



STAFFORDSHIRE
UNIVERSITY

ACADEMY OF TEACHING EXCELLENCE FELLOWS

Staffordshire University Teaching Excellence Fellowships

Academy of Teaching Excellence Fellows

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 Liz Barnes
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, 51 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.

Dr Elhadj Benkhelifa

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

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.





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. P. Mani Das Gupta

Mani is a Senior Fellow of the Higher Education Authority (HEA), and a Senior Lecturer in the Faculty of Health Sciences. She teaches on a range of undergraduate and postgraduate Psychology and Counselling awards and also supervises doctoral students on Psychology, Counselling and Clinical Psychology.

As Teaching and Learning representative for Psychology, Mani organises training sessions for colleagues. She has also taught on HEA programmes for newly qualified HE lecturers, is a member of the Staffordshire University College of Observers and the Faculty BAME Advocate. Awarded in 2006, Mani's Fellowship enabled her to focus on personal development planning which fed into changing the way personal tutorials were structured in Psychology. As a consequence, since 2006, the Psychology Department has run a continually evolving, structured, personal tutorial programme at all levels. Mani is currently working on including Staffordshire Graduate and employability within the curriculum. As part of her BAME role Mani is developing ways to use personal tutorials to increase student retention and engagement. Currently she is co-supervising a doctorate on traditional and non-traditional student attainment.

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 new and emerging 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

Jacky is a Senior Lecturer in Sport and Exercise within the Faculty of Health Sciences. As well as teaching exercise physiology and modules relating to employability and business entrepreneurship, she also has responsibility for academic enterprise and work-based learning.

Jacky 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 have been published in a journal article: Minten, S., and Forsyth, J. (2014). The careers of sports graduates: Implications for employability strategies in higher education sports courses. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15, 94-102. doi: 10.1016/j.jhlste.2014.06.004.

Jacky continues to be interested in employability. She initiated and now oversees Peak Condition, which is a student-led sports science support service offering fitness tests and lifestyle appraisals, www.staffs.ac.uk/peakcondition





Dr. Alke Groppe-Wegener

Alke is Associate Professor of Creative Academic Practice based in the Faculty of Arts and Creative Technologies. She teaches research and writing 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 used her Teaching Excellence Fellowship to further explore links between creative and academic practice. She ran a number of workshop that allowed students to explore academic practice that is often hidden from students in a visual and tactile way.

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 digital technology to enhance learning and teaching and on how we develop the digital capability of all of our staff. He is leading the university's work on Technology Enhanced Learning, as well as using data to identify how we can raise student attainment and ultimately league table position through course portfolio performance review.



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 and Academic Group Leader in the Faculty of Arts and Creative Technologies. He manages the film, media and drama courses and is responsible for the management of twenty-four full time staff and some fifteen part time staff. John teaches inclusive research for film and creativity on the media/film production courses.

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 such as engaging students as course co-producers, building learning communities, developing a hidden curriculum of extra-curricular activities, learning outside of the classroom and creativity.





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.

Dr Lisa Mansell

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.





Graham Mansfield

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 27 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.

Robert Marsden

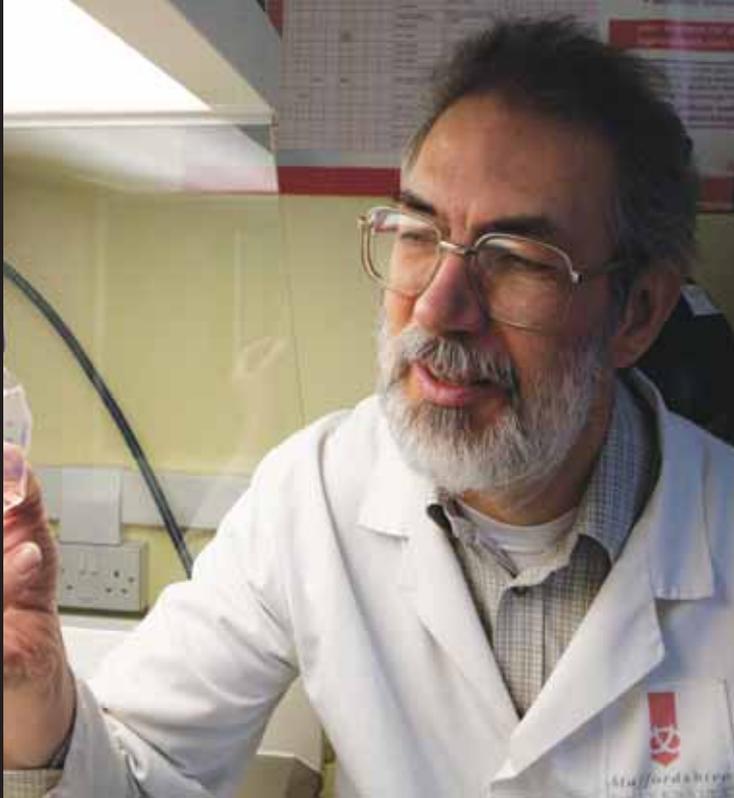
Robert is the Award Leader and Senior Lecturer for Drama and Theatre Arts at Staffordshire University, managing the undergraduate and postgraduate awards. He is also a Senior Fellow of the HEA. In addition, Robert continues to direct in a freelance capacity for theatres across the UK and into Europe.

