excellent module.. James managed to make learning fun again!”

Throughout his career, James has earned rave reviews. He won his first teaching award at age 13, when the Rotary Club recognised his work at a local secondary school. During his third year at the University of California, San Diego, he was recruited to serve as a teaching assistant on several doctoral-level philosophy classes. Later, as a graduate student in psychology at Harvard, James received the prestigious Bok Center Teaching Award.

At Bangor, in addition to teaching courses and running masters programmes in Consumer Psychology and Business, James also runs two innovative extracurricular, interdisciplinary programmes that build both students’ enterprise skills and local business connections: Enterprise by Design and Social Enterprise Accelerator. He also coaches teams in national business and enterprise competitions and students have earned several awards and job offers as a result. James presented some of his innovations at the International Enterprise Educators Conference last summer; he spoke about social enterprise education, masters enterprise education, experiential interdisciplinary education, and social media and gamification for enterprise education.
Dr Kirsten Jack
Senior Lecturer Adult Nursing
Manchester Metropolitan University

Dr Kirsten Jack’s approach to learning and teaching has been heavily influenced by her work as a nurse, and she recognises the challenges faced by health care professionals in their working lives.

She has a clinical background in primary health care nursing, working in various parts of the north-west during her career. She is an innovative and vibrant member of Manchester Metropolitan University’s (MMU) highly successful Department of Nursing. Kirsten is passionate about using the arts to enhance health education. One of her most innovative projects has been an MMU-funded project called Caring Words. The aims of this work are to encourage health educators to incorporate poetry writing into their teaching, and develop an online community where health care students can share their own poetry. A creative writing colleague remarked:

“Your concept is inspirational, and I believe it to be hugely important with potential to bring about profound self-discoveries and a fundamental change in the approach of health professionals, to those who trust themselves to their care.”

Kirsten’s teaching is influenced by her research into students’ emotional wellbeing when caring for service users. Her doctoral research explored the ways in which student nurses identified and managed their emotions in the practice setting. This led to the development of transformational teaching methods to support students and meet their emotional needs. Kirsten has a range of research interests and has undertaken phenomenological research with students to develop an understanding of their particular support needs during their first practice placement. She has particular interest in hermeneutic phenomenology, reflexivity in qualitative research and the use of poems as data.

Kirsten encourages students to develop their knowledge of health screening and lifestyle education. She is passionate about supporting students in understanding their role in the prevention of ill health and chronic disease management.
Dr Alison James
Associate Dean, Learning and Teaching
University of the Arts London

Dr Alison James has worked in creative arts education in a variety of roles, across all levels and many subjects – as educational and staff developer, researcher and policy maker and teacher. Her trademark is creative and interactive approaches to pedagogy with a high level of staff and student involvement and plenty of humour to go with it. She believes that ‘edutainment’ does not have to be a dirty word, and that learning is about engaging imagination – the title of her book with Professor Stephen Brookfield. The four touchstones of Alison's work with staff and students are connection, involvement, enjoyment and inclusion.

A substantial field of activity for Alison is that of creative arts reflective practice and personal and professional development (PPD), with particular interest in how students address questions of identity, self-construction and personal learning narrative through these educational practices. These interests informed her MA thesis on Auto/biography and personal development planning in the Creative Arts and her doctoral study of, and monograph on, the life and art of Dod Procter, only the second woman to become a Royal Academician in the UK. Alison then brought these interests into her next project which was creating a visual online resource for PPD. This resource, PPD Coach, nurtures playful exploration of identity, values, emotions and drivers alongside evaluations of skill acquisition, knowledge and progress.

A fascination with alternative and creative approaches to PPD led Alison to experiment with Lego as a research tool and then to become an accredited facilitator of Lego Serious Play (LSP). She uses this methodology extensively to develop reflective thinking on a range of curriculum design and delivery issues, as well as for helping staff and students explore matters of personal importance:

“I thought Alison James who ran the [Lego] session was great– everything was explained in a clear and concise manner and her calm approach enabled us to really open up.” (LSP participant).

“Alison is like a breath of fresh air...and despite her considerable achievements remains approachable and hugely personable.” (Executive coach and educational consultant, Lynne Dorling).
Dr Peter Kahn
Educational Developer
University of Liverpool

Dr Peter Kahn is Director of Studies for the University of Liverpool’s fully online professional doctorate (EdD) in higher education. Since it was launched three years ago, the programme has attracted senior educators from more than 42 countries across the world. The programme focuses on learning and leadership in higher education.

He has helped to establish enquiry-based learning (EBL) as a wide-spread focus for innovative student learning, co-authoring the Higher Education Academy’s curriculum guide on EBL. Recent work on student engagement has shaped the learning of students studying online, with contributions also around reflective practice for new academic staff. He has influenced the development of several UK universities, working earlier on devising the academic infrastructure for the recently-merged University of Manchester. While at Manchester, he was closely involved in the Centre for Excellence in Enquiry-Based Learning.

Peter has contributed significantly to the infrastructure for the educational development community in the UK, through books, research, courses and organisational development. He has been a long-standing Senior Fellowship holder of the Staff and Educational Development Association, earlier acting as Chair of its Fellowships Committee. His co-edited book A Guide to Staff and Educational Development (Kogan Page, 2003) has become a standard text for academic development. Further books on higher education include the co-authored Developing your Teaching (Routledge, 2006) and Collaborative working in higher education (Routledge, 2009). He began his career as a mathematics educator at Liverpool Hope University, authoring Studying Mathematics and its Applications (Palgrave, 2001).

His contributions to student learning and academic development have been closely underpinned by research, with journal publications in such areas as reflective practice, student engagement, collaborative working, widening participation, mathematics education, online learning and professional education. For instance, the British Educational Research Journal recently published his article ‘Theorising student engagement in higher education’. His theoretical interests centre on adapting and extending realist social theory to the setting of higher education. He is an executive editor for the journal Teaching in Higher Education and an assistant editor at the International Journal for Researcher Development.
Dr Peter Klappa
Reader in Biochemistry and Master of Rutherford College
University of Kent

Dr Peter Klappa was in secondary school when he decided he wanted to become a teacher. He found the prospect of being able to make complex topics accessible to other learners, while continuously learning himself, very appealing. During his studies to become a secondary school teacher, and in particular during postgraduate training, he became fascinated by the concept of student-centred learning, and aims to overcome barriers to learning in his current teaching by making topics accessible to all students.

