



International Federation of
National Teaching Fellows



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Fig. 1. "The Surrey Scholar" bronze statue, Guildford, UK 2002.
Designed by Allan Sly to commemorate the Golden Jubilee of Queen Elizabeth II. Photography: K. Hardie.

Hello – hope that all is well with you.

This newsletter provides an update on IFNTF news and offers some information regarding wider Higher Education things.

As we work increasingly in new contexts and in new ways, opportunities and changes appear as we develop alternative and new approaches to learning and teaching. Our students work with us and our communities become ever stronger as we talk and learn from each other. There are indeed silver linings in these dark times. It would be good if we can link up further and share in our expertise, skills, knowledge and experiences. Talking and listening is ever important. Keep in touch.

Good wishes go out to all.

NEWS

NEW IFNTF VICE PRESIDENTS USA AND NEW ZEALAND

The IFNTF is delighted to welcome three new committee members: **Heather Kavan** and **Margaret Brunton**, the new IFNTF Joint Co-Vice Presidents, New Zealand; and **James Intriligator**, the new IFNTF Vice President, USA.

Call for expression of interest: new committee member: IFNTF Treasurer

We offer the opportunity for an IFNTF colleague to join the committee. The post of **Treasurer** is available. As the IFNTF bank account is held in the UK, the post of Treasurer needs to be held by a UK IFNTF member.

The post of Treasurer is for three years in the first instance with the opportunity to serve the committee for a further three years after the initial term of office. Please contact us if you would like more information regarding the post and the responsibilities. If you are interested, please send your expression of interest to: ifntf@ifntf.org. The final deadline for all expressions of interest is **July 1 2020**. All are very welcome to apply. We are happy to discuss the role.

IFNTF ANNUAL WORLD SUMMIT 2020

It was with great disappointment that the IFNTF committee had to decide to postpone its 2020 annual Summit. We have been working on the IFNTF Summit—notably the event organisation being led by IFNTF committee member, Professor Srinivas Sampalli, Vice President Canada. We were ready to welcome IFNTF members and colleagues from across the globe to submit expressions of interest regarding Summit papers and activities. The conference was to be held in Canada – an event that had been organised in collaboration with the **Society of Teaching and Learning in Higher Education (STLHE)**. The annual STLHE conference is now to be held from 15–18 June 2021 in Ottawa, Canada.

We will confirm the dates for the IFNTF Summit asap.

We wish to send our sincere thanks to the STLHE, and in particular **Denise Stockley, President of STLHE**, for working with us and for all their generous help in enabling the IFNTF Summit to be worked in to the STLHE annual conference timings and venue. We look forward to our continued work with STLHE colleagues – a great community of excellent colleagues.

Of interest ...

Mental health is important and a number of sources provide guidance to help students and staff. Sage publishing offer useful help on their website: **6 signs you should check in on your students' mental health** – see: <https://uk.sagepub.com/en-gb/eur/how-to-support-student-mental-health-and-wellbeing-in-higher-education>

The advice is from the book *Student Mental Health and Wellbeing in Higher Education: A practical guide* edited by Nicola Barden, University of Winchester, UK and Ruth Caleb, Metanoia Institute.

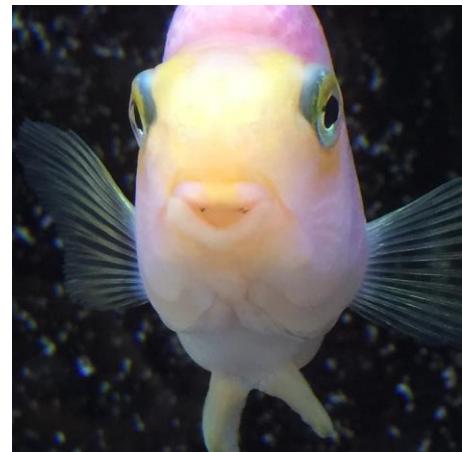


Fig. 2. Happy fish. Photograph: K. Hardie

Publications, sources and resources etc....

Alexander, Bryan. (2019). *Academia Next: The Futures of Higher Education*. John Hopkins University Press.

Evans, Terry and Nation, Daryl. (2020.) *Changing University Teaching Reflections on Creating Educational Technologies*. Routledge.

