



International Federation of  
National Teaching Fellows



## In This Issue

- Call for Expressions of Interest
- Fourth Global Seminar Series
- How to Find Seminars You Missed
- Reflections on the UK ANTF Symposium
- The Australian Awards for University Teaching
- Reminder for Feedback
- Profiles

## 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](mailto:newsletter@ifntf.org).

*Daisy Blo*

Photos in this newsletter are from:  
[www.canva.com](http://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](mailto:ifntf@ifntf.org).

## Greetings from the Guest Editor

### Daisy Bao (PhD at the University of Edinburgh, UK)

- PhD student studying Higher Education
- PGR student rep for SGSSS (Scottish Graduate School for Social Science) and the School (Moray House)
- Research Assistant on School Athena Swan EDI team and Student Feedback Research Project



I am honoured to be invited to work with the IFNTF Executive Committee as a guest editor. I am a PhD student at the University of Edinburgh researching student engagement, power and relationships in student-led research collaborations.

#### **Ethos of teaching**

My interest in student engagement roots 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.

#### **Personal hobby**

I like hiking and climbing mountains. As a person who has grown up in the countryside, I love nature which can also be a rich resource for teaching.



For more details of me, please see [HERE](#).

Linkedin: [HERE](#)

Twitter: [@baodaisy2](#)

Photos in this newsletter are from: [www.canva.com](http://www.canva.com).



## Fourth Global Seminar Series

The Seminar in May 2023 is entitled:

### Harnessing ChatGPT for Academic Innovation: An Interactive Exploration (Beyond the Cheating Freak-out)

This is delivered by our American colleague: Professor James Intriligator

The interactive (zoom) session offers a novel approach to navigating ChatGPT's conceptual spaces.

Professor Intriligator will discuss a conceptual model and how to use it, and how ChatGPT can be used to promote Diversity, Equity, Inclusion, and Justice (DEIJ).

#### **United Kingdom**

18 May, 9pm to 10pm.

#### **North America Eastern**

18 May, 4pm to 5pm.

#### **Australia & New Zealand**

19 May, 8pm to 9pm.

please check the time zone for your location.

More information can be found at:

<https://www.ifntf.org/page-seminar>



## How to Find Seminars You Missed or Want to Hear Again

We keep recordings of our seminars on our website. You can find them at:

<https://www.ifntf.org/page-seminar>

We strongly recommend viewing the seminars. All have received excellent feedback.

### **Re-imagining Learning | Spaces of Possibility**

Dr Penny Hay, Bath Spa University (UK)

*"Refreshing to hear about creative and collaborative pedagogies used across different educational settings. Also the timing was very good for colleagues in the UK with caring responsibilities!"*

### **Engaging Students with the Feedback Process**

Dr Nigel Francis, Cardiff University (UK)

*"One of the most applied and practical workshops I've had the joy of encountering, and not just because it was right in the heart of assessment season."*

### **What does flourishing in the tail end of the pandemic look like?**

Dr Louise Younie, Queen Mary University of London (UK)

*"Nice pace; good topic choice well narrated; opportunities for interaction."*

## Reflections on the ANTF Symposium 2023

### The Future is Bright

*Zoë Allman, Associate Dean (Academic) at De Montfort University, UK, and Deputy Communications Officer for the Committee of the Association of National Teaching Fellows*



The Committee of the Association of National Teaching Fellows (ANTF) welcomed delegates to De Montfort University in Leicester for its Annual Symposium on 20-21 April 2023. The event, for National Teaching Fellows (NTFs), aspiring NTFs, Collaborative Award for Teaching Excellence (CATE) and aspiring CATE winners, sought to bring passionate educators together to continue to collectively improve Higher Education for everyone, recognising that ‘The Future is Bright’.

The Symposium introduced the ANTFs new themes, ‘WISER’, around which the programme had been carefully crafted:

**W** – Wellbeing

**I** – Innovation and Impact

**S** – Students, Staff and Stakeholder collaborations

**E** – Equity and Ethics

**R** – Reward and Recognition

Each day started with an engaging panel session, including *Wellbeing* and *Innovation and Impact*. A series of parallel sessions included thirteen workshops and twenty-nine presentations, inspiring delegates to engage, network, and explore ideas for implementation in their own practice. Members of the existing and aspiring NTF and CATE communities considered a range of current and emerging trends in HE, shared practice, exchanged ideas, and connected with like-minded, innovative practitioners.

[As reflected by Prof. Julie Hulme](#), the resounding take-away was that we are ‘stronger together’, a concept echoed in the ANTF call for [Collaborative Innovation Projects 2023-24](#) and the introduction of the [NTFS Allyship Scheme](#), inviting NTFs to become allies to aspiring NTFs to support and improve representation, progression and achievement in the NTF.

For further reflections and more news from the ANTF visit: <https://ntf-association.com/>

## The Australian Awards for University Teaching Ceremony Announced Winners

The Australian Awards for University Teaching (AAUT) aims to recognise the most outstanding teachers and programs across the higher education sector. They celebrate university teachers at different stages of their careers, from early career academics to those who have devoted a lifetime to learning and teaching.