Having been awarded the Fellowship in 2012, Robert embarked on a series of projects both inside and outside of the university examining creative learning and teaching strategies. This included external conference delivery, POOT observations, plus delivery of workshops and provocation papers within the academy.

Robert is interested in how innovative and creative teaching and learning can be embedded from curriculum design and planning, teaching strategies, assessment design and levels progression. He also continues to explore the bridge between FE/6th Form and the leap into HE and how as educators we can use creative techniques to ease the profession, aiming to understand the key pedagogic differences.

He continues to advocate that creativity isn't necessarily dramatic and filling time with activities and 'stuff'! For Robert, creativity (with a small 'c') starts with the ability to think about something through a different lens.





Dr. Stephen Merry

Stephen is currently a Visiting Research Fellow within the Faculty of Computing, Engineering and Sciences where he was previously Senior Lecturer in Cell Biology from 1993 to 2013. His research interests are both educational and biological and have led to the publication of more than forty journal articles and book chapters.

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 educational 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.

Stuart Messinger

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.



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 adaptation 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.



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 a 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.



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 an 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 Clare Stanier

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.

Dr Katy Vigurs

Katy is Associate Professor of Higher and Professional Education in the Faculty of Business, Education and Law. She leads the Professional Doctorate in Education (EdD) and also contributes more widely to the development of postgraduate researchers and supervisors across the University. She also supervises MA Education dissertation students and doctoral researchers studying for EdDs and PhDs.

Awarded in 2013, Katy's fellowship investigated the merits of using social media to facilitate effective post-graduate learning for part-time students within the School of Education. 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 by part-time students. She works to enhance some of 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.



Laura Walton-Williams

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

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.

National Teaching Fellowships

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. Liz is now investigating ways to improve student retention rates and ways to enhance that health and wellbeing of academic staff and students.



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 2013 Bernard was given a further accolade in recognition of his outstanding leadership and contributions to learning and teaching by gaining a prestigious Principal Fellowship of the Higher Education Academy.



Professor Fiona Tweed

Fiona was awarded a National Teaching Fellowship in January 2017. She has been a full-time lecturer in Geography at Staffordshire University since 1994 and was conferred Professor of Physical Geography in 2008 on the basis of excellence in research and in learning and teaching.

She is an international expert on glacier outburst floods, with over 25 years' field research experience. Fiona also works on natural hazards, risk and resilience and is a driven and imaginative educator with an accumulation of expertise in student and life-long learning. The interdependencies between her research and her teaching lie at the heart of her work. Indeed her excellence and her claim for a National Teaching Fellowship have been grounded in her passion for this synergistic relationship between research and teaching. Keen to push the boundaries of her subject and its teaching, over the last twenty years Fiona has consistently demonstrated excellence in research and scholarship, innovative pedagogy and the support for student learning. This excellence has enhanced both her personal reputation in the field of physical geography and that of Staffordshire University.



Dr. Alke Groppe-Wegener

As Associate Professor of Creative Academic Practice, Alke works across all three schools of the Faculty of Arts and Creative Technologies to facilitate and champion learning opportunities that are student-centred and experiential, visual and accessible. She also shares them widely within the university, nationally and internationally.