Hockaday, Tom. (2020). *University Technology Transfer: What It Is and How to Do It*. Johns Hopkins University Press.

Fassetta, Giovanna and Al-Masri, Nazmi (eds.) (2020). *Multilingual Online Academic Collaborations as Resistance: Crossing Impassable Borders (Researching Multilingually)*. Multilingual Matters.

COVID 19

REFLECTING ON SCHOLARSHIP AMIDST AN INTERNATIONAL PANDEMIC

'The Month that Changed Perspectives on the World'

Catherine Hayes, Professor of Health Professions Pedagogy and Scholarship, University of Sunderland, UK.

On Thursday February 28th 2020, I made a quite unremarkable trip back from our London Campus to the University of Sunderland, when about fifth on the news headlines that week was a virus that had travelled from Wuhan, in China, to Italy. I knew it had prevented a member of our student cohort from travelling to the UK capital from Lombardy but in my mind, believed that maybe the Italian authorities were being a little over zealous in their response to something that probably wouldn't be a big issue in Europe. After all, Brexit was still largely the topic of conversation and source of major eye rolling, politics was alive and well and the late snow flurry in London, had been the major topic of conversation amongst our new doctoral cohort.

Within a month, the UK was in lockdown, all Higher Educational Institutions had been closed in terms of face to face contact, friends and family were in their own homes at a distance and like most people, as well as using Zoom, Skype and a whole host of new software, I couldn't believe just how quickly our worlds had been thrown into a new reality, which was entirely unanticipated and far removed from any sense of normality I had known before.

As a member of the Faculty of Health Sciences and Wellbeing at Sunderland, within just a few weeks, we had reports of how our pharmacists, nurses and paramedics from the School of Nursing and Healthcare Sciences had responded to the call for people to work at the front line of patient care. Our institution had donated its paramedic training ambulance to the pandemic for use with critically ill patients and our pharmacy team had donated



Fig. 3. Professor Catherine Hayes: Image courtesy of C. Hayes, 2020

instrumentation and equipment to local research centres, whose personnel were aiming to process diagnostic tests for COVID 19.

Coronavirus has changed all of our lives in Higher Education but for me personally, it has been a privilege to contribute to writing for professional journals on the subject of emotional labour and emotional giving for healthcare professionals such as paramedic practice and healthcare assistant practice. These members of healthcare teams, whose roles, like all those working with patients is absolutely invaluable and to focus scholarship around their mental health and wellbeing is something very small but something we hope might be of value in raising awareness of their exhaustive roles. I have undertaken this work with the Head of the Helen McArdle Research and Care

Institute, Dr Yitka Graham, who is leading work funded by the altruism of the most charitable donation to our institution, in 2019. Little did we realise at that point, how great a resonance the institute could have, in supporting those working at the front line of care via academic scholarship. Now, I learn, almost on a daily basis of new initiatives stemming from the University of people, serving the cause of collectively defeating Coronavirus. From having our 3-D printers running twenty-four hours a day to produce protective equipment for local hospitals or having parts of our institution turned over to becoming a Nightingale Hospital, this crisis has given me a new sense of pride in the organisation I belong to. Yet the University of Sunderland is just one of our institutions. The collective response from across the world has been astonishing, and serves to remind us that a sense of perspective, might be something we all lost in our Pre-Covid existence, when our careers were often first and foremost in our minds.

Apart from anything else, what this pandemic provides us with is an opportunity to leave a legacy of hope for the future across all of Higher Education. Hopefully a pandemic is something that we may never encounter again during our lives and I hope that you, like I, can reflect on the goodness of the people we work with and share this life with, whom we so often take for granted when times are less fraught.

We thank Catherine for sharing her thoughts and experiences.

We welcome IFNTF members' comments and insights regarding how the pandemic impacts learning and teaching— and notably where change has occurred that has made positive difference.

