



International Federation of
National Teaching Fellows



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Welcome

We're excited to share the latest activities of our talented community.

You can also keep up to date by following us on Twitter: @ifntffellows.



Our contributions come from members, so remember to email us if you'd like to share your work: newsletter@ifntf.org.

Daisy Bao

Photos in this newsletter are from:
www.canva.com.

Call for Expressions of Interest

COMMUNICATION SPECIAL INTEREST GROUP

We are keen to hear from members who would like to help us communicate our vision and projects.

The activities include:

- Creating social media messages on events and issues our members care about.
- Sourcing and developing content for the IFNTF website.

If you enjoy communicating clearly, accurately, and with empathy, please contact us: ifntf@ifntf.org.

Greeting from the guest editor Daisy Bao (PhD at The University of Edinburgh, UK)

- PhD student studying Higher Education
- Student Leadership in U21 (International)
- PGR Student Officer for SGSSS (Scottish Graduate School for Social Science)
- Student Committee Member of RAISE (Research, Advancing & Inspiring Student Engagement, UK)
- PhD researcher in Closing Student Feedback Loop research project



I'm a PhD student at the University of Edinburgh researching on the intersectionality of student engagement, power and relationships with staff in HE. I'm excited to introduce this issue of newsletter appreciate that the IFNTF kindly invited me to be a guest editor for the newsletter. Through editing the newsletter, I have the opportunity to communicate with many excellent teachers and learn more about their passion in teaching.

Ethos of teaching

My interest in student engagement is rooted in the benefits that I have gained from Higher Education as an underrepresented and first-generation student. Influenced by the western and Chinese teaching philosophy, my ethos of teaching addresses the value of students' knowledge and perspectives ('A student is not necessarily inferior to the teacher, nor does a teacher necessarily be more virtuous and talented than the student' – Discussion on Teacher, AC 768-824). This ethos was applied when I was a primary

school teacher, and when teaching and researching in Higher Education.

Research Interest

I have been working on supporting student HE experiences for over 6 years. My research interests lie in student-staff partnerships, student engagement, educational technologies (5G network), teacher education, and teacher professional education.

Publication

Bao, X. (2024). Approaches to inclusion, diversity, and partnership: Reflecting on institutional policies of student-staff partnership in research across 15 institutional schemes in the UK. *The Journal of Educational Innovation, Partnership and Change*, 9(1). Retrieved from <https://journals.studentengagement.org.uk/index.php/studentchangeagents/article/view/1222>

More about me, please see [HERE](#).

Linkedin: [HERE](#)

X: @baodaisy2

Photos in this newsletter are from:
www.canva.com.



How to Find Seminars You Missed or Want to Hear Again

We keep recordings and resources of our seminars on our website. You can find them at: <https://www.ifntf.org/page-seminar>

We strongly recommend viewing the previous seminars. All have received excellent feedback. The latest two are listed on the right side:

National Teaching Fellowships - tokenism or the genuine article?

Dr James Derounian, Visiting Professor
The University of Bolton (UK)

"Content delivered in an engaging way and very easy to understand. Really encouraged me to look at this in more detail and try to set up a research project in this area."

"Excellent presenter and hands on practice, very interesting and engaging discussion on follow up."

Improving inclusion and representation within the curriculum - where to start?

Professor Allán Laville (University of Reading, UK)

"A novel approach. Very very impressive turnout..."

"Excellent session with supporting resources."

Reminder for Feedback on a Recommender System for Members

We would love to get more feedback on our recommender system for members applying for promotion.