For example, Alke has been instrumental in organising and facilitating a series of workshops in conjunction with Writing PAD (the network of Writing Purposefully in/through/for Art and Design) and funded by the HEA that showcases the challenges and opportunities of writing in creative practice. This allowed a network of learning and teaching professionals to form, who now share best practice – and collaborate in new developments in learning and teaching.

The visual and hand-on learning and teaching strategies she uses are part of the innovative and creative approach Alke has developed under the umbrella term of 'tactile academia', which is based on the exploration of the links between academic and creative practice. And it is all for the purpose of making academic conventions accessible to students, effectively done by utilising visual analogies and metaphors, and incorporating object-based learning, thinking-through-making and exploratory writing tasks.



New Teaching Excellence Fellows

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)

Paul Biggs

Paul is an Academic Skills Tutor Librarian and supports library provision for Psychology, Sport & Exercise and Social Work. He also advises staff and students about resource discovery, referencing and utilising eResources for learning & teaching. As part of his role, Paul also helps students to expand their own digital literacies through teaching and support using eResources.

Awarded a Teaching Excellence Fellowship in 2016, Paul's project will focus on the use of technology in supporting students to use library resources through the development of the online Subject Resource Guides. Having already created a large amount of support via instructional videos and written guides using screen capturing and video editing software, his Teaching Excellence Fellowship will find innovative ways to make these resources become more sustainable and accessible.



Rachel Bolton-King

Rachel is an Award Leader for courses assessing professional competence within the Forensic and Crime Science Academic Group. She teaches crime-scene investigation, analytical chemistry and policing science at undergraduate level, leads peer-mentoring initiatives supporting transition into higher education, and integrates the Group's student-led research conference into the curriculum. Rachel's subject expertise in firearms identification and ballistics enables her to supervise numerous postgraduate researchers at MSc and PhD level.

Rachel was awarded a Teaching Excellence Fellowship in 2016 and has an avid interest in the use of digital technology to enhance teaching and learning, frequently analysing data to evaluate innovative practice and understand student progression. Her Teaching Excellence Fellowship will focus on supporting the university and colleagues across faculties to enhance their approach to learner analytics. This will be through using a variety of electronic data sources to inform andragogic practice, thereby improving student success from enrolment to graduation.



Lucy Brown

Lucy is a Senior Lecturer on the BA (Hons) Graphic Design and BA (Hons) Illustration courses based in the Faculty of Arts and Creative Technologies. She currently teaches practice, context and professional practice at levels 4 and 5.

Awarded a Teaching Excellence Fellowship in 2016, Lucy's project will focus on finding innovative ways to enable students to understand the creative process, through the exploration of physical environments.

Having explored the dominance of digital technology in relation to limited student exploration of the creative process at Masters level, Lucy's teaching strategies now include experiential learning whereby students actively map, explore and document an unfamiliar environment through their 5 senses. This experience is later presented and discussed as a metaphor for varying creative processes and exploration within the context of a client brief.



Ashley Gill

Ashley is a Senior Lecturer in Sport and Exercise. As an experienced teaching practitioner he is dedicated to ensuring that all his students have the best possible learning experience. He adopts a multidisciplinary approach to sports education and facilitates the learning of students to develop subject specific knowledge through innovative and dynamic teaching practice. Ashley routinely embeds research and scholarly activity into his practice, with the aim of increasing engagement, improving retention and ultimately student satisfaction.

Awarded a Teaching Excellence Fellowship in 2016, Ashley's project will focus on monitoring the student transition from school/college to HE. As part of this he will concentrate on increasing the engagement and retention of students as they begin their degree course. In particular, Ashley's project will be conducted on the thoughts, feelings and experiences of sport and exercise students transitioning from Level 3 to Level 4. This insight will be invaluable in helping the colleagues in different disciplinary areas of the University to further develop strategies to improve retention and increase student satisfaction.

Duncan Hindmarch

Duncan is a Senior Lecturer in Education and Award Leader for the Foundation Degree in Education. He has also co-authored four successful education books on teacher training and learning support. Duncan is currently studying on the Education Doctorate, focusing on the Staffordshire Graduate Attributes.

