ACADEMY OF TEACHING EXCELLENCE FELLOWS

Staffordshire University Teaching Excellence Fellowships
Welcome from the Vice Chancellor

I am both proud and delighted to present to you this publication to celebrate the work of the University’s Teaching Excellence Fellows. These members of staff have a vast amount of knowledge, skills and experience, thereby providing innovative solutions to a range of pedagogic challenges. With the Academy of Teaching Excellence Fellows, the University is capitalising on this rich resource, capturing the collective energy of this vibrant community in order to enrich and enhance the student learning experience.

Professor Michael Gunn
Vice-Chancellor and Chief Executive of Staffordshire University

Introduction

A Learning and Teaching Fellowship scheme was originally introduced into the University in 2002 and since then, 41 Fellowships have been awarded. Over the years, this scheme has been revised and improved, and has recently become the Teaching Excellence Fellowship Award. These Fellowships are awarded annually and are intended to promote a culture where learning and teaching is supported as a valued activity and where those who are engaged in it are proud to display and disseminate evidence of their best practice to others.

The specific aims of the newly designed Teaching Excellence Fellowship Award are to:
- Recognise and celebrate excellent achievement in teaching and learning support;
- Improve the quality of teaching and learning support through the dissemination of best practice;
- Involve excellent practitioners in the educational development activities of the University;
- Promote a culture of scholarship and reflective practice;
- Contribute to the achievement of the University’s strategic objectives;

To find out more about the Teaching Excellence Fellowship Scheme and how applications can be made, please contact the Academic Development Unit on 01782 294127 or 01782 294033 or email e.lockett@staffs.ac.uk or m.spiller@staffs.ac.uk
Julie Adams

Julie is an Academic Skills Tutor (IT) within Information Services. This role involves her taking responsibility for planning, designing and delivering teaching and training sessions in the use of key and widely used programmes such as Word, PowerPoint and Excel to staff and students across the institution. In addition Julie is heavily involved in creating and supporting a range of online learning tools such as the Assignment Survival Kit (ASK) and RefZone and leading on the development of the Academic Skills Know-how website. She led the MaPPPeD (Mainstreaming Podcasting Production, Publication and Delivery) project in 2011 which developed the Staffordshire University Media Library.

As part of her Fellowship Julie plans to create a programme to develop and support digital media literacy and the use of digital technology for staff and students. This will help to enhance the digital and media literacy skills for University staff and support the Staffordshire Graduate attribute of being technologically, digitally and information literate. She will also review and refresh the current offering of IT and digital skills training for staff to ensure it meets the IT and digital literacy development needs of staff in the delivery of Service and Faculty plans.

Jane Ball

Jane is an Academic Skills Tutor within Information Services and has established the Study Skills Centre in the Thompson Library. She teaches across the University in all faculties to develop transferable academic skills such as critical thinking and academic writing.

Working alongside academic staff, she provides bespoke teaching sessions which address specific needs at both undergraduate and postgraduate levels. Delivering taught sessions on tackling different types of assignment, she demonstrates to students how to achieve the highest possible grade. Students are also able to book individual appointments with her. Jane is passionate about developing students’ understanding of the requirements of higher education. She wants to ensure that students have a positive learning experience at the University by helping them to achieve as high a grade as possible, thereby reflecting their true capability.

The Teaching Excellence Fellowship will enable Jane to develop, trial and evaluate a peer mentoring system for first year students. Trained student mentors will be able to gain valuable experience which can both raise their achievement and increase their employability skills.
Professor John Cassella

John works in the Department of Forensic and Crime Science within the Faculty of Computing, Engineering and Sciences. Here his role involves both teaching and research, and he is also Research Lead.

He was originally awarded his Fellowship on 1st May 2006 and his initial project was entitled ‘Development of an online module for pathology and forensic pathology for UG/PG students and appropriate external (allied health) organisations’. As a Professor of Forensic Science Education he continues to focus strongly on the effective delivery and development of teaching, learning and assessment in the areas of sciences concerned with forensic science. This has a strong impact on the student learning experience, enthusing them to become deeper and more independent learners.

Peter Considine

Pete is a Principal Lecturer in Strategic Management and Academic Group Leader. Within the Faculty of Business, Education and Law.

Pete’s Fellowship, originally awarded in 2007 and then further extended in September 2009, focuses on the use of business games and simulations in teaching, learning and assessment. In addition to sharing his expertise with colleagues within and external to the faculty (including Staff FEST), Pete has also disseminated his work at several conferences.