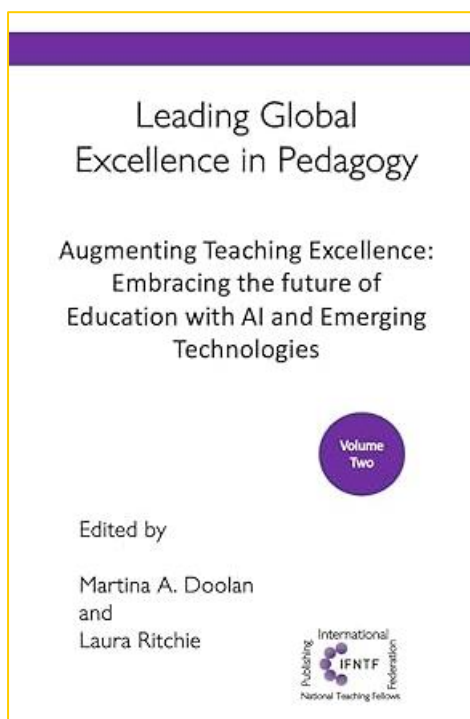
To recap, the intention is to bring together:

- (1) Members who require a professor to evaluate and recommend their teaching.
- (2) Members who are accomplished professors who would be willing to write recommendations.

Our hope is to offset disadvantages that many excellent teachers have in applying for promotion.

If you are interested and/or would like to share your thoughts about the idea, please contact us at: ifntf@ifntf.org

New IFNTF E-Book (Series Volume 2) now available on Amazon:
Leading Global Excellence in Pedagogy:
Augmenting Teaching Excellence: Embracing the future of Education
with AI and Emerging Technologies



Following the success of the first volume in 2023, IFNTF is pleased to welcome the second volume in the book series: *Leading Global Excellence in Pedagogy*. Edited by Professor Martina A. Doolan and Professor Laura Ritchie, this volume is entitled “*Augmenting Teaching Excellence: Embracing the future of Education with AI and Emerging*” and is available on [Amazon](#).

The 13 papers selected for this book have been presented at the fifth annual international IFNTF symposium in December 2023. The symposium shared transformative methodologies and teaching practices to augment teaching

excellence, explored novel strategies for student engagement, assessment, and impactful teaching, and the ethical implications of artificial intelligence (AI) and machine learning tools such as ChatGPT, and other cutting-edge technologies.

These papers showcase the amazing teaching and learning practice provided by excellent teachers from UK, Canada, Australia, and USA HE sectors. All of them have gained prestigious recognition for excellence in educational leadership and learning and teaching by a National Teaching Fellowship award in their respective country. The authors have thoughtfully shared innovations and excellence in learning and teaching practices using AI and other emerging technologies such as social robotics.

This book will help academics (teachers, researchers, and students) to consider, promote and share evidence-based strategies for excellence in teaching and learning in higher education internationally to enhance learning and benefit the global higher education community.

The IFNTF would like to encourage you to request your institution to purchase the book.



IFNTF “Symposathon”
December 2, 2024
Transforming Teaching Excellence:
Future Proofing Education for All

The International Federation of National Teaching Fellows (IFNTF) is pleased to host its third virtual “symposathon” (Symposium + Marathon) in December 2024.

IFNTF (<https://www.ifntf.org>) is a non-for-profit organization that aims to bring together award-winning teachers from across the world for the global advancement of excellence in learning and teaching in higher education. The federation was officially launched at the House of Lords in London, UK, in September 2016, and currently has members from Australia, Canada, Ireland, New Zealand, UK and the USA, and all members aim to work in collaboration on innovative projects and initiatives on teaching and learning pedagogies in higher education.

This is the sixth annual international summit/symposium held by IFNTF. The IFNTF First World Summit in 2017 in Birmingham, UK, featured the theme *Defining Teaching Excellence across Disciplines*. The IFNTF Second World Summit in Halifax, Canada, in 2018, was themed *Nurturing Teaching Excellence across Disciplines*. The IFNTF 2021 Symposium held in conjunction with the Canadian STLHE conference featured *Shaping Teaching Excellence across Disciplines*. In 2022, IFNTF held its first “symposathon” themed *RE-Shaping Teaching Excellence: Pandemic and the New Now*. The second symposathon themed *Augmenting Teaching Excellence: Embracing the future of education with AI and Emerging Technologies* was held in December 2023.