In his lecturing position at the University of Kent, Peter has introduced teaching props into his lectures, such as rubber tubing to illustrate how proteins insert into membranes. To further improve his teaching skills for higher education, he took the University’s Postgraduate Certificate in Higher Education (PGCHE) programme and was the first academic to graduate from it.

Fascinated by the educational possibilities of the emerging technologies of the internet, Peter introduced basic online teaching in all of his modules. He became more and more interested in using technology in his teaching, but the interaction with students remains central to his approach. So for example, he uses video and voice recordings to provide students with meaningful and individualised feedback to their assessments. Inspired by the success of KhanAcademy, Peter now creates videos and lecture-captures to improve learning resources for students. His videos on YouTube have attracted a large international audience of both students and teachers. He developed a strong collaboration with colleagues from the University for the Creative Arts to produce high-quality computer-generated animations to make complex biological topics accessible for learners worldwide. Recently Peter has started to incorporate social media in his teaching – this approach gives him the opportunity to interact with a large cohort of students in an individualised format, using technology most of them are familiar with.

As Master of a College at the University, Peter is in the unique position to be able to combine his teaching with the provision of a stimulating and safe non-academic environment.
Dr Vini Lander
Head of Primary Education
University of Chichester

Dr Vini Lander’s passion for learning and teaching about equalities arose from her childhood, experience as a teacher, and now as a teacher educator. The persistence of educational inequality from early years to higher education has spurred Vini on to educate teachers to think beyond the status quo that may perpetuate these inequalities. Her long-held belief that teachers can make a difference has led to her inspirational teaching.

Vini started her career in higher education in 1992 as a science educator. In 2000 when she started to examine the teaching of equalities in initial teacher education she noticed that the ‘one-off’ lectures on equality and diversity did not inspire student teachers to translate theory into practice. Teachers make a valuable contribution to society and she felt they deserved better preparation to teach in a diverse society. From 2004-10 Vini was seconded to the Training and Development Agency Multiverse project as Deputy Director. Her role involved disseminating teaching materials related to diversity and achievement to teacher education institutions across England.

Vini’s approach to learning and teaching about equality and diversity starts by stimulating students’ curiosity through asking searching questions. She challenges her students to think differently and supports them to find ways to act to make a difference.

Charley, now a teacher, said: “Sadly, it is very easy to brush diversity under the carpet by buying ‘welcome mats’ in 40 different languages. Your teaching taught me we need to do more than this... race equality has to be an attitude embedded into teaching not a tick list.”

In 2006 Vini introduced the Citizenship specialist route to the teacher education degree. The students on this route develop a deeper understanding of equalities and work with children and teachers to embed equality in their teaching. This primary citizenship route is the only one in the country and exemplifies Vini’s ability to innovate and go beyond the usual to promote equality and diversity. The Ofsted Report (2011) noted “the outstanding way in which trainees are prepared to teach in a socially, ethnically and culturally diverse society”.

Since being awarded her National Teaching Fellowship, Vini has taken up the role of Professor in Education, Head of Research in the Faculty of Education at Edge Hill University.
Professor Sue Law
Director: Leicester Learning Institute
University of Leicester

Failing her 11-plus stimulated a commitment to learning in Professor Sue Law which has lasted a lifetime: although she later passed her 13-plus, she refused to go to Grammar school because she had made friends. Nevertheless, determined to succeed, she cheekily asked her headteacher to start a sixth form. He agreed but only if she recruited three more pupils, which she did and she then became the first pupil to go to university (and the first in her family).

Sue strongly believes in the value of experiential learning and considers that students are often our best teachers. After teaching in schools and colleges in London, Glasgow, Manchester, Ayrshire and Staffordshire, Sue has held stimulating roles in seven universities: Warwick, Keele, Coventry, Nottingham Trent, Liverpool, Staffordshire, and currently, Leicester, where she leads a diverse and dynamic team.

She has also worked in national organisations: as HEA’s Executive Lead for Academic Practice and Institutional Strategy, she led the very successful national review/re-launch of the UK Professional Standards Framework (UKPSF), now having significant sector-wide impact, and wrote the associated ‘Recognising Excellence in Teaching and Learning’ Report.

Sue was a Specialist Adviser to MPs on the high profile House of Commons 2009 Select Committee Inquiry into ‘Students and Universities’, an experience she describes as “a never-ending learning journey”. She has also chaired the Staff Development Forum, a nationwide CPD network and has been a QAA Reviewer/Auditor. She is currently chair of the Society for Research into Higher Education’s Research and Development Committee.

Sue seeks to inspire others, whether students or colleagues, through inclusiveness, believing that good teachers and managers are ‘lead learners’. At Keele, she launched the UK’s first part-time, distance-based MBA Education, and as a Head of an Education Department at Nottingham Trent, led major undergraduate curriculum change. At Warwick, she established its highly regarded PG Certificate: Academic and Professional Practice, grounded in research-led teaching and academic leadership.

Sue’s research (including books on educational leadership, professional development and learning and teaching enhancement) complements her professional practice, and reflects her view that continuing professional development is at the heart of good teaching.
Professor Jeremy Levesley
Professor of Applied Mathematics
University of Leicester

Professor Jeremy Levesley has been a member of the Mathematics Department at the University of Leicester for over 20 years, and was the head of department from 2003-13. He is active nationally through the Committee of the Heads of Departments of Mathematical Sciences (HoDoMS), where he was chair from 2009-11. In these positions he has championed the central role of learning and teaching in the higher education (HE) sector.

Jeremy is currently one of Leicester’s leaders in the development of e-learning technology, and the materials his team has developed are in use in a number of different departments. He led a national HESTEM project to bring together colleagues in the HE mathematics community to co-ordinate the development and dissemination of e-assessment technologies. This has resulted in the formation of a national e-assessment group under the leadership of Bill Foster from Newcastle University. He has developed an embedded programme of employability skills development for undergraduate mathematics students, and leads career development in the College of Science and Engineering.

Before gaining his PhD, Jeremy received a Postgraduate Certificate in Education (PGCE) in Mathematics and Physical Education from Manchester Polytechnic. His teaching style stems from a desire for students to construct meaning for themselves through play with ideas, in an environment of mutual respect and feedback. He believes that it is through trying to verbalise our ideas that we let the light shine on them, and we see them more clearly. The stereotypical mathematician is solitary and silent, and he sees it as his mission to bring society and sound to this misconception. His work on employability skills development has been focused around team working, the solution of real world problems, and the communication of those solutions to the originator of the problem.