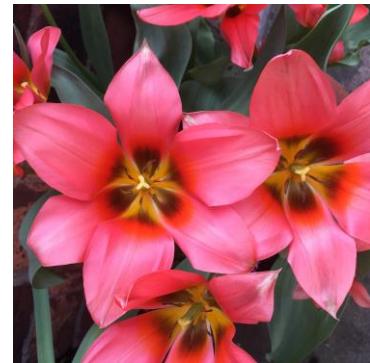


Fig. 4. Tulips, 2020. Photograph: K. Hardie

Podcasts: THE KEY with Inside Higher Ed-

'Hear candid conversations with higher ed newsmakers on how colleges and universities are coping with the pandemic and recession -- with a special focus on equity and lower-income students'.
https://www.insidehighered.com/podcasts/the-key?utm_medium=house-ad&utm_source=ihe&utm_campaign=podcast_launch_house&utm_content=300x600

Some journals...

Studies in Higher Education

<https://www.tandfonline.com/toc/cshe20/current>

Higher Education: The International Journal of Higher Education Research

<https://www.springer.com/journal/10734>

The Journal of Higher Education

<https://www.tandfonline.com/toc/uhej20/current>

Journal of Diversity in Higher Education

<https://www.apa.org/pubs/journals/he/>

Higher Education

Quarterly <https://onlinelibrary.wiley.com/journal/14682273>

MEET THE IFNTF MEMBERS: DR HEATHER KAVAN



Fig. 5. Dr Heather Kavan, 2020. & Fig. 6. Speech Writing Cat: Images courtesy of H. Kavan, 2020.

Dr Heather Kavan, Senior Lecturer, School of Communication, Journalism and Marketing, Massey University, New Zealand.

In 2001, after years of PhD poverty and job searching, I was invited to give guest lectures for four weeks at Massey University in New Zealand. The campus had vast gardens, and the air was full of fresh coffee and stimulating conversations. The four weeks turned into almost twenty years, and today I am a Senior Lecturer.

Speech Writing

My specialist field is Speech Writing. I'm fascinated by the rhythms and connotations of words and how these move people's emotions.

One of my favourite new scientific terms is kama muta—the feeling we get when something is so beautiful it gives us chills or tears well in our eyes. I get that feeling when I listen to a great speech, like those of Martin Luther King and ones from the television series “The West Wing”.

My aim is to create a haven for students with helpful and fascinating information infused with kama muta-inspiring examples. As they explore footage of great speeches, ranging from epic film orations to the most engrossing Ted Talks, they learn how to incorporate powerful techniques into their own speeches in ways that are authentic to them.

Teaching Award

In 2009, I received a **National Tertiary Teaching Excellence Award**. The award connected me with like-minded recipients and led to deep, enduring friendships, far more valuable than the prize money. I joined other award winners in my university to develop and facilitate Teaching and Learning peer

mentoring groups. The groups have been going for ten years now and are the highlight of many academics' university life.

Quote of the Year

Another enjoyable activity I engage in is the annual New Zealand Quote of the Year competition. I created the competition in 2011, and every year I invite New Zealanders to nominate their favourite one liner said by a New Zealander that year. Colleagues and I choose ten finalists, which go to the public vote.

I learned a lot about self-belief in the process. Initially, media advisors rejected Quote of the Year and declined even sending out a press release. I decided to persist regardless, imploring friends to participate. In December 14 2017, the competition was the most read story on the BBC news website, and several countries now hold similar annual events.

Research

My research expertise is in extraordinary religion, and I study religious groups and unconventional manifestations of spirituality. These are sometimes beautiful, sometimes abusive, and often a mixture of both. These experiences influence my teaching as I'm inclined to notice misuses of power and have a strong sense of justice— feelings and values that Speech Writing students tend to share.

This research interest has afforded me many opportunities, and I get to do exciting things like helping lawyers with cases involving religion and helping film makers when a story requires a credible portrayal of religion. If you have Netflix, you can see me co-narrating the documentary-drama "Belief: The Possession of Janet Moses" (Warning: Some may find the story disturbing.)

Speech Writing Cat

Although university work is in my blood, it is not entirely what gets me out of bed in the morning. That honour goes to my cat Bella. So I created Speech Writing Cat Facebook page in which my cat— wordsmith extraordinaire and connoisseur of cat treats—lends a paw to help people write speeches. Every week Speech Writing Cat supplies a writing tip from a cat's perspective, and next semester she will make her debut as an avatar in my course.

Wider Interests

I enjoy watching legal dramas and related documentaries. I also treat myself to watching stand-up comedy and cannot get enough of Ricky Gervais.