Pete’s Fellowship work was further extended by entering student teams into the IBM University Business Challenge, which is a prestigious nationally run simulation based competition. Since 2010 several teams of our students have reached the UBC semi-finals, by successfully competing against typically 150 teams from other UK Universities. In 2015 Peter ran “in-house” a similar exercise, whereby our final year students engaged in practice and problem (game based) learning and which embraced a poster competition event and also awards for the best performing management teams in their running of a virtual international organisation.
Dr. Mani Das Gupta

Mani is a Senior Lecturer in the Faculty of Health Sciences where she teaches on a range of undergraduate psychology awards. She also supervises doctoral students for both Psychology and Clinical Psychology programme areas, and is a member of the Psychology Department’s Teaching and Learning Committee.

Awarded in 2006, Mani’s Fellowship enabled her to focus on how to change the way personal tutorials were structured. As a consequence, tutorials in the Psychology Department are now delivered at Levels 2 and 3 by using the e PDP workbooks to make students reflect and act on feedback from assessments, discuss module choices (at level 2) and employability and career issues (at Level 3) with personal tutors.

Mani is particularly interested in making students aware of the application of Psychology in the real world, particularly through actual job settings. In addition, Mani is currently working on collaborative grant applications to various organisations such as the EU and the British Academy, focusing on disadvantaged youths and adults who have not moved into FE or HE.

Dr. Alan Eardley

Alan is a Principal Lecturer in the Faculty of Computing, Engineering and Sciences where he takes on the role of Head of Postgraduate Research Studies. He also manages the Masters by Research Programme and teaches research methods.

Alan’s Fellowship was awarded in 2007. This allowed him time to develop and introduce a framework for Research-informed teaching. In turn, this led to the successful development of two research methods modules, three journal publications and informed teaching and mentoring.

Alan continues to synthesise teaching and research in order to enhance the student experience within this own area. Recently he has been responsible for the delivery of a £230,000 Erasmus project based on research into learning and teaching in a European Partnership.
John Erskine

John works within the Faculty of Health Sciences. He is the Award Leader of the online MSc in Applied Sport and Exercise Science and also has responsibility for delivering in-Faculty staff development within the area of technology supported learning.

Having been awarded his Fellowship in 2005, John’s project involved developing an automated online student module evaluation system, with the control of the process at the hands of module leaders. The approach also allowed module leaders to seamlessly enter key data from these evaluations into their Module Reports in a simple and consistent manner, in turn facilitating Award Leaders with an effective and efficient method of collating data for annual monitoring.

John’s continuing interests are in technology supported learning. He is interested in the selective use of technologies (mostly WEB 2.0 applications) to improve the student learning experience via appropriate pedagogical approaches. John is especially (though not exclusively) interested in the application of such technology to online settings to deliver a richer and more immersive learning experience.

Dr. Jacky Forsyth

Jackie is a Senior Lecturer in Sport and Exercise within the Faculty of Health Sciences and is heavily involved in the dissemination of good practice at events such as away days and seminars.

She was originally awarded a Fellowship in 2008, and the overall aim of her project was to enhance understanding of the graduate skills and qualities that employers seek. This ensures that current students within the University have realistic expectations of their employment once they graduate. As part of this she ran a large careers conference in 2009, and a smaller one in 2010. From the first conference, she also undertook focus groups and interviews in order to investigate workplace awareness and expectancy of the job market. These results are to be written up as a journal article.

Jackie continues to be interested in employability and therefore has amended all of the assessments in the modules that she teaches to make them more job-specific. She also contributed to the sport and exercise undergraduate 5-year review, and wrote documents for the Sports Therapy validation.
Dr. Alke Groppel-Wegener

Alke is a part-time Senior Lecturer based in the Faculty of Arts, and Creative Technologies. She teaches study skills to creative practice students, contributes contextual studies to the animation courses and also leads the Master by Negotiated Study.

Having explored the role of writing in undergraduate design education for her doctoral research, Alke is now building on this knowledge to provide students with the academic dimensions to their practice-based courses. Her strategies to achieve this include experiential as well as electronically enhanced learning to give students the opportunity to explore transferable skills such as research, writing and technology stewardship, in the context of their practice.

Alke plans to use her Teaching Excellence Fellowship to explore how practice-as-research strategies in the creative disciplines can be documented in the academic context. Linked to this she plans to focus on how the Betty Smithers Design Collection within FACT is currently used by different awards. Alke aims to develop reusable learning objects to strengthen the use of object learning across the Faculty, the University and the wider educational community.

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Dr. Claire Gwinnett

Claire is Academic Student Experience Manager (Tef) within the faculty Of Computing, Engineering and Science where she originally started as a researcher. Her teaching responsibilities allow her to integrate her expertise in trace evidence including fibres, hair and glass. In addition, Claire is a module leader for a variety of modules including Forensic Science Methods of Crime Detection, Methods of Crime Detection and Personal Development Planning.

Awarded her Fellowship in 2010, Claire is currently contributing to in-Faculty staff development by focusing on systems such as peer observation. In conjunction with the Higher Education Academy and the Forensic Science Society, she is also investigating the potential for integrating multiple-choice questioning techniques within selected areas of the forensic science curriculum.