This year the theme of the symposathon will be *Transforming Teaching Excellence for the future*. In the rapidly evolving landscape of higher education, embracing transformation is key to sustaining and enhancing teaching excellence. The proposed theme for the next IFNTF conference, “Transforming Teaching Excellence for the Future,” captures the necessity to adapt, innovate, and lead in a dynamic academic environment. The topics will range from **Digital Transformation, Lifelong learning, Upskilling and Micro-credentialing, Competency-based education, Equity and Inclusion, Innovative Teaching Practices, and Mental health and well-being**. The IFNTF symposathon will feature keynote speakers from Australia, Canada, New Zealand, the UK and the USA, presentations from authors of accepted papers, and participant-led breakout sessions and panel discussions.

IMPORTANT DATES

Submissions due:	Oct. 31, 2024 (11.59 PM Anywhere on Earth (AOE))
Notification of acceptance:	November 20, 2024
Registrations due:	November 30, 2024

REGISTRATION FEE AND DATES

Registration fee for authors:	30 GBP
Early bird registration fee for other participants:	30 GBP
Regular registration fee for other participants:	40 GBP

Early bird registration deadline is November 20, 2024, 11.59 PM (AOE)
Last registration for all participants is December 2, 2024, 11.59 PM (AOE)

SYMPOSATHON TIMINGS

In its true spirit as an international federation, the symposathon will run in multiple time zones that will be convenient for participants in different time zones. Each time zone will host the symposathon in a 2-hour time slot. There will be an additional one-hour “handover” slot during which participants from the previous time zone may find it convenient to attend the first hour session from the next time zone. Please see the timings of the symposathon below.

Symposathon Time Slots

UTC Time	London	North America Eastern	Perth	Sydney	Wellington
Monday, December 2, 2024 at 19:00:00	Mon 7:00 pm	Mon 2:00 pm	Tue 3:00 am	Tue 6:00 am *	Tue 8:00 am *
Monday, December 2, 2024 at 20:00:00	Mon 8:00 pm	Mon 3:00 pm	Tue 4:00 am	Tue 7:00 am *	Tue 9:00 am *
Monday, December 2, 2024 at 21:00:00	Mon 9:00 pm	Mon 4:00 pm	Tue 5:00 am	Tue 8:00 am *	Tue 10:00 am *
Monday, December 2, 2024 at 22:00:00	Mon 10:00 pm	Mon 5:00 pm	Tue 6:00 am	Tue 9:00 am *	Tue 11:00 am *
Monday, December 2, 2024 at 23:00:00	Mon 11:00 pm	Mon 6:00 pm	Tue 7:00 am	Tue 10:00 am *	Tue 12:00 noon *
Tuesday, December 3, 2024 at 00:00:00	Tue 12:00 midnight	Mon 7:00 pm	Tue 8:00 am	Tue 11:00 am *	Tue 1:00 pm *
Tuesday, December 3, 2024 at 01:00:00	Tue 1:00 am	Mon 8:00 pm	Tue 9:00 am	Tue 12:00 noon *	Tue 2:00 pm *

TIME SLOT NO. 1: UK 7 PM TO 9 PM, MONDAY, DECEMBER 2, 2024

TIME SLOT NO. 2: NORTH AMERICA EASTERN 4 PM TO 6 PM, MONDAY, DECEMBER 2, 2024

TIME SLOT NO. 3: PERTH TIME 7 AM TO 9 AM, SYDNEY TIME 10 AM TO 12 NOON, TUESDAY, DECEMBER 3, 2024

PAPER SUBMISSION

We welcome submissions for paper sessions. Papers can be theoretical, conceptual, and/or empirical. Authors should submit an extended summary limited to 1500 words (excluding references). Papers should be related to the key theme of the conference and the key task areas.

Submissions are welcome from all educators. However, at least one of the co-authors of each paper must be eligible for full membership at IFNTF. That is, at least one of the co-authors must have received a national teaching fellowship in their home country.

To submit your extended summary, please go to <https://forms.gle/ePmKQ459P59gsS2T9>

All authors will be invited to expand their paper submission for publication in an e-book which will be available on the IFNTF website. The eBook produced from last years “symposathon” is available at: <https://www.amazon.co.uk/dp/BOC9N2F2HJ>

REGISTRATION LINKS

Authors: (a link will be emailed to authors on acceptance of Paper (20/11/24)).

