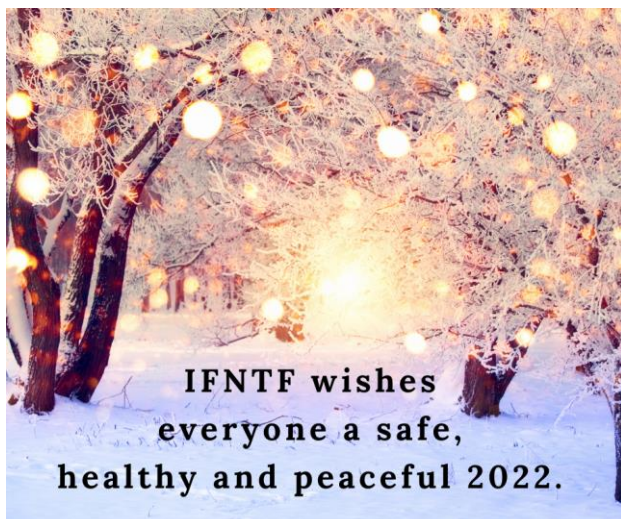


January, 2022



International Federation of
National Teaching Fellows



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Welcome

2021 has been described as the “Year of the Creator” as Covid-19 sparked new visions and inventiveness.



In this vein, we are pleased to share ideas and profiles of our creative colleagues.

The accompanying photos are supplied by contributors and www.canva.com.

Heather Kavan

A Screenshot Paints a Thousand Words

We rather like this random screenshot of our colleague Professor Srinivas Sampalli that shows just how engaging last year’s seminar “A Hopeful Pedagogy” was.



Srini had pulled over his car to watch Professors Shannon Murray, Jessica Riddell and Lisa Dickson talk about Shakespearean studies.

Missed the seminar? You can find it [here](#).

Third Global Seminar Series

This year we continue our virtual seminars. We begin in February and March with sessions from our United Kingdom colleagues.

Click [here](#) to find out more and register your interest.



Understanding Inclusivity: Are we trying too hard?

Dr Angela O Sullivan, De Montfort University, Leicester.

Angela encourages teachers to reflect on the diversity of individual learning needs and the role of students as co-creators. In this webinar we will learn about her Open Field model that enables learners to develop their personal inclusive learning environment.

TIMES

United Kingdom

23 February, 8pm to 9pm.

North America Eastern

23 February, 3pm to 4pm.

Australia & New Zealand

24 February, please check the time zone for your location.



Transnational Collaboration and Connected Learning Pedagogies:

Opportunities for pedagogical innovation in the post pandemic landscape.

Professor Jo Angouri, University of Warwick, Coventry.

Keep an eye open for more information in your email in-box and on our website.

TIMES

United Kingdom

23 March, 10am to 11am.

North America Eastern

23 March, 5am to 6am.

Australia & New Zealand

23 March, please check the time zone for your location.

Profile

Professor Jessica Riddell, Bishop University, Canada

Position and responsibilities

- Stephen A. Jarislowsky Chair of Undergraduate Teaching Excellence.
- Executive Director, The Maple League of Universities.
- Full Professor, Department of English, Bishop's University.



Year of National Teaching Fellowship award

3M National Teaching Fellow 2015.

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

I am a scholar in early modern literature with a focus on Shakespeare. My research has three pillars: early modern literature, institutional culture change in higher education, and classroom innovations, including students as partners (SaP) research.

What inspires you in your teaching?

When COVID hit I went back to the basics. First, I distilled a three-page teaching philosophy into four words in my *design*:

Community Curiosity Consent Compassion

And then in my *delivery* I explored how COVID offers us opportunities to host spaces for deep engagement, accessibility, inclusion, and individualized approaches to learning. I learned that the modality was not as important as the underlying

values and mindsets that underpin the intellectual levels.

Has the Teaching Fellowship award made a difference to your work and life?

Joining the 3M Fellowship changed my life in so many ways. I was able to connect to a community practice of education leaders. I met new and wonderful humans who I have worked with, published with, and taught with in trans-disciplinary ways. This has also transformed my classrooms and my resilience as an educator and learner. It has helped me to be more intentional, vulnerable and brave.

What influences your pedagogic work?

“We never are what we are,” John D. Caputo writes, “something different is always possible”.

This quotation has been an almost daily affirmation over the past 18 months, reminding me that we are not static, fixed beings but rather always in the act of becoming.

Excerpt from

THE WYRD HOUSE

We roam the edges of accepted, bounded disciplines and yet we hope that—just as in Shakespeare’s lively, multiplicitous plays—the margins inform the centre in reciprocal and fruitful ways that generate renewal and change.

Continue reading [here](#).



Lisa Dickson, Shannon Murray, Jessica Riddell. Photo by Ray Riddell.

Research interests

My favourite research space is related to my work with The Wyrd House – a place where disciplinary research and pedagogical research collide.

The Wyrd House is animated by three 3M National Teaching Fellows. Lisa Dickson, Shannon Murray, and me.

We are the only 3M National Teaching Fellows in the award’s history who are Shakespeareans.

We met on a bus on the way to an event for 3M National Teaching Fellows. Shannon and Lisa were chatting about Shakespeare, and Jessica, a newly-minted Fellow with an equally newly minted baby strapped to her chest, turned around with wide, scarily alert blue eyes and said, “Are you Renaissance specialists?”