Jeremy is recognised nationally as a leader in HE learning and teaching. He has been the external assessor of a number of degrees, and was a member of the London Mathematical Society Education Committee.
Jeff Lewis
Senior Lecturer
Cardiff Metropolitan University

Jeff Lewis is a leading member of Cardiff Metropolitan University’s Dental Technology teaching team. As part of a learning and teaching fellowship project, he led the introduction of an innovative delivery method that utilised Adobe Connect Pro® to deliver programmes to learners unable to access qualifications due to their remote geographic location. This has developed transnationally and this model is now being used to deliver and supervise programmes outside the UK.

Jeff was responsible for the development of a wide range of learning resources to aid the remote learners. He also introduced the use of e-portfolios that involved a work-based mentor, helping to bridge the gap between employers and academics.

His work was commended in a review of foundation degrees in Wales, which stated “The review team considers that the innovative design and the development of the FdSc Dental Technology programme, and the embedding of distributed electronic learning technologies, is good practice.”

He has worked within the University’s Learning and Teaching Development Unit where he advised on the pedagogy and use of technology to enhance student learning. He has been external examiner at several universities, has worked as an educational inspector for the General Dental Council and had presented both nationally and internationally. As a dental technician he has kept close ties with the Wales Deanery and has worked with them to deliver, in a unique way, continual professional development courses across Wales to dental care professionals.

Jeff has received several awards from his profession including ‘Best Educator of the year’ and ‘Distinguished Technician Award’ as recognition for all the work he has done and his contributions to education and dentistry. He is as enthusiastic about teaching and learning as he is about dental technology. Jeff hopes he infects students with the same amount of curiosity he has about his subject area, and has inspired staff in their learning and teaching approaches.
Dr Wendy McCracken
Professor in the Education of Deaf Children
University of Manchester

Dr Wendy McCracken is currently the only professor of deaf education in the country and the first female to hold this position. Wendy’s passion for her subject is clear both in her teaching and at the numerous conferences she has presented at nationally and internationally.

Her innovative teaching includes her ability to weave her very considerable experience in practice terms with her research into service provision, into her lectures, workshops and seminars. She maintains her links with service providers and uses this to ensure students have a sense of service delivery to deaf children in changing circumstances. Wendy believes in the rights of every deaf child to achieve, and she is recognised nationally as setting high academic and practice standards to ensure deaf children receive high quality services.

“Historically the profession of teacher of the deaf originated at the University of Manchester and now, through Dr McCracken, it is at its most vibrant stage in its development in enabling the University to retain its first class position as the major influence on development and practice in the field of deaf education. I can say without reservation Dr McCracken is both inspirational and compassionate and a colleague who exudes trust and confidence. She is a remarkable individual who genuinely makes a difference to children’s lives and fully understands the sensitivities around families and the importance of a highly trained workforce.” (Roger Legate OBE, Head of Sensory Services, Wandsworth)

Currently, at a time of change and service contraction, Wendy maintains her belief that students need to be agents of positive change. With the support of the national mentoring programme she established, it is her belief that students will be the ones who safeguard services and demand high standards in the future.
Dr Dave Middleton
Senior Lecturer in Politics and Staff Tutor, Faculty of Social Sciences
The Open University in Wales

Dr Dave Middleton’s passion for learning and teaching has led to the development of innovative approaches through which he inspires student learning. He is committed to providing students with teaching materials that are both stimulating and fun. He has developed a range of multimedia materials which include scripted dramas, cartoons, interactive software and instructional videos.

His most recent innovation has been the creation of an online conference, Student Connections, aimed at students studying social sciences. As part of this, and supported by an HEA individual teaching grant, he has encouraged undergraduate students to develop as presenters alongside experienced academics. His approach has allowed a group of students to develop videos, blogs and to become presenters (http://copnnections.kmi.open.ac.uk).

Dave has worked with colleagues throughout the UK to develop interactive, learning environments that are pedagogically sound, fun and academically rewarding to use. His teaching is regarded as ‘inspirational’ by collaborators and students, who favour the sense of fun that he brings to learning and teaching.

He was the Director of the highly-regarded Doing Political Research DVD-ROM FDTL5 project. This product has been used by a range of higher education providers and was featured on a DVD, Innovations in the Teaching and Learning of Politics, launched at the Houses of Parliament in October 2008.

In addition to a commitment to developing innovative teaching materials Dave is equally committed to the professional development of his colleagues. He is a recent winner of an OU Teaching Award for his work on developing a training course on online learning using Elluminate, an online tutorial system, aimed at part-time tutors.

He describes his approach to teaching as one of public reflection: his publications are informed by his teaching practice and his teaching practice feeds back into his research. His pedagogic publications have focused on aspects of technology-enhanced learning and show Dave’s reflexive approach to his work, often highlighting aspects of projects that provide pointers to those who are about to engage in e-learning experimentation of their own.
Dr Clare V Milsom
Assistant Academic Registrar
Liverpool John Moores University

Dr Clare Milsom is renowned for her enthusiasm and commitment. As a teacher she is an excellent role model, being reflective, adventurous and never satisfied with second-best in her own practice. On the two programmes (PG Certificate and 3t’s Information, Ideas and Insights) that she leads, her students are overwhelmingly positive with comments including, “You are an inspirational teacher, whose practices I will try to model”. Supportive, but also constructively critical, Clare pushes staff who study with her to find their best practice and to seek to inspire their own students in turn.

Clare has been instrumental in supporting new ways in which the institution uses data as an underpinning tool for development and enhancement, making use of the analysis of qualitative data from student surveys in particular. Clare works with programme teams to identify both areas of excellence to celebrate and others where the planning and delivery of the curriculum can benefit from rigorous examination and improvement. She has also worked with service teams, such as the library to make highly effective use of survey data to enhance service delivery, encouraging a holistic approach to enhancement across LJMU.

Through her work with student record data Clare identified a dip in student performance in the second year of their study. This led to a successful HEA grant application: The forgotten year - Characterising the sophomore slump (£200,000). Reviewers applauded a key strength of the project in that the work “contributes to filling a clear gap in pedagogical research.” Project outcomes have led to changes in curriculum design and the development of a second year induction programme.

Clare is a professional in every aspect of her work, setting the highest standards for herself and others. This has meant that the dissemination of good practice is always seen to be effective at both an institutional level (for example through the learning and teaching conference and the festival of learning and teaching which she initiated) and at a programme team and individual level. This has genuinely made a difference to practice across the University.
Professor Paul Moore
Head of School of Creative Arts and Technologies
University of Ulster

Having worked as a senior manager in the further education sector Professor Paul Moore joined the University of Ulster in 1999 and has since been active in the development of the creative arts/industries work in the University. He was awarded a personal chair in 2009 becoming Professor of Creative Technology, is Director of the Research Centre for Creative Technologies (RCCT), and chairs the University’s Information Technologies Strategy Steering Group (ITSSG).