Claire continues to be interested in assessment and she has carried out a number of action research projects and larger funded projects. She is the coordinator of the University’s Forensic and Police Employers forum, and also a member of The Criminal Practitioner Interest Group which consists of local law firms and Staffordshire University’s Law and Forensic Departments.
Dr. Mike Hamlyn

Mike is the Director for Academic Enhancement within the Academic Development Unit.

Mike’s Fellowship was originally awarded for his management of change in learning and teaching in the former School of Engineering and Advanced Technology. Although no project was associated with this he was involved in the rollout of VLE support for all on campus modules within the School and later the Faculty, which involved developing strategy and support for all academic staff.

Mike’s continuing interests are in the use of technology to support learning and assessment, and in the application of existing tools that can support learning communities. He also has an interest in educating students and staff about academic misconduct, and how this can be used to minimise instances of students being penalised for academic misconduct.

Ruby Hammer

Ruby Hammer is a Senior Lecturer within the Faculty of Business, Education and Law where she teaches and researches within the fields of Tort Law and Environmental Law. She is the Law School’s undergraduate careers and employability co-ordinator as well as an employability ‘champion’ on the Staffordshire Graduate Employability Programme. She co-authors Routledge’s Business Law textbook as well as participating in EU funded research projects relating to the environment and sustainability.

Ruby’s fellowship was awarded in 2012 and focuses on education for sustainable development aiming to create a synergy between environmental research, sustainability and the Staffordshire Graduate Employability Programme. She is particularly interested in the role of universities in contributing towards the transition to a low carbon economy.

Ruby’s teaching and learning expertise focuses upon enhancing the student experience in relation to blended learning and assessment and her Environmental Law module has been designated as an example of ‘best practice’ by the Learning Development Institute at Staffordshire.
Tim Harris

Tim is a Senior Lecturer in Geography within the Faculty of Computing, Engineering and Sciences. He is the award leader for BSc. Geography and his responsibilities centre around the day to day management of the Physical Geography awards, with a particular concern for the geography within the Mountain leadership award.

Tim was awarded his Fellowship in 2007 and his initial focus was on an evaluation of the Research informed Teaching (RiT) project in the University. This highlighted a disparity in interpretation of RiT in different disciplines and a need to focus on a more complete understanding of what the University means by RiT.

Since his Fellowship, Tim has continued to undertake collaborative research with students and also promote the RiT agenda within all courses. Tim is part of a larger team of staff involved in this activity, keen to engage students in research informed teaching through a variety of diverse curriculum opportunities.

In addition to his faculty role, Tim has recently been appointed as the Research Informed Teaching Officer for the University.

John Holden

John is a Principal Lecturer in the Faculty of Arts and Creative Technologies and also the Awards Manager for the film/media undergraduate awards, being responsible for the management of ten full time staff and six part time staff. He is also Award Leader for the film production awards, Experimental Film, Advertising and Commercial Film and Media (Film) production.

John’s Fellowship was awarded to him in 2007. His initial project was a website construction for the identification and classification of the difference in film/media awards in the Faculty, aimed at assisting prospective students to make more informed decisions on the choice of course by understanding the practice, theory and technical components.

John’s continuing interest in enriching the student experience covers a broad spectrum of diverse, yet related topics. From experiential learning to the balance of subject, teaching and learning knowledge of the staff, to forming a community within student groups; to peer-assisted learning and assessment; to giving ownership to student groups; to the misconception of staff in the use of Independent Learning.
Anni Hollings

Anni is Principal Lecturer and Learning and Teaching Experience Manager within the Faculty of Business, Education and Law and a large part of her role involves working with award leaders to promote effective practices and innovation in learning, teaching and assessment.

Anni was awarded the Fellowship in 2012 and is using the opportunity to focus on ‘crafting’ the L4 student experience, in particular looking at how developing skills in assessment can impact on student engagement with assessment and satisfaction. She will be developing her work utilising aspects of Expectancy Theory and Hersey and Blanchard’s Situational Leadership Theory to explore student motivation and achievement satisfaction.

The work Anni is doing is in response to her concern about the changing HE environment and the implications for students who are more discerning and demanding. She is especially interested in understanding how we can deliver a learning experience that is innovative, distinctive and satisfying that engages the learners at L4 and becomes a pattern for their overall learning approach.

Eleanor Johnston

Eleanor is an Academic Skills Librarian within Information Services. Information and Digital Literacy are both key to the Staffordshire Graduate, and Eleanor has been demonstrating and training others to utilise emerging technologies and innovate teaching practices. These communication tools establish and encourage interaction and group collaboration, helping to enhance the information skills/literacy skills of a wide range of learners.

