



Association of
National Teaching Fellows

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The Association of National Teaching Fellows is delighted to be sponsored by Ede and Ravenscroft.

Ede & Ravenscroft is London's oldest tailor, with a heritage that stretches back over 325 years. In 1689 the company was entrusted with the ultimate commission: to create the robes for the coronation of William and Mary, and since has created robes for 12 English coronations. Today, Ede & Ravenscroft is proud to hold all three royal warrants, and enjoys longstanding associations with academic institutions from around the world.

Ede & Ravenscroft has recently expanded its range of graduation services from gown hire and photography by offering videography, ticketing and other event management support services. A full range of services is available upon request.

Abstracts: Monday 30 March 2015

Professor Carol Evans

Abstract: ANTF Journal (Strand 1: 12-12.30)

The aim is to discuss how we can get started on establishing an open source online international journal Innovation and Excellence in Higher Education (IEHE) that is transformative, impactful and sustainable.

Short biography

Carol Evans is a Professor of higher education at the University of Southampton, UK. She is a National Teaching Fellow and Principal Fellow of the Higher Education Academy and secretary for the Committee of the Association of National Teaching Fellows, UK. She is President of the Education, Learning, Styles, Individual differences Network (ELSIN), an Associate Editor of the British Journal of Educational Psychology and a Visiting Professorial Fellow at the Institute of Education, University of London, UK.

Recent work includes Evans (2013). Enhancing Assessment Feedback Practice in Higher Education published in Review of Educational Research available at:

<http://rer.sagepub.com/cgi/reprint/83/1/70?ijkey=x/CimNd6vjZWI&keytype=ref&siteid=sprer>; Waring, M., & Evans, C. (2014). Understanding Pedagogy: Developing a Critical Approach to Teaching and Learning. London: Routledge; Kozhevnikov, M. & Evans, C., Kosslyn, S. (2014). Cognitive style as environmentally sensitive individual differences in cognition: a modern synthesis and applications in education, business and management. Psychological Science in the Public Interest, 15(1), 3-33 available at: <http://psi.sagepub.com/content/15/1/3.full.pdf+html>

Higher Education Academy Keynote (please note this change to programme) (13.15 – 13.45 hrs)

Keynote speakers: **Fiona Hellowell**, Head of Membership, Higher Education Academy

Dr John Craig, Director of Academic Practice, Higher Education Academy (NTF)

Abstract and short biographies tbc.

Tim Bilham

Abstract: Workshop ANTF book (Strand 1: 15.15 - 16.30hrs)

The workshop will encourage exploration of ideas for further joint publications from NTFs including interdisciplinary, international and novel dissemination opportunities. It will build upon, and complement, the proposal for an ANTF journal held earlier in the day.

Previous workshops have directly resulted in the publication of *For the Love of Learning: Innovations from Outstanding University Teachers*, Palgrave MacMillan, 2013, and in an *NTF Writers' Retreat*, held in 2014.

Short Biography

Tim Bilham is a freelance writer, researcher and cook. Awarded a National Teaching Fellowship in 2007, he edited the first collective publication from NTFs, *For the Love of Learning: Innovations from Outstanding University Teachers*, published in 2013. A second book is in preparation. He also writes on climate, health and learning issues. He is currently researching the impacts upon mental health from flooding, using the Somerset Levels as a case study, and the preparedness of healthcare services to respond. He supports and mentors candidates from a number of Universities in their applications to the NTF scheme, is an NTFS Assessor and moderator to a University UKPSF programme. Otherwise he is to be found on a tennis court, on a paddleboard or in the kitchen.

Dr Ian Scott

Workshop - UKPSF & Senior & Principal Fellowship applications (Strand 1: 15.15 – 16.30hrs)

This workshop will examine how you can use develop a successful claim for Senior Fellow of the HEA or Principal Fellow of the HEA. During the session we will look at how the evidence required for NTF relates and matches that required for SFHEA and PFHEA. The workshop will provide an overview of the UKPSF fellowship schemes as well as an opportunity you to analyse the evidence that you have to support a claim. The session will be led by NTFs one of whom is an HEA assessor.

Short Biography

Ian is Associate Dean for Student Experience within the Faculty of Health and Life Sciences at Oxford Brookes University. His first degree was in Applied Biology before progressing onto gaining his Ph.D. in Avian Ecology and Physiology from Durham University. Ian developed an interested in Pedagogy whilst working at De Montfort University lecturing in Ecology, which led to positions at City University and then University of Worcester in Education Development Units. He gained a National Teaching Fellowship in 2011, and Principal Fellow of the Higher Education Academy in 2014. Ian's research interests lie in and work based learning, mentorship, and learning in non-formal environments. His latest publication is:

Scott, I & Spouce, J. (2014) *Practice-based learning in Nursing, Health and Social Care*. Oxford: Blackwell-Wiley.