Early bird registration for **non-authors** (before 23.59, 20/11/24):

<https://www.eventbrite.com/e/ifntf-symposathon-2024-transforming-teaching-excellence-early-bird-registration-1003509161917>

Regular registration for **non-authors** (after 20/11/24):

<https://www.eventbrite.com/e/ifntf-symposathon-2024-transforming-teaching-excellence-registration-registration-1003515551027>

Student registration:

<https://www.eventbrite.com/e/ifntf-symposathon-2024-transforming-teaching-excellence-students-registration-1003533524787>

IFNTF MEMBERSHIP

IFNTF welcomes new members to join the federation and collaborate internationally, promoting and sharing evidence-based strategies for excellence in teaching and learning in higher education. For more information about the types of membership and for enrolling as a member, please visit: <https://www.ifntf.org/page-membership>

IFNTF Executive Committee

Martina A. Doolan

President, IFNTF
Professor Learning and Teaching, National Teaching Fellow, Department of Computer Science,
University of Hertfordshire, UK

Dept of Mechanical Engineering, Tufts University,
Boston, USA

Srini Sampalli

Vice-President (Canada), IFNTF
Professor and National 3M Teaching Fellow,
Faculty of Computer Science, Dalhousie University,
Halifax, Nova Scotia, Canada

Stephen Rutherford

Treasurer, IFNTF
National Teaching Fellow, Professor and Head of Education Division, School of Biosciences,
Cardiff University, UK

Laura Ritchie

Secretary, IFNTF
Professor Learning and Teaching, National Teaching Fellow,
University of Chichester, West Sussex, UK

Trudi Cooper

Vice-President (Australia), IFNTF
National Learning and Teaching Fellow.
A/Professor of Youth Work, Research Member of the Centre for People Place and Planet, Edith Cowan University, Perth, Western Australia

James Intriligator

Vice-President (USA), IFNTF
National Teaching Fellow and Professor of the Practice and Director of Strategic Innovation,



Below is an opportunity to explore a MOOC “contemporary approaches to university teaching”.

[Contemporary Approaches to University](#)

[Teaching](#) is a free massive open online course (MOOC). The course is presented under the auspices of the [Council of Australasian University Leaders in Learning and Teaching](#) (CAULLT) and is led by Professor Agnes Bosanquet (Torrens University) and A/Prof Marina Harvey (Macquarie University). MOOC content is available to universities to share and adapt under a Creative Commons Attribution-ShareAlike license.

Enrolments have opened for Semester 2, 2024 Contemporary Approaches to University Teaching MOOC. There are 24 modules to choose from! This course is for those who:

- teach in higher education anywhere
- want content designed by learning and teaching experts
- seek to enhance their teaching and their students’ learning
- are interested in scoping the course for their institution’s professional development program
- are sessional, continuing teachers.

You can choose which modules you explore and when, but we recommend one of the four pathways:



New to Teaching

Teaching your first class, Planning for learning, Diverse learners, Online learning, Feedback, Learning and teaching theories, Sessional staff, and Reflection for learning



Enhancing student learning

Psychology of learners and learning, Diverse learners, Online learning, Universal design, Collaborative learning, First year transition, Work integrated learning, and Reflection for learning



Enhancing your teaching

Learning and teaching theories, Curriculum design, Assessment 1, Assessment 2, Peer review of teaching Academic mentoring, Managing student teams, and Scholarship of teaching



Leading learning and teaching

Leadership for learning and teaching, Reflection for learning, Higher education in context, Quality assurance, Gender equity, Psychology of learners and learning, First year transition, Scholarship of teaching

An enhanced feature is that participants completing any of the four pathways can receive a digital badge for that pathway. Study is self-paced in two-hour modules that can be completed over a semester.

[Format] Online, self-paced

[Cost] FREE

[Enrolling period] July 15 2024 – December 15 2024, VIA [HERE](#) or the QR code

[Time] 2 hours per module, 16 hours per pathway

[Contact] mooc@caullt.edu.au





Celebrate Awards!