Eleanor was awarded the Fellowship in 2012. Eleanor hopes to develop teaching, learning and assessment practices in the use of social media to promote cross-university liaison and external shared practice, via Teachmeets and other events.

Eleanor is using social media and mobile technologies to communicate with students about research support issues and also, significantly, using these methods of learning support.

Through proactivity, engagement, feedback, discussion and debate, Information Professionals can help students find information, reliable resources, reference more accurately and achieve better grades. During her Fellowship, Eleanor hopes to take forward how best to market, demonstrate and realise these lifelong skills.
Christopher Lee

Chris is a Senior Lecturer in Psychology, Sport and Exercise within the Faculty of Health Sciences. He leads all sports coach education modules and organises a large final year placement module for Sports Development and Coaching students. This involves partnership working with numerous local and regional organisations in the education, coaching and sports development sectors.

Chris was awarded his Fellowship in 2007 and this led to a project focusing on the effectiveness of experiential learning within sports coaching and involved a number of regional and local partners.

His sustained interest in placement learning is also leading to success, with a large placement module having received consistently good/excellent feedback from external examiners, students and placement hosts since its launch in 2006. Chris is also forging strong links with community organisations, and his liaison with local sports sector partners is enabling a wide range of voluntary and paid coaching opportunities for students. This equips Staffordshire University students with an integrated framework of theoretical and practical knowledge, whilst also giving them the opportunity to apply their knowledge in real life contexts.

Kris Lines

Kris lines is a Senior Lecturer in Business, Education and Law and is Director of the Centre for International Sports Law (CISL). Coordinating all aspects of sports law at the University, he teaches on a wide range of courses, both undergraduate and postgraduate, and is involved in related enterprise activity, research and scholarship and community engagement projects.

Kris is a keen advocate of research-informed teaching, and his current research interests are primarily sports and medical negligence, doping, the regulation of sport and ambush marketing. Being an active researcher, Kris ensures that his students see him working at the forefront of teaching and learning in his discipline, adding a very practical and applied aspect to their experience.

Through his Teaching Excellence Fellowship, Kris aims to provide a framework model for embedding employer engagement in academic modules using social media tools. This will be achieved through launching and contributing to discussion boards (primarily in relation to formative and summative assessments), writing guest blogs and mp3 podcasts on the practical implications of academic theories, and engaging with social media discussion tools.
Robert Marsden

Robert is Senior Lecturer in Drama Practice in the Faculty of Arts, and Creative Technologies. He is responsible for the practical drama pathways in acting, directing and play production in terms of curriculum content and development, assessment strategies and levels progression alongside colleagues and in consultation with the Award Leader. In addition Robert continues to direct in a freelance capacity for theatres and organisations across the UK and Europe.

Having been awarded the Fellowship in 2012, Robert will embark on a series of projects which examine notions of creative teaching and learning. Although Drama seems a congruent subject through which to teach creatively he aims to promote creative teaching across subject disciplines. Other projects will include leading Staff Development sessions, creating POOT evaluation sessions for all sessional and freelance staff within Drama and to represent the University at Creative Teaching conferences.

Within the Drama Award in particular, they examine notions of the theatre industry and, akin with many other Awards, offer real world experience and expertise, whether our students go into the theatre profession directly or apply those skills in business, teaching, or arts administration.

Dr. Stephen Merry

Stephen is a Senior Lecturer in Cell Biology within the Faculty of Computing, Engineering and Sciences. His current role involves teaching on a diverse range of topics. He co-chairs the Sciences Ethics Panel, is a member of the Faculties of Health and Sciences Ethics Panel, and takes responsibility for the Biological Sciences web pages.

Stephen was awarded his Fellowship in 2005, and pursued an empirical study on the difference between students’ usage and tutors’ intentions for coursework feedback. The findings from this study suggested that tutors need to provide more guidance to students in the use of feedback in order to make the meaning of their written words more explicit.

Stephen’s current research interests include student assessment practices, the contribution of communities of practice, social networks and workplaces to support students’ learning, and the use of mp3 audio files to deliver feedback to students. His work on these diverse yet often linked topics has resulted in a number of collaborative studies, leading to presentations at national and international meetings and published articles in peer reviewed journals.
Lisa Mountford

Lisa is a Senior Lecturer in Business, Education and Law where she is responsible for designing and delivering various academic and vocational courses relating to the Law of Evidence and Criminal Procedure to a wide variety of students. She also has a keen interest in developing and assessing advocacy skills in her students. Lisa is co-author of the Criminal Litigation Handbook, published by Oxford University Press. The text is used by the University’s Legal Practice Course students and incorporates many unique pedagogical features.

Lisa was awarded a Fellowship in 2007 and was able to undertake research in the field of peer observation. This research was then utilised to completely revise the peer observation of teaching scheme within the Law School.