Paul was the Northern Ireland Content Board member at Ofcom 2007-12, was a member of the government’s Digital Economy Working Group in 2010 and has also served as a Board member of the NI Film and Television Commission (now NI Screen). He is a member of a number of journal editorial boards and contributed to the development of the Digital Dialogues strand for the 2013 Derry UK City of Culture programme.

His research is focused on the creative industries and their place in 21st century higher education, social technologies and digital literacy, and the ways in which theory and practice can be brought together in the field of digital arts. Paul has published widely in a range of journals/books and his creative work has been exhibited in a number of commissioned gallery exhibitions in London, Coventry, Belfast, Derry, Lough Neagh, and the National Gallery of Namibia.

Internationally Paul’s consultancy work in the creative industries has been based largely in South Africa and Namibia, assisting in the development of creative learning hubs. He has fronted a number of creative arts training initiatives in Namibia sponsored by the Netherlands Institute for Southern Africa. He was a visiting professor at CityVarsity College in Cape Town and was an honorary research fellow with the University of Coventry.

Paul also chaired the NI Media Literacy Hub and, in collaboration with Ofcom Belfast, wrote the Digital Participation Plan for NI which was launched in March 2010. In his spare time he is a freelance broadcaster with BBC Radio Ulster and has written and presented a range of documentaries for BBC national radio.
Peggy Murphy is a Nurse Lecturer in the School of Healthcare Sciences at Bangor University. She is an experienced nurse who has worked across the UK and Australia and was promoted to nursing sister in acute medicine.

Being an academic with dyslexia underpins her philosophy on learning and teaching and she respects diversity and different ways of learning. She strives to enhance the learning experience of all students. Her passion for learning and teaching has been shaped by her admissions role in pre-registration nurse education. Her interest in widening participation and inclusive practice led her to focus on improving the contact between students and the university during transition between further and higher education.

Peggy has researched inclusive practice in admissions and in one study she mapped students’ pre-entry qualifications against their first-year marks to inform the ‘All Wales’ selection and admissions process. She has presented joint-working in admissions practice at national and international conferences. Peggy designed early signposting of students to student services within her Feedforward project. This project fostered collaborative working between lecturers and the academic skills team and their work was published in a peer-reviewed journal.

She encourages active learning to enhance the student experience focusing on improving student retention through early formative assessment and feedback in the Feedforward initiative. This project aimed to develop student’s time management skills. Peggy advocates early engagement with assessment and feedback as a strategy for learning and uses this approach to promote student retention and success. She has focused on reducing attrition rates in pre-registration nursing with marked success earning two teaching in excellence awards due to her work in admissions; retention and formative feedback.

In the past year Peggy has presented at Bangor University’s Academy of Teaching Fellows Conference and at the Australasian Nurse Educators Conference in Wellington, New Zealand. Her Feedforward project was included as an example of good practice in three HEA publications; (2013) Compendium of effective practice in higher education: volume 2; also in (2011) Engaging students to improve student retention and success in higher education in Wales and in (2010) First year student experience Wales: A practice guide.
Dr Kevin Orr
Reader in Work and Learning
University of Huddersfield

Dr Kevin Orr has been committed to vocational education in higher education since working as an English assistant for work-related courses in France in the 1980s. After 16 years working in further education colleges around Manchester, mainly as a teacher of English for speakers of other languages (ESOL) and as a teacher-educator, he became a senior lecturer in post-compulsory education and training at the University of Huddersfield in 2006. Since 2010 he has been the coordinator for the University’s continuing professional development (CPD) framework and he also instigated and leads the MA in Professional Work-Based Learning. In 2013 he was promoted to Reader in Work and Learning in recognition of his expertise in vocational education. Throughout his career Kevin has sought to promote the value of experiential knowledge combined with high level academic study in professional development.

Much of Kevin’s work has been in teacher education for the learning and skills sector, which is also where much of his research interest lies. Kevin received a grant from the HEA in 2008 to lead research on how to enhance the work-based learning experience of student teachers in colleges. The project’s recommendations have been presented to fellow teacher educators and also to college managers. Kevin’s PhD thesis was entitled College cultures and pre-service trainee-teachers: a study in the creation and transmission of ideas about teaching. He has given evidence to the government’s Commission on Adult and Vocational Teaching and Learning and has presented keynote lectures and invited seminars nationally. Kevin has been co-convener of the special interest group on post- compulsory and lifelong learning in the British Educational Research Association and he also convenes the Yorkshire and Humberside Learning and Skills Research Network.

Kevin is currently working with a colleague in architecture to research the professional training of architects. The findings from this project, published in the journal Vocations and Learning, will inform his work on the CPD framework and in the education of teachers. For his own CPD Kevin is taking a part-time MSc in Social Research Methods and Statistics at the Centre for Census and Survey Research at the University of Manchester.
Dr Ian Palmer
Head of Media, Design & Technology
University of Bradford

Dr Ian Palmer began his career as a trainee engineer at Thorn EMI Electronics, during which he studied for a BSc in Electronics at the University of Sussex and an MSc at Brunel University. Ian left Thorn EMI and returned to Sussex to study for his DPhil, which focused on developing computer animation systems that would be easier to use by non-technical animators. Through his work in animation Ian became interested in its application in different media types, especially in entertainment, special effects and computer games. These areas are now the emphasis of his teaching, which focuses on the technical aspects of computer graphics.

Ian’s time studying whilst in employment led him to believe strongly in the value that the professional experience brought to his academic development. Ian has kept to this philosophy and he now aims to give students genuine work-related activities and experiences to give them the best chance to forge their own careers. This has led to proactively seeking collaborations with industry, especially focused on continuing professional development and the design of credit-bearing work-based learning. These include masters programmes in collaboration with the BBC, Creative Skillset, Mute Records and Escape Studios.

The need for industry standard environments for students’ studies led him to introduce professional facilities such as motion capture and outside broadcast into the curriculum, providing students with an opportunity to develop highly desirable skillsets and to help shape the future of the creative industries.

Ian is a board member of Bradford’s City of Film, which was successful in obtaining recognition from UNESCO as the world’s first designated ‘City of Film’. He is a member of the BBC Trust’s Audience Council England and as part of this role chairs the Yorkshire Regional Panel.