Canada: 2024 3MS National Teaching Fellowship Awards



In May 2024, the Society for Teaching and Learning in Higher Education (STLHE) announced the 10 winners of the annual 3M National Teaching Fellowship awards (3M). The 3M was created in 1986 by STLHE to recognize exceptional teachers in post-secondary education. Every year, this fellowship celebrates 10 university and college educators who show leadership in enhancing post-secondary education and a sustained dedication to undergraduate education. Winners become lifetime members of the society, a national organization working to advance teaching and learning in higher education.

Below, the list of winners is presented. Their profiles and STLHE's selection committee's recognition can be viewed via [HERE](#).

- Dr. Erin Austen, St. Francis Xavier University
- Dr. Loleen Berdahl, University of Saskatchewan
- Dr. Nicole Campbell, Western University
- Dr. Serge Chalhoub, University of Calgary
- Dr. Cari Din, University of Calgary

- Dr. Samanti Kulatilake, Mount Royal University
- Dr. Heather Lawford, Bishop's University
- Dr. Richelle Monaghan, Wilfrid Laurier University
- Dr. Libby (Elizabeth) Osgood, University of Prince Edward Island
- Dr. Rosemary Reilly, Concordia University

The president of the IFNTF Professor Dr Martina A. Doolan joined in the celebrations with at the award ceremony for the 3M fellows, 3M Student fellows and the guest speaker at the 3M gala dinner in Canada see blog post for photos and narrative at [M. A. Doolan \(madoolan.com\)](https://m.a.doolan.com)



Australia: 2024 AAUT Awards (ongoing)

The Australian Awards for University Teaching (AAUT) were established in 1997 by the Australian Government to celebrate and reward excellence in university teaching. Since then, the Awards have become a valued form of recognition for university educators Australia wide. Three categories of nominees are eligible for this award, including Early Career (For academics with less than five years teaching experience in higher education institutions), Neville Bonner Award for Indigenous Education (For Indigenous teaching staff only), and Sessional staff.

The AAUT recognise the impact that educators have on the learning and teaching experiences and outcomes of university students. They celebrate and reward programs and practices that support students and enhance learning.

They promote excellence in learning and teaching in all aspects of higher education. Recipients, with the support of their institutions, contribute to systemic change in learning and teaching through the ongoing sharing and dissemination of knowledge.

This year, there are five award types promoting and recognising excellence in learning and teaching.

- Citations for Outstanding Contributions to Student Learning
- Awards for Programs that Enhance Learning
- Awards for Teaching Excellence
- Award for Australian University Teacher of the Year
- Career Achievement Award

More information can be accessed via [AAUT website](#) or email: aaut@rmit.edu.au



Fig 1. 2024 AAUT Key Dates

UK: 2024 NTFs and CATE Winners

Advance HE announces winners of prestigious teaching excellence awards 2024

08 Aug 2024 | Advance HE

Successful nominees for National Teaching Fellowships and Collaborative Award for Teaching Excellence for 2024 revealed.



In August 2024, advance HE announced the 55 winners of the prestigious National Teaching Fellowship Scheme (NTFS) and 17 Collaborative Award for Teaching Excellence (CATE). The awards ceremony will take place in Edinburgh on 3 October 2024.

[Profiles of new NTFs](#) can be viewed alongside the [Profiles of CATE](#) winning teams on the AdvanceHE website. These new NTFs take the total number of NTFs awards to 1198 since the first award in 2000. Meanwhile, a total of 136 CATE teams has been awarded since its launch in 2016. These winners are acknowledged for their outstanding contribution to excellent teaching and inspiring colleagues in higher education.

To assure the quality in applications, these are reviewed and evaluated by an independent panel of senior higher education leaders across four nations in the UK (England, Scotland, Wales, and Northern Ireland). This ensures the quality of the NTFS scheme and CATE award.