Lisa continues to be interested in active learning. She ensures that this is firmly integrated within all her teaching sessions as a way to enhance students’ enjoyment, confidence and motivation within the learning process.

Stuart Messinger

Faculty of Arts and Creative Technologies

Stuart is a Senior Lecturer in the Faculty of Arts and Creative Technologies and Award Leader for the undergraduate Animation and Stop Motion Animation and Puppet Making awards – the focuses of which are character performance, story-telling, ideas generation and communication. Joining the University in 2012 with a strong background in the Animation feature film and VFX industries Stuart’s film credits include Tim Burton’s ‘Charlie and the Chocolate Factory’, ‘Harry Potter and the Goblet of Fire’, ‘10,000BC’, ‘The Chronicles of Narnia: Prince Caspian’ and Aardman Animations ‘The Pirates! In an Adventure with Scientists’.

Awarded the Fellowship in 2014, Stuart continues to develop and research the benefits of the ‘Creative Intervention’ workshop model that focuses on a more personalised learning experience for students and staff. The workshop aims are to engage learners in a new, often surprising way, enhancing their experiences by creating memorable, collaborative, creative, social engagement between staff and students.

The off-curriculum workshops differ from ‘traditional’ teaching methods and explore the creative capital to be gained from a programme of skills-based activities that take a consciously back-to-basics approach.
Paul Orsmond

Paul is a Senior Lecturer in biology within the Faculty of Computing, Engineering and Sciences and is module co-ordinator for a range of taught and problem based learning modules including Fundamentals of Physiology, Drugs and the Human Body, Work Placement, Neurology and two postgraduate modules, Critical Reflective practice and a generic Negotiated module.

Paul is also a dedicated and effective personal tutor and, in addition, he co-ordinates the Peer Observation of Teaching process within the Faculty of Sciences and was recently part of the team which re-organised this process. He is a keen advocate of staff development, leading and promoting a number of different events both within the Faculty and the wider University community.

Paul was awarded his Fellowship in 2002 pursuing a number of learning and teaching projects on self and peer-assessment. His current research interests continue to be related to assessment and student learning, influencing his own professional practice in both his module design where he likes to place an emphasis on enquiry based/problem based learning and in his delivery of external workshops.

Dave Parkes

Dave is the Associate Director for Learning, Technology and Information Services within Information Services. With an innovative approach to his work in learning technology and learning support, and is passionate about its effect on learning, scholarship and strategy across the University and beyond. He is a writer, speaker and thought leader in ICT, libraries, educational technology, learning spaces and the future of libraries. Striving to deliver sustainable, personalised and scalable ideas and solutions to support learning.

Through his Teaching Excellence Fellowship Dave will aim to identify, evaluate and promote current and emerging best practices in the application of web and digital technologies and pedagogies across the learning and library ecology with a particular focus on Information, Digital and Academic Literacies (ID&AL). He will use his work on the New Media Consortium Horizon Project (www.nmc.org) to consider the application, planning and implementation of innovative web and digital service. Providing expertise and guidance to staff and students as they use and integrate web and digital technologies into their learning. Outputs will provide demonstrable and practical applications of emerging technologies and the results will be disseminated via a weblog, hands on usage, presentation and publication.
Alison Pope

Alison is a Learning and Information Services Manager within Information Services. This role involves her taking responsibility for leading a team of academic skills tutors and information consultants who are qualified teachers, librarians and information professionals. In addition, she is also the subject support librarian for law.

Originally awarded a Fellowship in 2005, Alison then focussed on the development and adaption of an information literacy strategy for the University. This Fellowship was then further extended to 2009 which allowed her to embed the information literacy strategy within Law and Business Schools as a pilot model.

Alison’s continuing interest is in relation to information literacy and other important literacies e.g. digital media. She is keen to explore how embedding this and other skills in the curriculum can improve the learning experience of all students but especially those from a widening participation background.

Jaswinder Sahota

Jaswinder is the E-Learning Facilitator CET (TEF) within the Academic Development Unit. Her role involves facilitating the design and development of Technology Supported Learning (TSL) in all program areas.

Through her role, Jas is instrumental in enabling the academic staff to embed effective TSL in their teaching and learning practices to enhance the students’ learning experiences. In order to facilitate effective solutions, Jas works collaboratively with FMT members, the LDI Team, Information Services, the FCET’s Technical Team, and other E-Learning Facilitators/Coordinators from across the University.

She is interested in designing methods and approaches of using technology effectively to deliver Learner Centred Flexible Learning that would allow all stakeholders to make paradigm shift from teacher focused learning to Learner Centred Approaches.