Ian’s research interests are computer games, animation and virtual environments and he is a member of the Centre for Visual Computing. His work includes the use of behavioural approaches to animation to provide a richer and easier to use simulation environments with applications in computer animation and computer games.

Ian is currently Head of the School of Media, Design and Technology at Bradford.
Dr Anya Perera
Head of School of Sustainable Environments (Interim)
& Postgraduate Coordinator
Writtle College

Throughout her teaching career at Writtle College, Dr Anya Perera has demonstrated a passion for enhancing student learning in a way that inspires and facilitates adjustment to higher education (HE) study. Her overall aim is to instill confidence in learners with diverse entry profiles, and she focuses on teaching science to non-scientists and engaging her students in a challenging yet supportive environment.

Her interests focus on transition both at undergraduate and taught postgraduate levels, and on skills development helping students acquire attributes for their future careers in competitive job markets. At the very start of a student’s academic journey, when insecurities abound, Anya recognises the importance of student/tutor dialogue and provides tailored feedback. This has led to work on how students perceive formative assessment in relation to their own academic development.

Anya’s love of teaching started in a research intensive institute as a demonstrator for large laboratory classes. After a short spell teaching at further education (FE) level, she progressed to HE and continues to lead modules at all levels of the undergraduate and foundation degree programmes. While her current role embraces other administrative roles, she actively retains teaching commitments and continues to learn from her team of colleagues and from students helping to assess the impact of institutional strategies on the student experience.

Through sector and industry links, Anya is now developing a specific skills programme for taught masters students that recognises the need for leadership and project planning and is leading to some exciting new assessments using live projects in conjunction with industry and the land-based sector. This, together with her experience of curriculum design and quality assurance, is helping to shape a new multidisciplinary approach to land-based courses.
Dr Ruth MH Pilkington
Principal Lecturer
University of Central Lancashire

Dr Ruth Pilkington began lecturing in languages and has developed the communicative and active learning characteristic of languages into the mainstay of her current work as an academic developer based in the School of Education and Social Sciences.

She developed specialisms through national project leadership in language learning and employability, and disseminated her work through conference papers, workshops and the Staff and Educational Development Association. Invited to lead the postgraduate certificate in learning and teaching in higher education (HE) at her University, she now applies her skills in assessment, professional education and activity-based, reflective learning as leader of a suite of professional education programmes. She also leads the University’s Pedagogic Research Forum which holds an annual conference and has a monthly programme of speakers and exchange events for sharing and building excellence through learning and teaching scholarship. A colleague comments that Ruth “has been the driver for pedagogical innovations across the university and has also led professional development strategies for academic staff”.

Ruth’s courses progress through continuing professional development (CPD) to mastery structured by the Postgraduate Certificate, Postgraduate Diploma and Masters in Education (MEd) and, since 2011, by the Doctor in Education (EdD).

Her approach to teaching and learning focuses on a dialogic approach using processes of deliberative reflection and the concept of critical professionalism, through which practitioners are encouraged to engage in enhancement of practice through scholarship and research.

Ruth has gained a national profile for her research and innovative use of dialogue as a means of assessing and recognising the professional learning of academics in higher education (HE). This has been adopted by a number of institutions for their CPD frameworks and resulted in national recognition and external work.

A colleague comments: “Ruth is making a sector wide impact through her approaches to the use of professional dialogue to enhance learning and teaching.” Her development and support of others emphasises facilitation, collaboration and active commitment to professionalism in HE and she motivates and inspires others to do the same.
Ashley Roberts
Assistant Dean (Creativity) WBS, University of Warwick

As a passionate advocate for creative and innovative pedagogical practices, Ashley Roberts leads the humanising agenda of 21st century business management education. In doing so, he draws on Arts- based methodologies (such as dance, drama and music) in order to unlock the potential of students by reframing learning through alternative lenses. Ashley consistently receives the highest teaching scores at Warwick Business School (WBS) and is a winner of The Warwick Award for Teaching Excellence (WATE, 2013). His teaching impact is truly global with real benefits for individual learners:

“Ashley leads the way in inspiring our students all over the world with his passion for Organisational Behaviour and highly innovative pedagogic methods. He is truly a class act.” (Professor Haridimos Tsoukas, WBS).

Ashley has presented his research at many conferences, and is a powerhouse in forming positive collaborations that generate impact in learning. He has forged meaningful international teaching collaborations with faculty members in the US (Harvard University, Emerson College, Boston University, Boston University Massachusetts, Bentley Business School), China (Renmin University, Guanghua School of Management, Peking University), and advances current thinking in capturing his pedagogic endeavours through research.

Ashley’s research interests include creative learning, participatory pedagogies, fun organisational cultures, organisational growth, and the relationship between organisational culture, structure, identity and control. His latest paper Beethoven and bamboo: Arts-based methodologies in higher education made a e m e n t learning won the best developmental paper award in the Knowledge and Learning stream at the prestigious British Academy of Management (BAM) conference. This year he will again present at BAM with a paper entitled Come Fly with Me: Engendering team psychological safety through physical movement. He will also give a workshop at the Academy of Management that draws on Sophocles’ tragedy of Antigone to better understand leadership and organisational crisis.

He is an Advanced Institute of Management (AIM) associate, member of the British Academy of Management, an academic member of the Chartered Institute of Personnel and Development, and also a member of the International Centre for Research in Organizational Discourse, Strategy and Change.
Dr David J. Robinson
Senior Lecturer in Biology
The Open University

Dr David Robinson is a zoologist and Senior Lecturer in the Department of Environment, Earth and Ecosystems and has been committed to open and distance learning all his professional life. Having been inspired by the pioneers of natural history broadcasting when he was young, he now uses multiple media to excite learners about the natural world. Sounds and images can be very powerful in stimulating learning and he has been developing innovative ways of using media throughout his career. Providing learning materials that are rich in different types of media has become more practical as technology advances and he has grasped the opportunities offered by computers, tablets and phones to enhance open and distance learning.

Science is a practical subject and David has tackled the problems of delivering practical work in an online and global environment, by developing a module that involves students from across the world working in groups on experiments. The experiments are carried out at home but the students need to agree designs and share data, so they are linked by conferencing. This module has been influential in the development of online practical work in open and distance learning at The Open University.