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Abstracts: Tuesday 31 March 2015



Ede & Ravenscroft

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Ede and Ravenscroft sponsored keynote speaker: Professor Sally Brown (9.45 - 10.30hrs)

Abstract:

Excellence in assessment, learning and teaching: people, planning, performance and passion. Great teaching doesn't happen by accident: people who are great energisers of student learning work hard for seemingly effortless excellence, making sure they are organised and well-prepared, at the same time as taking risks and leaning in towards learners. In this personal perceptive on teaching excellence I aim to explore what conditions are necessary for excellent teachers to thrive, and how National Teaching Fellows can support the next generation of outstanding teachers to emerge and succeed.

Short Biography

Sally Brown enjoys life as an Independent Consultant and Emerita Professor at Leeds Beckett University where she was, until July 2010, Pro Vice Chancellor (Academic). She is also Visiting

Professor at the University of Plymouth and at Liverpool John Moores University as well as working in around thirty universities a year in the UK and internationally. In 2012 she was awarded an Honorary Doctorate from Plymouth University for Services to Teaching and Learning in Higher Education.

She is a Principal Fellow of the Higher Education Academy, is a Staff and Educational Development Association (SEDA) Senior Fellow and a UK National Teaching Fellow. She is widely published in the field of teaching, learning and particularly assessment. Her latest book (2015) is 'Learning, Teaching and Assessment: Global Perspectives (Palgrave). Her areas of expertise and workshops as well as a full list of publications can be seen at the website at <http://sally-brown.net/>

Contact at s.brown@leedsmet.ac.uk or sally@sally-brown.net

Twitter @ProfSallyBrown

Professor Pauline Kneale

Keynote speaker (10.30 – 11.15hrs)

Abstract: Preparing our students for a world we cannot imagine with technology not yet invented.

So we know what the question is. Between us we are best placed to do something about it in contemporary HE. I would like us to use this time to consider the issues around raising the challenge, and getting beyond describing and defining. What will be the pedagogies that will increase creativity, self-confidence, assurance of authorities, and help us deal with those wicked problems (Conklin, 2003; Knight and Page, 2007; NMC, 2015) If you have a flip class room minute before the day – start with NMC 2015. We won't get an answer but it could be an interesting start to a conversation.

Conklin, J. (2003) *Dialog Mapping: An Approach for Wicked Problems*. CogNexus Institute. Available at <http://cognexus.org/dmforwp2.pdf>

Knight, P.T. and Page, A. (2007) *The assessment of 'wicked' competences. Report to the Practice-based Professional Learning Centre for excellence in teaching and learning in the Open University* (The Open University).

NMC (2015) NMC Horizon Report, 2015 Higher Education Edition, New Media Consortium, Available at <http://www.nmc.org/publication/nmc-horizon-report-2015-higher-education-edition/>

Short biography

Pauline Kneale PhD, NTF, (2002) PFHEA, FRGS is Pro Vice-Chancellor Teaching and Learning and Professor of Pedagogy and Enterprise, at Plymouth University. Pauline studied at University College London and Bristol, and has held academic posts at Bristol University, Trinity College Dublin, Kingston Polytechnic and the University of Leeds, before moving to Plymouth in 2009. Her hydrology and teaching and learning expertise was recognised through her Chair appointment and a National Teaching Fellowship award in 2002. In 2010 she took up the PVC post, and shortly afterwards the Directorship of the Pedagogic Research Institute and Observatory at Plymouth University. She is a member of the HEFCE, Teaching, Quality, and the Student Experience Strategic Advisory Committee

Recent research has focused on developing innovative teaching and pedagogical research particularly at taught masters level. In 2010 she led two open educational resources projects funded by HE Academy / JISC: 'The Open Fieldwork (OF) Project'; and 'Open Educational Resources for Accredited Courses for Teachers in Higher Education Educational Development'. A 2009 the British Council Education Partnerships in Africa project, 'Engendering Entrepreneurship in Ethiopia' project followed on from the award for White Rose Centre for Excellence in Enterprise Teaching, developing innovation in teaching across three universities. Current work includes an edited volume on teaching

at masters level and a HEA funded project 'Evaluating teaching development in HE: towards impact assessment'.

Dr Ian Scott

Workshop - UKPSF & Senior & Principal Fellowship applications (Strand 1: 11.30 – 12.30hrs)

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Dr Pratap Rughani (Strand 2: 11.30 – 12.30hrs)

Abstract: Workshop / discussion: Deepening the relationship between teaching and research

Many NTFs are involved in teaching and research: in our disciplines or pedagogy or both. Yet our teaching and research work are often distinct and can even be recognised or resourced in quite separate ways and some face competing demands even from within the same institutions. Can teaching and research be brought more closely into a healthy dialogue and, if so, what are the opportunities and pitfalls of developing an academic culture where the integration of teaching and research is a given?