Through her Teaching Excellence Fellowship, Jas will have the opportunity to develop and disseminate to colleagues a ‘TSL Helpkit’. This will become a sustainable resource to improve the TSL support provided to students. The experience gained by this project will allow her to create further value added TSL developments.
Mark Savage

Mark is a Associate Dean Learning and Teaching within the Faculty of Health Sciences. He is responsible for a fully distance learning undergraduate award, a blended learning based award and a range of CPD awards. Mark is also responsible for establishing a unique advice based accreditation for a national advice related organisation.

Awarded his Fellowship in 2005, Mark’s project focused on developing and enhancing the experience of distance learning students and the creation of a learning community by private social networking sites. The project proved successful and, as a result, the social networking site established in 2004/5 continues to support online distance learning students.

Mark’s sustained interest in improving learning and teaching has also led to him gaining research-informed teaching bids in order to investigate the role and function of social networking sites to support and encourage students. His current research interests are focussed on the further development of technology enhanced learning, and this has also led to him studying for a PhD in this area.

Janet Spence

Janet is an Academic Group Leader in the Law School where she leads the Private Law and Society Group. This Group incorporates family law, property law, sports law and civil litigation across academic and vocational courses to a wide range of students. She moved to academia after many years as a practising solicitor, both in-house and in private practice, latterly as a conveyancing solicitor at a local firm. Her area of legal expertise is in land law which she has always sought to bring to life; a module to complete but also knowledge for life.

Naturally Socratic in style, Janet has further developed her inclusive and active learning style over time to enhance students‘ enjoyment and motivation in the learning process. She is firmly of the view that this change in style will also enhance enjoyment for academics too.

Awarded in 2014, Janet’s fellowship will research different problem based learning models with a view to assisting Law colleagues in the introduction of ‘learning in the round’ in the law school, a more interactive method of learning which aligns with the Staffordshire Graduate. She will research the different models and the benefits to both learners and academics.
Dr Katy Vigurs

Katy is a Senior Lecturer in the Faculty of Business, Education and Law where she works in the field of Teacher Education as Award Leader for both the Masters in Education and the Doctorate in Education (EdD). She leads a number of postgraduate modules including those on research design and educational theory. She also supervises MA Education dissertation students and doctoral students studying on EdDs and PhDs.

Awarded in 2013, Katy's fellowship investigates the merits of using social media to facilitate effective post-graduate learning within the School of Education, as doctoral students often find that they learn and develop through relationships with others and that this is crucial to their academic progress. Katy is committed to working with such students to better understand these issues and, ultimately, to trial new approaches to doctoral pedagogies with a view to resolving some of the challenges experienced. She works to enhance some the doctoral micro-practices of staff and students’ everyday lives. Indeed, social media is being harnessed to help students proactively organise and tailor virtual peer support groups, and to help students become active parts of both the research community within the School of Education and the wider research community beyond. Katy is the author of an academic public blog on these issues to stimulate debate and learning with other interested parties during her two year fellowship.

Jim Pugh

Jim Pugh is a Principal Lecturer in Education and leads the Education, Human Development and Society academic group. Jim has led numerous awards, both on and off campus; and co-ordinated numerous validations, most recently the Early Years Teacher Status suite of awards. He has held several partnership Programme Advisor roles nationally and internationally. In addition, Jim has previously held the post of Academic Student Experience and Recruitment Manager across the Faculty of Business, Education and Law.

Jim’s Fellowship will focus upon improving approaches to active learning across the Faculty of Business, Education and Law. He is passionate about embedding shared experiences and engaged learning activities within his own teaching. Working with colleagues Jim’s Fellowship will enable staff to explore and develop their approaches to learning and teaching using active learning strategies.
The National Teaching Fellowship scheme is an annual competition sponsored by the Higher Education Academy. It aims to raise the profile of learning and teaching by recognising and rewarding individuals who make an outstanding contribution through impacting significantly on the student learning experience. Currently, the University has four National Teaching Fellows, and is proud to support and promote the innovative contribution they make to learning and teaching.
Dr. Liz Boath

Liz is a Reader in Health in the Faculty of Health Sciences, researching in a range of areas, from post-natal depression to service user and carer involvement. She also does a range of teaching on peri-natal mental health, research methodology, evidence based practice and critical appraisal skills.

Awarded her Fellowship in 2006, Liz’s initial project focused on developing and enhancing service user and carer involvement in health and social care education, and in the wider University. This project has led to a number of wider initiatives including internal and national conference presentations, academic publications and toolkits on involving service users and carers in Higher Education and the NHS.

In 2007, Liz’s keen interest on service user and carer involvement in learning, teaching and interdisciplinary education led to her being awarded a National Teaching Fellowship. She used this to further embed links, networks and toolkits across other Higher Education establishments and the NHS. This focus also attracted additional funding to more extensively explore students’ and carers’ views of service users’ involvement. Building on her extensive research in peri-natal mental health and post-natal depression, Liz is now keen to investigate ways to encourage the improved health and wellbeing of students, particularly around exam stress.