Awarded a Teaching Excellence Fellowship in 2016, Duncan's project will focus on building international connections through joint student projects, thus enabling their development of the 'Global Citizen' Graduate Attribute. Following an Erasmus visit to Finland in 2015, Duncan has piloted several collaborative projects between English and Finnish learners. His Teaching Excellence Fellowship aims to build on these by creating a generic international collaborative assessment which may be adopted by colleagues across the University.

As an expert in activity-based learning, Duncan will also be part of a cross-University group helping other colleagues to further develop their teaching through integrating new technologies into their practice.



Vicky McGarvey

Vicki is one of two Learning and Information Services Managers based in the Academic Skills Know-how Team within Information Services. She has strategic responsibility for collection management, acquisition, discovery and access, open access to research via the University's institutional repository, FOI, Data Protection and copyright coordination, and digital capabilities development via the Digital U Project.

Awarded a Teaching Excellence Fellowship in 2016, Vicky's project will focus on the development of a digital leadership skills online multidisciplinary module for final year and postgraduate students. This will be repurposed for different subject areas, using badging for competency acquisition. The focus will be leadership behaviour rather than the Digital U digital capability values, and will be used as a framework in which digital leadership competencies can be integrated. A mini MOOC will also be developed for academic staff. This will develop their digital leadership skills and will enable them to be involved in the development of the module so that it is of a quality to deliver to students.





Dave Tapp

Dave is an Academic Group Leader for Crime, Justice and Public Law. Following a long career in the Police Service, Dave's academic life at Staffordshire University began in 2009, teaching criminological theory and practice. Passionate about supporting widening participation students through adopting an inclusive approach to practice, Dave now champions a number of initiatives to improve student retention and improving the overall student experience. He is also responsible for the management and administration of the Foundation Year in the Law School and is an active member of the recruitment and admissions team to further promote this course.

Awarded a Teaching Excellence Fellowship in 2016, Dave's project will focus on widening access for work-based learners. Building on his expertise and insight, Dave will investigate strategies to widen access for work-based learners and making teaching more inclusive to diverse learner needs. He will disseminate this through mentoring, the development of staff-guidance material and facilitating a range of staff-development workshops.

Si Waite

Si is a Music lecturer and course leader for BSc Sound Design and BA Electronic Music. He teaches at both undergraduate and postgraduate level, with expertise in music composition, production and performance as well as sound design for film and games. He is currently doing a PhD in contemporary music composition and performance.

Awarded a Teaching Excellence Fellowship in 2016, Si's project will focus on importing authentic work-related learning into the curriculum. Through this he will explore ways to further incorporate professional scenarios into students' learning via interdisciplinary collaboration and externally facing events. This will include closer collaboration with related areas such as Film, Games and Animation on assessed portfolio work, and increased student involvement in the Music department's annual Noisefloor festival that features compositions and performances by international electronic music musicians.





Nia Wearn

Nia is a Senior Lecturer in Games Design, where she teaches undergraduate and postgraduate modules on Gameplay Design, Narrative, Production, Games Business issues and Marketing. She leads both BSc (Hons) Gameplay Design and Production and BA (Hons) Games Studies and is passionate about the field of teaching games design, especially in reference to creativity and fun. She also teaches employability skills and social media skills to the Games Design students.

Awarded a Teaching Excellence Fellowship in 2016, Nia's project will centre on developing the use and reflective practices when using social media. She is also keen to grow the research community within the University and will produce a series of best practice guides for staff to cultivate their own educational social media presences.

Philip Windridge

Philip is a Senior Lecturer in the Faculty of Computing, Engineering and Sciences where he manages the Web Awards in the School of Computing. He is the Programme Advisor for APIIT Sri Lanka (Computing) as well as being involved in the Knowledge Transfer Partnerships scheme where he has recently completed supervision on a very successful 2 year project.

Philip was awarded a Teaching Excellence Fellowship in 2016. His project will focus on peer mentoring, and through this he will not only develop a Peer Mentor scheme within his subject area but will also make a contribution to the University's new scheme. Philip is passionate about students being allowed to develop as active independent learners and believes that peer mentoring, alongside peer assisted learning, will play a large part in making this happen. Throughout his project Phillip aims to disseminate good practice in peer mentoring through staff-development guides and workshops across the University.





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