This practical workshop invites us to survey the field and look to examples from our own experience to think through how a finer teaching and research culture might be imagined.

Short Biography

Dr Pratap Rughani is a documentary film-maker and Reader in documentary film at University of the Arts, London. His pedagogic interests focus on the relationship between teaching and research. Much of his early film work is in observational broadcast documentary modes, with twenty-five films for BBC 2 and Channel 4. Other films are independent commissions for the British Council or research-supported projects for gallery spaces such as Modern Art Oxford.

He is interested in cultivating a film culture through which inter-cultural dialogue can evolve, conceiving documentary as a crucible in which people of radically different perspectives, cultures and politics come into relation, for example with the Truth & Reconciliation Commission of the new South Africa. He filmed in the aftermath of many moments of tension or emergence from conflict including in Rwanda, Northern Ireland, Aboriginal Australia, South Africa, and across the Islamic world and

dialogue with British Islam. He writes on practical and philosophical questions of documentary film including questions of research ethics, peace and conflict and post-colonial emergence. He is Course Director of MA Documentary Film at the London College of Communication (University of the Arts London) and a Trustee of the environmental charity, Pragya.

Professor Derek France

Abstract: Mobile devices and fieldwork (Strand 2: 13.15 - 15.00hrs)

Mobile technologies are increasingly affordable and popularity and their use has grown significantly in recent years. Within a HE learning context, these technologies provide an excellent opportunity to enhance student learning and engage students in research. In this interactive session, Professor France will outline the work of the Enhancing Fieldwork Learning project team with mobile devices in a range of learning environments and encourage participants to consider how they could use mobile devices to further engage students in learning. You will be able to consider how these technologies can be successfully incorporated into teaching, discuss the pitfalls and challenges to using technologies (staff and student perspective), as well as a hand-on introduction to using tablet/smartphone technologies in a teaching context. Remember to bring your own device.

Short biography

Derek France is a Professor of Pedagogy in Geographical Sciences at the University of Chester and Treasurer for the Committee for the Association of National Teaching Fellows. After completing his first degree in Applied Sciences at Wolverhampton University, he then completed a PhD in the Department of Geography at Liverpool University whilst working as a research technician and assistant before joining the University of Chester.

Throughout his years teaching at Chester, Derek has been a great advocate of fieldwork learning and the benefits of incorporating technology enhanced learning. His enthusiasm for teaching and learning has led him to take on several key roles, including the Co-Editor of Journal of Geography in Higher Education and the Chair, of Royal Geographical Society Higher Education Research Group (2006-12). In recent years (2010-13) he directed a 3-year NTFS project to Enhance Fieldwork Learning, through the evaluation and inclusion of mobile technologies in fieldwork. He received a University Teaching Fellow award in 2004, National Teaching Fellow in 2008 and in 2013 the Royal Geographical Society with the Institute of British Geographers (RGS-IBG) Taylor and Francis Award for Excellence in Teaching and Learning Higher Education Geography.

His areas of interest include: Teaching: Physical Geography, Environmental Reconstruction, Fieldwork teaching. Research interests include: in recent years his research interests have widened to include a more pedagogical focus, investigating the student learning experience with particular attention on the use and application of mobile technologies; hazard simulation exercises; and mapping graduate attributes to enhance teaching and learning of fieldwork.

Email: d.france@chester.ac.uk

Professor Carol Evans

Abstract: Using Cognitive Styles in Pedagogy (Strand 2: 13.15 - 15.00hrs)

This session is for anyone who is passionate about enhancing learning and teaching. In this session I will explore the relevance of an informed understanding of cognitive styles to enhance learning and teaching practice. Using latest research from cognitive psychology, neuroscience, and education I will present an integrated cognitive styles framework and demonstrate how key ideas can be applied to learning and teaching. Importantly, I will aim to demystify and clarify the styles field with the intention of addressing common style misconceptions. I will illustrate the use and value of a specific participatory pedagogy - "The Personal Learning Styles Pedagogy" (Evans & Waring, 2009, 2014) within higher and teacher education contexts.

Short biography

Carol Evans is a Professor of higher education at the University of Southampton, UK. She is a National Teaching Fellow and Principal Fellow of the Higher Education Academy and secretary for the Committee of the Association of National Teaching Fellows, UK. She is President of the Education, Learning, Styles, Individual differences Network (ELSIN), an Associate Editor of the British Journal of Educational Psychology and a Visiting Professorial Fellow at the Institute of Education, University of London, UK.