Professor Mike Clements

Mike is an Emeritus Professor of Enterprise Education. Working collaboratively with senior managers from the University, he now offers advice and guidance about the implementation and impact of the Staffordshire Graduate and related Enterprise initiatives. This has been built on his extensive experience over a number of years developing enterprise programmes delivered both on and off-campus, including local, regional and international collaborations. Mike’s work with external partners has ranged from Stoke City Council to the EU, and his sustained focus on the development of enterprise programmes has impacted on 100s if not 1000s of student learning experiences.

Mike was awarded a University Fellowship in 2001, being one of the original recipients of this accolade. Through his wide-reaching institutional, regional and national work on enterprise education, Mike then became a National Teaching Fellow in 2009.
Professor Bernard R Moss

Bernard is an Emeritus Professor of Social Work Education and Spirituality within the Faculty of Health Sciences. In this capacity, he offers support to academic colleagues in the programme area of Social Work and Advice Studies, especially for developing their writing and publications profile. Always eager to find innovative ways to stimulate student learning, Bernard is currently developing the use of labyrinths as a pedagogic tool to foster reflective practice, creativity, and mindfulness.

As a keen advocate of the University Teaching Excellence Fellowship scheme, Bernard supports many colleagues to advance their practice through this process of recognition. Originally awarded his own University Fellowship in 2000, Bernard produced a DVD on the use of large-group role-play. He then went on to gain a National Teaching Fellowship in 2004, and his project explored ways in which issues to do with religion and spirituality can be incorporated into the social work curriculum. In 2008 Bernard was given a further accolade in recognition of his outstanding leadership and contributions to learning and teaching by gaining a prestigious Senior Fellowship of the Higher Education Academy.

Dave Parkes

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

Dave has a passionate, innovative, imaginative, enthusiastic, collaborative and evangelistic approach to his work, and its effect on learning, scholarship and strategy across his institution and beyond. He has a progressive accumulation of knowledge, expertise, authority, responsibility and experience as a practising educationalist gained from 25 years primarily working as a librarian and ICT professional.
The Teaching and Excellence Fellowship scheme recognises and celebrates excellence in the process of teaching and learning support. It is an annual award for which competition is high. To achieve this award, staff are expected to demonstrate a consistently high level of teaching and learning support, thereby having a positive impact on student success. On receipt of this award, staffs are expected to disseminate their effective practice with colleagues through a number of different teaching focused activities and projects.

The newly revised scheme is divided into the sub-categories of:

**Relatively new to teaching**
(less than 5 years experience)

**Learning support**
e.g. subject librarians, learning support staff, learning technologists, careers advisers, placement support staff or those supporting colleagues’ learning through staff development.

**Experienced**
(5 or more years experience)
Dr Elhadj Benkhelifa  
Faculty of Computing, Engineering and Sciences  

Elhadj is an Associate Professor, and the Director for the Mobile Fusion Applied Research Centre, with a role spanning across teaching, research and enterprise. He is the founding head of the Cloud Computing and Applications Research Group. Publishing extensively in his areas of expertise, he has also co-founded a number of international workshops/conferences with international collaborations. He has been very active in strengthening the University-business partnerships, and has been successful in securing significant funding. Elhadj is a Fellow of the UK Higher Education Academy and, to further his CPD, he is currently pursuing an MA in Education.

Awarded a Teaching Excellence Fellowship in 2015, this will focus on introducing best practices in capturing and acting upon the student voice within research-based learning and teaching activities, including Final Year projects, MSc dissertations and PhD projects. In addition, Elhadj’s Fellowship will review some existing processes and policies affecting students during these teaching and learning activities and attempt to initiate dialogue to improve them.

James Capper  
Faculty of Health Sciences  

James is an Academic Group Leader for Sport and Exercise within the Faculty of Health Sciences. In addition to managing the undergraduate provision, James has a passion for teaching and has particular expertise in education collaborations, physical education and pedagogy.

James was awarded a Teaching Excellence Fellowship in 2015 and aims to develop his work exploring relationships between higher education, external organisations and education providers of different phases linked to employability and professional development. The work focuses on the successful characteristics of collaboration and how this can move from transactional to transformational relationships and will culminate in the development of a learning resource. Future work will build on James’s previous experience, which includes the formation of a multi-academy trust, student placements within the education sector, research and conference presentations on whole school improvement through PE and a professional doctorate study that focusses on the characteristics of successful educational collaboration.
Dr. Lisa Mansell is a senior lecturer and award leader for Creative Writing in the Faculty of Arts and Creative Technologies. Alongside her teaching role, Lisa writes and publishes poetry that crosses interdisciplinary boundaries and recently published some poems, ‘Wedgwood’s Glazes’ in dialogue with glaze chemistry in a special issue of Interdisciplinary Science Reviews. She also publishes academic papers on other interdisciplinary figures in literature, music and the arts.