Claire Aydogan

Job Title: Head of Careers and Employability
Institution: University of Huddersfield
Year: 2024

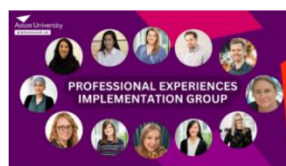
As Head of Employability at the University of Huddersfield, Claire Aydogan leverages 15 years of industry expertise to guide students towards successful career paths. Passionate about fostering professional growth, she develops strategic partnerships and innovative programs that empower students to achieve their career aspirations and excel in a competitive job market.



Dr Michelle Beattie

Job Title: Senior Lecturer
Institution: University of the Highlands and Islands
Year: 2024

Dr Michelle Beattie's early educational experience continues to influence her approach to academia. She obtained her nursing qualification via an access course which gave her the opportunity and thirst for learning. She continues to work on educational and research implementation which include the perspectives of marginalised and underrepresented groups.



Professional Experiences Implementation Group

Faculty Departments:
Institution: Aston University
The core Professional Experience Implementation Group at Aston University brings together academic pharmacists (from clinical practice to student support), practising pharmacists, industry partners and technical team expertise. It collaborates with the wider university, partner stakeholders and students to provide students with sustainable contemporary pharmacy experience across a range of sectors.



Social Work Course Team

Faculty Departments:
Institution: London Metropolitan University
The team has developed a shared vision for their teaching and learning practice which emphasises relationship-based and creative critical approaches to learning. A relatively newly formed permanent team they are excited and inspired by the different perspectives each colleague contributes that shape their collaborative approaches to ensuring an excellent student experience.

(left two profiles) Example NTFs 2023 on the [AdvanceHE website](#)

(right two profiles) Example CATE winning teams 2023 on the [AdvanceHE website](#)

Profile

Marina Harvey, Macquarie University



Position and Responsibility

- Honorary Associate Professor
- Principal Fellow of the Higher Education Academy and was President of CAULLT

Year of National Teaching Fellowship award

National Teaching Fellowship 2014

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

My research is underpinned by, and focuses on, reflection for learning. Other scholarly interests include sessional staff, distributed leadership and academic development - all of which are examined through Action Research. In recognition of this I was acknowledged as a Fellow of ALARA (Action Learning and Action Research Association).

Research interests

Research interests are fully aligned with my interest and expertise in higher education learning and teaching, namely: reflection for learning; sessional staff; distributed leadership; academic

development; academic mentoring and evaluating university foundations (teacher preparation) programs.

Has the Teaching Fellowship award made a difference to your work and life? If yes, in what ways?

Absolutely yes! My teaching fellowship provided sector wide legitimacy to validate the quality standards for learning and teaching with sessional staff (casual, tenured, contract) across the country and internationally. The activities raised sector wide awareness on the issues related to sessional staff and one decade later we are seeing our federal Fair Work Commission investigate insecure work and also wage theft experienced by sessional staff at many universities.

When planning the fellowship activities, I strategically built in SOTL evaluation and research from the start. As a result, I was able to confidently share outcomes with university leaders as I had the research evidence and data to support my advocacy. I was also able to achieve many peer-reviewed publications to support and mentor colleagues.

The fellowship had an immediate impact on my career as I received speaker invitations at national and international conferences, seminars and workshops. Being a fellow meant that I was inducted into the network of national fellows and found inspiration and new opportunities for ongoing SOTL collaborations. As well as expanding my SOTL network, the

fellowship strengthened my existing network. The many successful outcomes of the fellowship also put me in good standing for new grant applications.

Ironically, I was made redundant from my university toward the end of my fellowship but with the confidence and expertise gained through the fellowship activities I continued to research and disseminate outcomes of the fellowship, with the result being that I gained a more senior role in another university.

What inspires you in your teaching?

My teaching builds on those researchers and theorists that have influenced my pedagogic work. My inspiration continues to come from the many colleagues I work with, who have a deep commitment to quality learning and teaching. One example is my academic co-lead on the Contemporary Approaches to University Teaching MOOC, who has worked with me in a purely voluntary role to quality review, enhance and expand this free online MOOC as a service to the sector internationally. And the 42 academics who worked, also as volunteers, to redesign or create modules for the MOOC because they want to support the enhancement of learning and teaching across the sector. I am in awe of so many and they inspire my teaching in a very direct way as I learn from their MOOC modules, from our SOTL collaborations, and from team teaching with them.