Recent work includes Evans (2013). Enhancing Assessment Feedback Practice in Higher Education published in Review of Educational Research available at:

<http://rer.sagepub.com/cgi/reprint/83/1/70?ijkey=x/CimNd6vjZWI&keytype=ref&siteid=sprer>; Waring, M., & Evans, C. (2014). *Understanding Pedagogy: Developing a Critical Approach to Teaching and Learning*. London: Routledge; Kozhevnikov, M. & Evans, C., Kosslyn, S. (2014). Cognitive style as environmentally sensitive individual differences in cognition: a modern synthesis and applications in education, business and management. *Psychological Science in the Public Interest*, 15(1), 3-33 available at: <http://psi.sagepub.com/content/15/1/3.full.pdf+html>

Professor Michael Young

Abstract: "A passion for compassion: learning in HE and the public good" (15.15 – 15.45hrs)

De Montfort University's innovative 'SquareMile' and '#DMUGlobal' projects help students widen their horizons, build self-confidence and form an identity – as both local and global citizens – founded on a sense of social responsibility. We are proud of the rich diversity of our student population; ethnically diverse, with 80% recognised by OFFA, and one of the highest proportions in UK HE of students with a declared disability. We are now working with our Teacher Fellows, NTFs and across the whole university to develop a new learning and teaching strategy that embraces the potentiality of all our students and the challenges they face. Key emerging themes are **universal learning** and **integrated learning**.

Short Biography

Professor Michael Young joined De Montfort University as Pro Vice-Chancellor (Teaching and Learning) in September 2014 with responsibilities including learning enhancement, employability and quality assurance. He was Pro-Warden (Students and Learning Development) at Goldsmiths, University of London and previously Head of the Department of Music. He held a number of teaching fellowships at Goldsmiths, focussing on assessment, e-learning and research-orientated teaching.

After completing his BA (Hons) in Music at the University of Oxford and a PhD in Composition (Durham University) he lectured in new music at Bangor, University of Wales and subsequently at Oxford Brookes. His research interests focus on machine learning and AI in a musical context, particularly improvisation. He is co-founder of the EPSRC-funded Live Algorithms for Music network.

For more information see: www.michaelyoung.info

Dr Ian Scott and Dr Caroline Stainton

Abstract: Blue Skies Session – what's possible ... projects, collaboration... (15.45-16.30hrs)

This session will provide participants with the opportunity for blue sky thinking; reflecting on topics and areas for future development. Consideration will be given as to what new developments are possible and probable as the ANTF continues to grow. In addition the discussion will explore ways in which the ANTF and individual National Teaching Fellows can continue to work collaboratively with the Higher Education Academy as it also develops and plans for the future.

Dr Caroline Stainton: short biography

Dr Caroline Stainton is Academic Lead at the Higher Education Academy with responsibility for leading on the reward of staff teaching and supporting learning. Her portfolio includes the National Teaching Fellowship Scheme and researching the impact of the Scheme, building on the work conducted in partnership with the NUS on student-led teaching awards to look at the initiative's impact on academic practice and supporting research on reward and teaching excellence.

She has held academic posts at the Universities of Manchester, Nottingham, Nottingham Trent and Northampton. Her last position was Director of the Department for Enhanced Learning, Teaching, Achievement and Employability at the University of Northampton where she was responsible for the development of academic practice across the University and driving the implementation of the University's Learning and Teaching Strategy.

Dr Stainton has held national positions with regard to staff and educational development: she was Vice chair of SEDA, Council member of the UK Staff Development Forum and Chair of a Regional Staff Development Network for East Midlands Universities.

Dr Stainton's main areas of expertise are approaches to reward and recognition of staff, management and leadership development in higher education, student assessment and academic literacy. She has co-authored a publication entitled *Managing Staff Development*, Open University Press and has published in the fields of academic leadership and written text analysis. She is currently concerned with exploring the notion of teaching excellence and staff transitions.

Dr Ian Scott: Short Biography

Ian is Associate Dean for Student Experience within the Faculty of Health and Life Sciences at Oxford Brookes University. His first degree was in Applied Biology before progressing onto gaining his Ph.D. in Avian Ecology and Physiology from Durham University. Ian developed an interest in Pedagogy whilst working at De Montfort University lecturing in Ecology, which led to positions at City University and then University of Worcester in Education Development Units. He gained a National Teaching Fellowship in 2011, and Principal Fellow of the Higher Education Academy in 2014. Ian's research interests lie in and work based learning, mentorship, and learning in non-formal environments. His latest publication is: Scott, I & Spouce, J. (2014) *Practice-based learning in Nursing, Health and Social Care*. Oxford: Blackwell-Wiley.