David uses broadcasting to both draw the audience into engagement with the subject and then provide opportunities for further learning. The draw of natural history on television is well known and audiences are large. Offering something at the end of a programme which encourages interested viewers to do something actively to take their interest further can, and does, stimulate people into embarking on study. Careful crafting of the route from TV to study has been a crucial part of David’s work. He has worked with the BBC on a number of co-produced TV and radio series and the associated learning pathways. A former BBC producer commented:

“Many thousands of OU students and millions of television viewers have benefited enormously from David’s work.”

In university teaching, research, broadcasting and outreach David continues to explore and reveal the complexity and beauty of the natural world.
Professor Stephen Sterling
Head of Education for Sustainable Development
Plymouth University

Professor Stephen Sterling is widely renowned nationally and internationally for his work over many years on what education’s response should be to the global issues of sustainability which are increasingly characterising our times. He is passionate about innovation and change in education, teaching, and learning which will give graduates the competencies to cope and manage in a rapidly changing and uncertain world, and has worked at every level from policy to practice accordingly.

His varied career has included roles as teacher, deputy director of a national educational body, consultant (particularly to WWF-UK), freelance academic, academic tutor at London South Bank University (LSBU), and Professor at Plymouth University. During this time, he has built a substantial reputation as one of the most eminent thought leaders on the theory and practice of sustainability education, and has had much influence on theory and practice in the field.

Professor Ros Wade, LSBU said:
“Professor Stephen Sterling has made an outstanding and incalculable contribution to the academic development of education for sustainability and indeed his scholarship, research, and teaching have been ground-breaking in so many different ways.”

Stephen’s credits include co-founding/writing the first masters course in the UK on education for sustainability, co-editing the first book published anywhere on this field, and writing/leading on another three key books in the area, as well as the HEA-commissioned Future Fit Framework which has inspired academics and whole universities to embrace sustainability in their teaching. He has a particular interest in systems thinking and transformational learning and has championed these ideas and associated pedagogies through his resource materials (eg Linking Thinking), student/staff workshops, and research. He has played a critical role in Plymouth’s commitment to sustainability for many years.

Paul Murray, a National Teaching Fellow at Plymouth University said Stephen “…has contributed immensely to teaching and learning development at Plymouth University by supporting innumerable colleagues in the effective delivery of education for sustainable development. There is a strong commitment to ESD at this university, which Stephen exemplifies and is largely responsible for.”
Dr Claire Surr
Reader in Dementia Studies
University of Bradford

Dr Claire Surr has developed her academic career at the University of Bradford, joining the University in 1998 as a research assistant and progressing to her current role as Reader and Head of Education Programmes within her department. During this time she has taken on a variety of roles including programme leader for the department’s Foundation degree, BSc and postgraduate programmes.

Claire has a passion for developing learning and teaching approaches designed to meet the diverse needs of the health and social care dementia workforce. Her methods are founded on the principles of education for sustainable development; ensuring students have a personal toolkit of analytic, innovation and problem solving skills, which help them to meet the complex care needs of people with dementia.

A particular focus of her work has been the introduction of Web 2.0 technologies and social media to distance learning teaching, in order to create vibrant learning communities. Her leadership in this area has enabled her to become a catalyst for change divisionally and institutionally, resulting in an enhanced student experience. Her innovative work on the direct involvement of people living with dementia, known as experts by experience, in teaching and summative assessment has placed the experience of living with dementia at the heart of educational content enabling students to enhance their skills in analysis of practice and the fostering of innovative approaches to care. This has also proved a rewarding experience for the experts, as one of them noted:

“It helps me to keep active in mind and spirit. What we are doing is helping people to be better professional carers and it is an honour for me to be involved.”

Claire has translated these effective practices to developing transformational education programmes for the care home workforce, which have been described as a ‘global benchmark’. They have been rolled out to inform the practice of over 11,000 staff in one large care provider organisation.

Claire has embraced opportunities to continually develop her practice through student feedback evaluation and has had the opportunity to disseminate her work nationally and internationally through conference presentations and publication.
**Dr Tim Thompson**  
**Reader in Biological and Forensic Anthropology**  
**Teesside University**

Dr Tim Thompson has published over 35 papers in peer-reviewed journals and books and is a renowned expert on heat-induced apatite and crystallinity changes in bone. Most of his research on this focuses on the development of new analytical tools to examine this challenging biomaterial.

Tim is also interested in the relationship between the biological and social body (again particularly in the modern context), and the role of forensic anthropology/anthropologists in the world at large. With regard to this, he has been actively researching teaching methods and processes within forensic anthropology and has published on the legal and ethical constraints of teaching such subjects. He has a particular interest in the use of digital technologies in the teaching of the forensic and crime scene sciences.

He is Managing Director of the spin-out company, anthronics ltd, which develops and sells teaching aids and tools for those learning and teaching the skeletal sciences. He has recently published the book, *Human identity and identification*, with Dr Becky Gowland (Durham University) and was previously senior editor for the book *Forensic human identification*.

At Teesside he is actively involved in undertaking and fostering research. On top of developing his own research team and striving to create an environment for them to successfully work and develop in, Tim currently chairs the University Research Ethics and Integrity Committee, is deputy chair of the University Research Degrees Committee and sits on the University Research Policy Committee.

Externally, he is the Publicity Secretary for the British Association for Biological Anthropology and Osteoarchaeology, works closely with the Chartered Society of Forensic Sciences, and is on the editorial boards for the *Journal of Forensic Sciences*, *Journal of Forensic and Legal Medicine* and *Human Remains and Violence: an Interdisciplinary Journal*. He is a practicing forensic anthropologist who has worked at home and abroad in a variety of forensic contexts.

Before coming to Teesside, Tim studied for his PhD at the University of Sheffield (Faculty of Medicine) and was a Lecturer in Forensic Anthropology at the University of Dundee.
Simon Thomson
Head of e-Learning
Leeds Metropolitan University

Simon Thomson is currently the Head of e-Learning, an academic post with responsibility for
the development and implement of the University strategy to embed e-learning in all modes
of delivery.

Simon works in the Centre for Learning and Teaching and liaises closely with academic
colleagues and learning technologists from across the University to ensure that technology
is used effectively to enhance the staff and student learning and teaching experiences. He
has locally developed the 4E Framework through which his approach is to encourage more
conversations around technology use. This framework is currently in development but is
already available with an open license.

In 2009, Simon was Project Director on a JISC PhaseI project for institutional open
educational resources (OER). The aim of the Unicycle project was to establish an OER
repository at Leeds Metropolitan University and release 3,600 hours of learning materials.
This project has had significant impact in shaping the learning strategy at the University.
Through their sustainable model, staff and students continue to benefit from the use of OER
in learning and teaching. As part of this activity he developed and openly published the ‘Staff
guide to OER’, which is a short practical guide for staff new to OER.