Lisa was awarded a Teaching Excellence Fellowship in 2015, and her project will develop her research on creative writing as a collaborative and integrative methodology for research in other disciplines. The central theme of the practice is adaptation, and follows on from her previous research on the adaptation of traditional academic work into creative forms as a way of crystallising critical incidents in student research.

Eleanor Johnston
Information Services

Eleanor is an Academic Skills Tutor Librarian and supports library provision for Arts and Creative Technologies. She also supports staff and students in finding information, critical evaluation and referencing, as well as utilising technology in learning.

Eleanor was awarded a Teaching Excellence Fellowship in 2015 and aims to share skills such as digital and information literacy with Faculties. These are Staffordshire Graduate attributes that are lifelong, transferable skills enhancing employability. She will also study uses of technology and student behaviour in transition to and beyond HE.

Eleanor will also disseminate her knowledge and experience of the Reading Lists project to the Faculty and complete adding all modules onto Rebus via staff training and support. She will be making submissions to the wider community of practice (e.g. Art Libraries Society) and organising, funding and running Teachmeets for internal and external colleagues.
Graham Mansfield
Faculty of Computing, Engineering and Sciences

Graham Mansfield is a Senior Lecturer in the School of Computing. He is the award manager for Software Engineering as well as being an academic misconduct adjudicator and a Senior Fellow of the Higher Education Academy. During his 26 years of lecturing, Graham has had many roles that focus on delivering the best student experience possible.

Graham’s desire to continually improve the student learning experience has led to his experimentation with different teaching and learning strategies in line with the university’s push for innovative teaching. Although the culture of innovation in teaching is gaining momentum in the University, there seems not to be much discussion about the effect that these innovations have on students’ learning. Graham’s Teaching Excellence Fellowship was awarded in 2015, and his project, which includes establishing a cross-faculty working group, will explore ways for lecturers to determine the impact of their teaching on student learning.

Dr Clare Stanier
Faculty of Computing, Engineering and Sciences

Clare is a Senior Lecturer in Information Systems within the Faculty of Computing, Engineering and Sciences. Her role involves teaching and research with newer data management technologies and Big Data. She is the scheme leader for the taught MSc programme in the School of Computing and supervises a number of PhD students working in the Information Systems and Big Data field.

Clare was awarded a Teaching Excellence Fellowship in 2015 and will be developing a school Commons for the School of Computing. A Commons brings together staff who work in the same discipline but have different interests and expertise and enables them to share ideas and develop a synergy. The aim of the Commons is to support reflection and experiment and to improve teaching and learning by identifying and sharing good practice. One of the outcomes of the Commons will be a repository of teaching and learning materials.
Laura Walton-Williams  
Faculty of Computing, Engineering and Sciences

Laura is the Award Leader for the Forensic Investigation degrees, which link forensic techniques to investigative strategies. In addition to her Award Leader responsibilities, Laura teaches both undergraduate and postgraduate students in the fields of forensic biology, data handling, personal development planning and the planning and undertaking of research projects. She also undertakes research, predominantly in the field of biological evidence interpretation, including DNA analysis, the identification and interpretation of body fluids and sexual offence examinations.

Laura’s Teaching Excellence Fellowship will research the benefits of implementing an ‘Escape Room’ initiative to support traditional teaching methods within the Forensic and Crime Science Academic Group. This project will examine the feasibility of students designing, planning and working together to create an ‘Escape Room’ experience for other students to complete. The ‘Escape Room’ will be an immersive, problem-solving exercise that requires students to work together as a team, answering course related questions to escape from the room.

Dr Janet Wright  
Faculty of Computing, Engineering and Sciences

Janet is a Principal Lecturer within the Faculty of Computing, Engineering and Science, and the Academic Group Leader for Geography and the Environment. In this role she has oversight of the development and delivery of all the undergraduate and postgraduate awards delivered by the academic group, as well as leading on curriculum design and development. In addition to this Janet is currently the Staffordshire University lead on the development of a dual on-line Masters in Sustainable Smart Cities with the University of Alabama at Birmingham, USA.

Awarded in 2015, Janet’s Teaching Excellence Fellowship will focus on enhancing technology supported learning within Geography and the Environment. There will be two strands to her Fellowship work. She will work with her colleagues within the academic group to further embed mobile technologies into the delivery of undergraduate Geography awards. Key elements of this strand include: exploring current use, and barriers to the use, of mobile technologies by both staff and students to support learning; and a cross-platform comparison of the use of mobile technologies for educational purposes. The second strand will focus on the development of more stimulating learning environments for students studying on-line postgraduate awards in sustainability.