What influences your pedagogic work?

I have maintained a strong belief in the need for theory, while acknowledging that this is a “wicked” issue for some. There

are many eminent thinkers and theorists who have influenced my philosophy and practice, including Bandura (social learning and self-efficacy) , Barrone and Eisner (arts-based research), Bronfenbrenner (ecological approach) , Biggs (constructive alignment), Brookfield (critical reflective practice), Bruner (narrative and auto-biography), Kemmis and McTaggart (participatory action research), Schön (reflection in- and on-action), Vygotsky (scaffolding, zone of proximal development) and my research guru Wadsworth (human enquiry through building in research and evaluation).



←
Reflection
through arts
workshop,
Macquarie
University

Wider interests and activities?

My teaching and research interests relate to quality learning and teaching in higher education. Beyond the university, I am active in the local historical association, animal welfare and reviewing vodka.

Publications: over 90; see via [this link](#).

Twitter/website links

[LinkedIn](#) · X @BLASST_ ·

[Sessional staff legacy website](#) · Distributed leadership

Profile

Professor Tim Young, University College London (UCL)

Position and Responsibility

- Professor (teaching)
- Course Director Clinical Neurology (distance learning): MSc/ Postgraduate Diploma/ Postgraduate Certificate
- Programme Director for Clinical Neurology & Brain Sciences iBSc.



Year of National Teaching Fellowship award

National Teaching Fellowship 2024

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

- Medical Education
- Neurology Education
- Distance Education
- Equality, diversity and inclusion

Has the Teaching Fellowship award made a difference to your work and life? If yes, in what ways?

I was only awarded the fellowship 2 days ago so these are very early days. However, I feel rejuvenated and really valued as a result of this award. I am already looking for ways to use this to further help support my students and fellow educators to help them realise their dreams and objectives.

What influences your pedagogic work?

Whilst I have a long background in the 'head' aspects of pedagogy, with my PFHEA, my own training as a medical educator and then as a course tutor in medical education at Cambridge University, I mainly think of pedagogy as coming from the 'heart'. My own personal experience of coming last and failing at one medical school in the 1980s, then finishing top in Medicine at another medical school in the 1990s has given me a passion to help students from right across the spectrum of achievements. Each student's experiences will be their own, but I have a real desire to help each one achieve their potential and I feel enormous happiness when I see that take place.

What inspires you in your teaching?

My students, my fellow educators, and the many wonderfully interesting facts and thoughts that surround us in every aspect of daily life and reading.

Research interests

-Medical Education

-Within clinical medicine:

-Headache medicine

-Autonomic medicine

Wider interests and activities?

-I am a Christian and my faith is very important to me. I am thankful that we live next to our local church which has been very welcoming to me and my family.

-I am very thankful for my family-my wife's family are from beautiful Taiwan and my 16-year-old son helps me keep up with modern terms!

-I love hunting for fossils and still have some hope that I have discovered a new species of fossil shellfish (just waiting for the museum to hopefully confirm this currently).

-I really enjoy long distance running. I try not to compare myself to my speed in my younger years, and now even if I have to often stop to walk, I enjoy having nature around me and taking photos of the countryside enroute.

Selected publications:

- Chapter: Young, T., Abdool, K., Broadbent, D.K.S., Kok, C.-Y. (2020). [Engaging student reviewers on the 'Clinical Neurology by distance learning' course](#). In *Student Empowerment in Higher Education. Reflecting on Teaching Practice and Learner Engagement*. Part VI p423-436 Logos Verlag Berlin GmbH.
- Composition: Young, T. (2014). ['Magnetic Resonance' Commended Poem in The Hippocrates Prize Anthology 2014](#).
- Journal Article: Young, T., Ochulor, J., Bahra, A. (2022). [Very long-term use of Flunarizine for migraine patients—A word of hope and caution](#). *Medicine*.

More details can be found [HERE](#)