He has recently led on a University-wide tablet implementation project exploring the
benefits and challenges of single device technology and embedding the use of such devices
as part of learning and teaching activity. He will be publishing results on this study in the
near future.

Simon is an Apple Distinguished Educator, SEDA-accredited in Embedding Learning
Technologies, and a Senior Fellow of the Higher Education Academy. In 2014 he co-
chaired the national OER14 conference held in Newcastle.
Professor Malcolm J. Todd
Head of School of Social, Psychological and Communication Sciences
Leeds Metropolitan University

Professor Malcolm Todd is Head of one of Leeds Metropolitan University's largest Schools, with 2300 student registrations in 2013, over 100 academic staff and 25 PhD students. The School includes the subject areas of Politics, International Relations, Peace Studies, Sociology, Psychology, Criminology and Speech and Language Therapy and recently launched a new University research Centre, The Centre for Applied Social Research.

Malcolm has a particular interest in how to best support the student learning experience. He has been involved with transnational education, and has developed strong partnership relationships with higher education institutions in Hong Kong, the Netherlands and the USA. He has chaired validation and institutional approval events in the UK, mainland Europe, Malaysia, China and Hong Kong.

Having a wide range of teaching experience, at both undergraduate and postgraduate level, Malcolm has largely taught in the areas of the sociology of work, the sociology of protest movements, social research methods (research design, qualitative methods and policy evaluation), family studies, and applied sociology/social policy.

He has published widely on learning and teaching matters in the social sciences, especially around the themes of learner autonomy, work-based learning and the teaching of race and ethnicity.

Until 2010 Malcolm was the Associate Director of the national Subject Centre for Sociology, Anthropology and Politics. He is currently leading on a national project for the HEA and HEFCE on teaching about Islam in the Social Sciences, and has been a Trustee of the British Sociology Association and member of the Heads and Professors of Sociology.

Since being awarded his National Teaching Fellowship Malcolm has taken up the post of Dean of Faculty at the University of Derby.
Dr Ian Turner
Senior Lecturer in Biology and Forensic Sciences
University of Derby

Dr Ian Turner is Assistant Head of Department at the University of Derby where he has worked for eight years. He is a creative and innovative lecturer whose personal teaching philosophy echoes the ancient Greek philosopher Aristotle’s famous quote, “Educating the mind without educating the heart is no education at all.”

Ian’s creative teaching methods are exemplified by an approach described as lecture theatre pantomime that uses a simple interactive approach to the delivery of complex scientific principles. He uses costumes, props, role-play and analogy and has even been known to perform a handstand during his session. These sessions can have a transformative effect on a students learning journey. One student said:

“I think your sessions are interactive and informative and you deliver with such flair and enthusiasm... [your] sessions have made me sit up, listen, be inspired and have the desire to be a better student and scientist.”

Ian also uses popular culture such TV quizzes and lonely heart columns to open up hard science to students. He is a keen ‘geek’ and uses popular science fiction programmes such as Dr Who and Superheroes to teach scientific principles. To communicate with students and the wider community he has talked at countless schools and colleges and even a Dr Who convention. Using his alter ego @DocWithTheSocs he engages with the wider community on the science of superheroes.

Ian is a volunteer for the British Science Association and has chaired the Derbyshire Branch and sat on the General Committee. In recent years he has organised a number of highly successful public events across the county including a Festival of Science at the University of Derby (attended by 2000 people), two National Science and Engineering Weeks’ events with Derby County Libraries at Central Library, Derby (each attended by 1500 people), two Science of Halloween events at the local Westfield shopping Mall, several science-based pub quizzes and a scientific seminar series for the general public.
Dr Penney Upton
Principal Lecturer
University of Worcester

As learning, teaching and assessment (LTA) lead for the Institute of Health and Society, Dr Penney Upton has directed a fundamental change to the structure for supporting and disseminating learning and teaching practice. Her innovative and collaborative approach, in which course leaders are engaged through a network forum, has been welcomed by staff at all levels and led to a much stronger learning and teaching community. Passionate about the importance of using feedback for learning, Penney has a particular interest in the use of e-learning and innovative assessment and feedback methods. In 2012, she was awarded a Senior University Teaching Fellowship in recognition of her significant contribution to innovations in learning and teaching at the University. Penney has also authored three Developmental Psychology textbooks for undergraduate students and co-edited a series of ‘test yourself’ guides for Psychology students which cover the core British Psychological Society (BPS) areas.

A Chartered Teacher and Researcher in Psychology, Penney is also an Associate Fellow of the BPS and a Fellow of the HEA. Very much a ‘lifespan’ developmentalist, her specialist teaching area concerns human development and wellbeing across the lifespan. An active researcher, Penney has published widely on subjects including the impact of chronic illness on children’s quality of life, approaches to changing risky health behaviours such as smoking in adulthood, and the use of touchscreen technology to enhance the wellbeing of older adults with dementia. Penney is also committed to developing clinical and teaching practice which is evidence-based. She is particularly proud of the international impact which the evidence-based practice questionnaire, a measure of knowledge, attitudes and behaviour developed as a part of her MPhil, has had in both clinical and educational settings.
Dr Jackie Waterfield
Senior Lecturer
Keele University

After a successful career as a physiotherapist, Dr Jackie Waterfield moved into higher education. Her principal interest is in the pedagogies related to professional development and the praxis of real-world learning and the classroom. To address this theory-practice gap, Jackie has utilised a range of innovative learning and teaching methods for healthcare practice students, such as simulated patients, videoed assessments, practice-based portfolios and non-discipline-specific mentors, creating a learning environment that reflects the learner’s real professional life by being realistic and relevant, while meeting learning outcomes.

Jackie mainly teaches postgraduates but also contributes to foundation-year and undergraduate programmes, and a doctoral programme. Supporting learners as a tutor or a mentor is central to her philosophy of education and reflected in comments such as “fantastic academic and personal support” and “I have absolutely no qualms in saying that I would not be where I am on my teaching and research career if it had not been for Jackie”.

Lifelong learning and continuing professional development (CPD) in the political and social context are a particular interest of Jackie’s, and her doctoral thesis and current research reflect this. In 2009 she was awarded the Jo Campling Memorial Prize by the Academy of Social Sciences for a paper in this area. She was awarded a Faculty Learning and Teaching Fellow secondment at Keele, during which she completed a project on portfolio development for HE staff. An area of personal CPD led to Jackie developing, with colleagues, the first fully online e-module within Keele University. This success has led to other e-learning projects supported by University Innovation Project funds.