Social Media

Speech Writing Cat: <https://www.facebook.com/speechwritingcat/>

MEET THE IFNTF MEMBERS: DR MARGARET BRUNTON

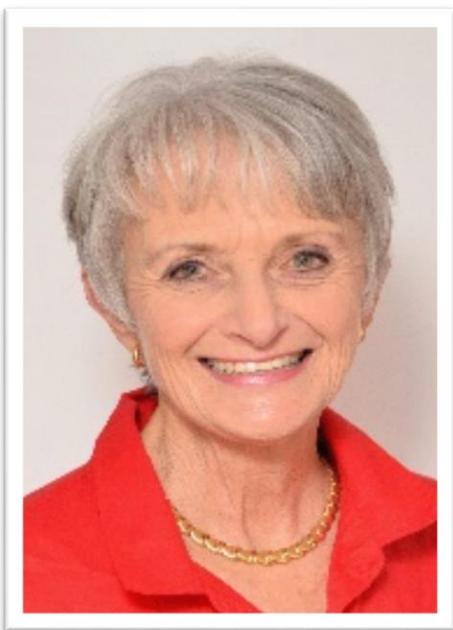


Fig. 5. Dr Margaret Brunton: image courtesy of M. Brunton

Name: Margaret Brunton, PhD

Affiliation: Massey University, New Zealand

Position and responsibilities: Associate Professor, School of Communication, Journalism & Marketing

Year of National Teaching Fellowship award: 2016

What are your interests and expertise in HE learning and teaching?

I have worked at the Auckland campus of Massey University in New Zealand since 2004. Prior to that I taught communication studies in the Faculty of Arts at Auckland University of Technology for 3 years, subsequent to receiving my PhD in Management Communication in 2001 from the University of Waikato.

Previously I practised as a health professional in the public and private health sector. Reflective practice informs my teaching, as the realisation of how central communication was to both my career as a fourth-generation registered nurse and life experiences that resulted in this teaching journey of discovery. I teach internal and distance courses with undergraduate and graduate students alongside supervising doctoral candidates. My vision is to make courses real-world relevant, filled with variety and 'u-turns', with always something new to explore. It is integral to my partnership philosophy for students to experience the freedom to advance their own self-belief and skills for self-development in a world full of learning opportunities. I encourage students to become reflective practitioners as a foundational workplace skill.

What influences your pedagogic work?

I received a national teaching award in 2016. It was not only genuinely a surprise – perhaps because I still feel like a novice teacher with so much to learn - but has opened up a myriad of opportunities in my learning journey as a teacher. My teaching philosophy includes providing courses that are dialogic, rigorous and research-based. Equally important is



material that is relevant, stimulating, challenging and fun. Although I teach deeply theoretical material in Communication, it is of little use unless students can grasp immediately how this will provide them with the tools to navigate their future professional careers.

What inspires you in your teaching?

Excellent teaching is fun which entails respect and involvement on all sides. However, good teaching can also be challenging, and at times even uncomfortable. Although my focus is on the fun of learning within the different learning styles, at times some students feel overwhelmed by standards they perceive as unattainable. It is not always a comfortable journey for them as they are challenged, and sometimes the value of their learning is only recognised further down the track. We have so much influence as teachers, and our interactions strongly inspire students' belief in their future success. This is why I will continue to deepen my understanding of how to help students and other educators to see how wonderfully rich, complex and exciting the learning experience can be.

Research interests

I have an enduring commitment to research-led teaching, which means staying current in my own specialty, being familiar with the pedagogical context, and contributing to pedagogical scholarship. My research projects include a competency analysis to identify the competencies and abilities required by our Communication graduates. An additional study identified the ethical decision-making processes of students to inform teaching and prepare graduates for encountering ethical dilemmas in the workplace. My desire to empower international students led me to co-

research a further project to explore their experiences of integrating into the Massey culture. Some examples are below:

Publications

- Brunton, M. Kankaanranta, A., Louhiala-Salminen, L. & Jeffrey, L. (2015). Are strategic Communication Management competencies and personal attributes global? A case study of practice in Finland and New Zealand. *International Journal of Business Communication*, online first. doi:10.1177/2329488415608846
- Brunton, M., & Jeffrey, L. (2014) Identifying factors that influence the learner empowerment of international students. *International Journal of Intercultural Relations*, 43, 321-334.
- Brunton, M. & Jeffrey, L. (2013). Perceptions of professional identity among Communication Management practitioners. *Australian Journal of Communication*, 40(3), 41-63.
- Brunton, M. & Eweje, G. (2012). Teaching ethics: The role of culture in ethical perceptions. *Journal of Business Ethics Education*, 9, 7-26.
- Brunton, M. & Eweje, R. (2010). The influence of culture on ethical perception held by business students in a New Zealand university. *Business Ethics: A European Review*, 19(4), 349-362.
- Brunton, M. & Jeffrey, L. (2010). Using the Critical Incident technique for triangulation and elaboration of Communication Management competencies. *Journal of Vocational Education and Training*, 62(3), 239-255.
- Eweje, G., & Brunton, M. (2010). Ethical perceptions of business students in a New Zealand university: Do gender, age, and

- work experience matter? *Business Ethics: A European Review*, 19(1), 95-111.
- Jeffrey, L., & Brunton, M. (2012). Professional identity: How communication management practitioners identify with their industry. *Public Relations Review*, 38, 156-158.
- Jeffrey, L. & Brunton, M. A. (2011). Developing a framework for Communication Management competencies. *Journal of Vocational Education and Training* 63(1), 57-75.
- Jeffrey, L. & Brunton, M. (2010). Identifying competencies for Communication Management practice: A Needs Assessment for curriculum development and selection in New Zealand. *Public Relations Review*, 36(2), 202-205.
- Zhang, Z. & Brunton, M. (2007). Differences in living and learning: Chinese international students in New Zealand. *Journal of Studies in International Education*, 11(2), 24-140.

IFNTF WORKING GROUPS

The IFNTF new working groups are developing. **Members are invited to join the working groups** and to be actively involved in working with colleagues internationally.

The IFNTF was launched in 2016 with a mission 'To bring together award-winning teachers from across the world for the global advancement of excellence in learning and teaching in higher education.'

The IFNTF core aims include:

- to foster international collaboration between post-secondary teachers on projects and initiatives
- to advocate for the importance of excellence in teaching in higher education
- to develop innovative evidence-based pedagogy and related scholarship and research
- to recognise and reward excellence in teaching worldwide
- to bring together outstanding students as International Student Fellows
- to work collaboratively with teaching and learning organisations and societies
- to facilitate the sharing of best-practices in teaching, learning and pedagogical-research

Here are the **working groups** that we aim to focus - the working group themes:

1. **Networking.** We would like to engage 4-5 members from across the world to work on networking ideas and to develop links and work with colleagues from across the globe. Co-President Elizabeth has some ideas from Canada, and we would welcome volunteers to work on this exciting working group.
2. **Publication.** We would like to follow through on some interest from a publisher on creating an IFNTF publication focusing on IFNTF members and their contributions to excellence in learning and teaching. We would like a working group of 3-4 people to work on the theme, contents, and how we would like to shape the publication.

- 3. Communications.** We welcome 3-4 members to serve as a “communications” working group to generate and curate content for our website and newsletter and, importantly, to develop innovative and creative ways to support and enhance IFNTF communications.

Please contact us if you have any questions and/or would like to volunteer to be involved in the working groups. The groups offer fabulous opportunities to link up with colleagues internationally and to develop new activities and outputs.

If you are interested in providing information relating to you, your work, your learning and teaching activities and excellence then please contact us:: ifntf@ifntf.org



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The IFNTF aims to unite award-winning HE teachers to share best practices and to develop evidence-based pedagogy. Contributions to the IFNTF newsletter and website are most welcome: <http://www.ifntf.org/>



IFNTF gold sponsor Ede and Ravenscroft, UK

The IFNTF is proud to be sponsored by Ede and Ravenscroft – London’s oldest tailor, with a heritage that stretches back over 325 years. A well-respected tailor of graduation gowns, ceremonial dress and legal dress – and men and women’s wear – Ede and Ravenscroft are an important part of UK Higher Education. For more information see:

<https://www.edeandravenscroft.com/>