This conversation turned into collaborative conference presentations, and then to articles, workshops, team-teaching and a wild idea for a book on Shakespeare and Critical Hope.

You can find more about our roles in the Wyrd House [here](#). (Editor’s note: Animal lovers, check out the photo of Dr Riddell’s dog in a Shakespearean ruff collar.)

Publications/exhibitions/events

Many of my publications are with 3M National and Student Fellows.

To view them, click [here](#).

Twitter/website links

Twitter: @drjiddell

Website: www.jessicariddell.com

Profile

Dr Penny Hay, Bath Spa University, United Kingdom

Position and responsibilities

Reader in Creative Teaching and Learning and Senior Lecturer in Arts Education, School of Education; Research Fellow, Centre for Cultural and Creative Industries, Bath Spa University; Director of Research, House of Imagination.



Year of National Teaching Fellowship award

2021

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

I have worked extensively in arts education and creative pedagogy across the UK and internationally. I am dedicated to transformative teaching and learning.

Has the Teaching Fellowship award made a difference to your work and life?

Absolutely! I have been introduced to so many amazing colleagues in the network. I have accelerated my own professional development through engagement with international projects, working collaboratively with a range of world leading teachers and researchers within the field of arts and creative education.

What influences your pedagogic work?

Engagement with current critical and theoretical perspectives and issues in the field of creative education and a reflexive

action enquiry approach are central to my teaching.

I am committed to raising the profile of excellence in creative and arts education, drawing on research informed practice and a creative pedagogical approach based on a sound, thoroughly developed theoretical stance.

What inspires you in your teaching?

I am passionate about establishing experimental sites for pedagogical innovation, where learners can 'follow their fascinations' in environments of encounter—creating the conditions for a creative environment in optimising the learning experience for all students.

In my wider practice, I work alongside students and teachers to co-design a creative pedagogy using the city/village as a campus for learning and experimental pedagogical site.



Forest of Imagination

Signature projects include House of Imagination (2000–21), Forest of Imagination (2014–21) and School Without Walls (2010–21).

This work integrates participatory action research, engaging individuals, institutions and communities in experimental sites of pedagogical innovation, inspiring colleagues to rethink the relationship between learning and teaching, and finding new ways for students to test out and understand different creative pedagogical approaches.

Publications

Recent publications include:

Hay, P. (2021) 'Spaces of Possibility: reimagining learning' International Journal of Art and Design Education. Volume 40, Issue 1.

Research interests

My doctoral research 'Children as artists: how can adults support children's learning

identities as artists?' provided new insights in creative pedagogy. These have direct significance for the future of art education and the role of creativity in HE teaching and learning.

I am a founding member of the Centre for Research in Policy, Pedagogy and Practice leading on the Creative Pedagogy strand.

Wider interest and activities

I am a visual artist and musician. I am passionate about the importance of nature in our lives. I read, walk, draw and think!

Twitter/website links

@PenAHay @forestimaginatn
@houseimaginatn @schwithoutwalls

Bath Spa University profile. Click [here](#).

House of Imagination. Click [here](#).

Forest of Imagination. Click [here](#).

Schools without walls. Click [here](#).

Compound 13 Lab. Click [here](#).

Profile

Dr Neil Gordon, University of Hull, United Kingdom



Position and responsibilities

Senior Lecturer in Computer Science. Responsibilities include programme leader for our family of Computer Science degrees, as well as an admissions officer.

As a Principal Fellow, I chair and assist with our accredited HEA recognition programme.

Year of National Teaching Fellowship award

2021

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

- Technology Enhanced Learning,
- Flexible Pedagogy,
 - Education for Sustainable Development,
 - Computer Science education.

Has the Teaching Fellowship award made a difference to your work and life?

My teaching fellowship hasn't yet had a significant impact on my work, though it has opened some new networks for opportunities to collaborate.

My earlier awards—I am a principal fellow of the HEA—have led to opportunities to contribute to the teaching and learning on campus, for example our approach to digital assessment.

What influences your pedagogic work?

Enabling education through computer science technologies and approaches.

Finding and/or developing practical approaches that can be used at scale in our teaching of computing. Developing our students as global citizens.

What inspires you in your teaching?

Seeing the positive impact we can have on students, and through them on the world around us.

Looking to improve the student experience, with effective and evidence-informed teaching methodologies, utilising technology where it is appropriate.

Publications/exhibitions/events

Topics include:

- Technology enhanced learning,
- Flexible technology,
- Education for sustainable development,
- Computer science education.

For my full list of publications see my profiles on:

- Google Scholar Profile. Click [here](#).
- Research Gate Profile. Click [here](#).
- Orcid Profile. Click [here](#).

Research interests

- HCI, gamification and computer-based instruction,
- Technology enhanced learning and information systems,
- Safety and reliability analysis,
- Telehealth,

- Computer algebra,
- Finite geometry and applications, including error correcting codes.

Wider interest and activities

I am a Member of the British Computer Society, and a Certified Member of the Association of Learning Technology.

I am also one of the coaches for the University of Hull Jujitsu club.



Coaching Jujitsu

Twitter/website links

@n_a_gordon

Profile at University of Hull. Click [here](#).

Are you interested in sharing your profile in our newsletter? Or writing a short article for the next issue? If so, you're most welcome to contact us at newsletter@ifntf.org. The deadline for the next edition is 30 March, 2022.