Outside the University, Jackie works with professional and regulatory bodies to develop and promote an understanding of competence and good practice in the professional arena.

Her aspiration is to encourage others to advance knowledge of professional healthcare practice and an understanding of how that knowledge is learnt and applied in the contemporary healthcare context.
Dr Ruth Whittle's approach to learning and teaching is largely shaped by her international experience as a student of English and American language and literature, French language and literature and pedagogy at the University of Bonn, Germany. At a time where it was rare to study abroad, she managed to spend not one but three years away, first at Stanford University, where she held a scholarship and also worked as a teaching assistant in German. Then a teaching assistantship in Geneva allowed her to counterbalance the American influence. Finally, as a German Lektorin at the University of Oxford, she felt fully at home conversing with her colleagues in English, French and German on a daily basis.

These three periods of teaching German as a foreign language became the defining factor in Ruth's career. Following her permanent move to the UK in 1988, she worked initially as a freelance teacher, translator and editor with varied, interesting clients, for example in the Diplomatic Service, as well as with publishers including Berlitz and Oxford University Press (OUP). She has been a lecturer in German at the University of Birmingham since 1992.

Ruth's intensive experience of arriving in a country and having to make one's way shaped her interest in the support of learning and teaching. She has held key roles in student welfare and internationalisation as well as developing a range of innovative courses in the German section, e.g. in Business German. In her latest research project she is looking into how to achieve transformational changes with language students as reflective learners and how this could impact positively on the relationship between staff and students as a community of learners and teachers.

Ruth has widely researched and published in the areas of language study and internationalisation, and women in German literature and literary history.
Kim Whittlestone
Senior Lecturer
Royal Veterinary College

Kim Whittlestone trained as a veterinary surgeon and spent two years working in a small animal practice before focusing his attention on education. Realising on graduation how unprepared he was for working in practice, he began a lifelong exploration of how to better prepare students for the workplace. Initially this focused on the development of students’ abilities to study but it gradually became apparent to him that teachers needed just as much help as students!

Following completion of his MA in Medical Education in 2010, Kim has worked with both teachers and students developing their educational practice and academic skills. This led to a growing interest in the participation of both in the sociocultural practices of a community. As a founding member of the WikiVet project, bringing together students and staff to engage in the co-construction of an online encyclopaedia, the power of a community of practice had already been demonstrated to him. Kim recognised that the active participation of the learner and their developing identity was more important than the wiki itself, although creating the ‘product’ became a vital part of funding the continuation of the community.

Creating effective communities of practice to enhance the educational experience of staff and students subsequently became a passion of Kim’s. He has developed courses in practical education for veterinary residents and been involved in curriculum design and delivery internationally.

Being actively involved in the development of the only MSc in Veterinary Education, Kim has been able to engage colleagues in transforming and enhancing the student experience. Having multiple roles within post-graduate and undergraduate veterinary education, Kim has helped many individuals within the veterinary community to develop their educational capabilities and identities.
Dr Peter Willmot
Principal University Teacher
Loughborough University

Dr Peter Willmot is a practical mechanical engineer, an energetic, innovative, dedicated teacher and distinguished pedagogic researcher. He has extensive international experience, an eye for detail and significant experience of course design and leadership. He is a Chartered Engineer, a Fellow of the HEA and recently completed a period of sabbatical leave having been awarded a prestigious HEA International Scholarship visiting universities on three continents to further his research into student motivation.

For over 11 years Peter was Director of Undergraduate Studies in one of the largest Mechanical and Manufacturing Engineering Schools in the UK. As undergraduate director he was responsible for six Degree programmes and during this time he introduced two completely new programmes and a number of contemporary teaching and learning innovations. He teaches engineering design, machine analysis and project management.

Peter is an academic associate of Loughborough’s Centre for Engineering and Design Education (CEDE) having been previously seconded to its forerunner organisation; the government-funded Centre for Excellence in Teaching and Learning (engCTEL) which offered a national support network for engineering lecturers, promoted stronger links with industry and developed new learning technologies.

His main pedagogic interest is in developing engaging activity-based learning methods. He has substantial experience of peer mentoring, peer assessment, working with industry and competitive educational events although he is perhaps best known for his work in team projects and leadership training. He was the founding father of the international award-winning Web-PA online peer-assessment project and has worked on many innovations that enhance student engagement.

Externally, Peter is an accredited teaching assessor involved in staff training and development; he has been the specialist subject adviser to the British University in Egypt (Cairo) for seven years and has run staff development courses in both Egypt and in the Russian Federation. He has sat on numerous course accreditation and validation panels in higher education and supervised PhD students studying Engineering Education.
Dr Viv Wilson
Principal Lecturer in Education
Canterbury Christ Church University

Dr Viv Wilson started her career as a teacher of English and Drama, and advisory teacher in Creative Arts, and became a teacher educator in 1984. She joined Canterbury Christ Church University in 1997 to develop partnerships between the University and primary schools, particularly focused on the work of school-based mentors.

Her work has linked parallel strands of teaching and research with establishing and developing new contexts for professional learning in schools, initially in England and later internationally. Her professional doctorate investigated mentors’ conceptions of student teachers’ professional learning, and underpinned programmes of professional development for mentors.

Between 2006 and 2010 Viv worked with teacher educators in Malaysia to develop graduate-level primary teacher education. As Programme Director, this required her to facilitate a radical revision of approaches to professional learning previously in place, while respecting the cultural context in which Malaysian student teachers and teacher educators were working. She is currently working collaboratively with teacher educators in Palestine to re-shape ways in which universities and schools work together to support professional learning, and to promote the importance of mentoring in teacher education.

Viv is convinced that we transform our own understanding through having to explain and justify our ideas to others, and through evaluating the ideas of others in order to achieve a shared purpose. She aims to ask challenging questions to encourage others to explore the basis for their own values and beliefs and to consider alternative explanations and possibilities beyond those provided by conventional practice.

“Viv has a combination of firm, but fair, expectation coupled with a relentless drive to push me to extend my thinking … She has insisted that I justify each of my thoughts and findings and this approach has led me to solidify my thinking at each turn” (MA student, 2011). This approach also underpins her facilitation of a ‘self-study’ project which aims to encourage teacher educators to examine the values and assumptions underpinning their practice.

In 2012 Viv was awarded a University Teaching Excellence award on the basis of her cumulative contribution to students’ professional learning within the University and internationally.
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