The opening of the ceremony was announced by Professor John Dewar AO, the chair of Universities Australia, followed by the introduction of AAUT made by Professor Angela Carbone who is the associate DVC learning, teaching and quality for the AAUT. This year, 138 assessors worked on 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

| CITATION AWARDS | PROGRAM AWARDS | TEACHING AWARDS | CAREER ACHIEVEMENT AWARD |
|-----------------|----------------|-----------------|--------------------------|
| 105 Nominations | 12 Nominations | 25 Nominations  | 15 Nominations           |
| 59 Awards       | 4 Awards       | 9 Awards        | 1 Award                  |

71 awards from 157 nominations were announced by chairs of five awards committees (Professor Liz Johnson, Professor David Sadler, Emeritus Professor Philippa Pattison, and Professor Sally Kift).



2022  
**AUSTRALIAN UNIVERSITY  
TEACHER OF THE YEAR**  
SCIENCE  
**DR POH WAH HILLOCK**  
The University of Queensland



2022  
**CAREER ACHIEVEMENT AWARD**  
**PROFESSOR DAVID BOUD**  
Deakin University

Presented by Professor John Dewar AO, the University of Queensland's **Dr Poh Wah Hillock** was announced as the 2022 **Australian University Teacher of the Year** and Deakin University's **Professor David Boud** the recipient of the **Career Achievement Award**.

The full list of 2022 Australian Awards for University Teaching recipients is available [here](#).

The full media release can be found [here](#).

AAUT news, can be found at: [Australian Awarded University Teacher's Network site](#)

Source: <https://www.universitiesaustralia.edu.au/policy-submissions/teaching-learning-funding/australian-awards-for-university-teaching/> [accessed 10 May 2023].



## AAUT Award for Programs that Enhance Learning

### THE 'DESIGN FOR IMPACT' TEAM

Queensland University of Technology

Earlier this year Queensland University of Technology (QUT) 'DESIGN FOR IMPACT' team was awarded the Australian University Teaching Program Award for 'Programs that Enhance Learning – Curriculum Transformation and Innovative Pedagogy'. This followed on from securing the QS Wharton 'Global Education Award' and 'Presence Learning' category late 2021 and a second Vice Chancellors award in 2022.

We are excited to now be a member of the International Federation of National Teaching Fellows and are delighted to introduce ourselves in the newsletter and share our program and future plans.

Our core development team consists of curriculum and learning Designers, a Head of School, academics from across two faculties, a Work Integrated Learning lead, and a Career Educator. However, this is only a small percentage of the staff involved in delivering these 4 units to thousands of students annually, with many staff from across the university, the design industry and community organisations involved in the success of this initiative.



Top row:  
Melanie Finger, James Macaulay,  
Dr Deanna Meth

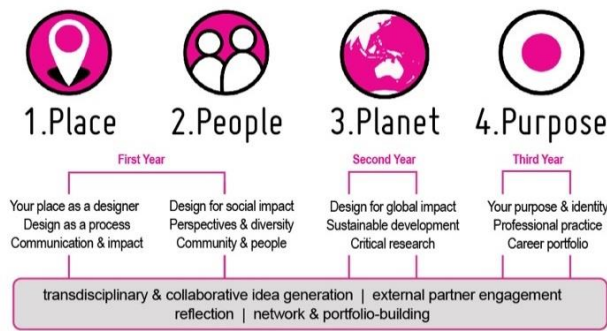


Middle row:  
Dr Gregor Mews, Sheona Thomson,  
Professor Lisa Scharoun.



Bottom row:  
Bethan King, Dean Brough, Dr Claire  
Brophy, Dr Liz Brogden

## What are 'IMPACT LABS'?



In 2019, four innovative, authentic, and transdisciplinary 'Impact Labs' were introduced as a compulsory spine across the reimagined QUT Bachelor of Design curriculum in 2019. In response to stakeholder feedback on shifting employer and global needs, the four units, 'Place', 'People', 'Planet' and 'Purpose', aim to future-proof students' design careers.

The four labs employ a range of learning approaches to incrementally develop students' theoretical understandings of self, society and global issues while laying foundations for collaborative design. Student learning is cumulative and applied within experiential, inquiry-led, team design challenges developed in collaboration with over 45 community and industry partners. With Impact Lab experiences systematically repeated across their years of study, students progressively build essential core design knowledge, skills and twenty-first century capabilities: transdisciplinary collaboration, productive reflection, networking and profile-building.

[This 2-minute clip explains it well](#)

## What does the award recognition mean to us?

Winning the awards has helped to reaffirm our Design Schools' commitment to transdisciplinary experiential education. The program itself is a complex web of students, staff, networks and external partners and we are proud to have developed a manageable, sustainable, and effective model for transformative learning.

The Impact Labs have not only given us more opportunities to connect with Design professionals, but also community organisations in need of design help. We are proud that we have been able to connect students to these organisations in a mutually beneficial way – with many partners commenting on the positive impact on their organisation.



As we noted in the Reimagine Education report (2022) ‘We are proud of the multiple ways in which the Labs have impacted on students’ development and lives. Undertaking large-scale transdisciplinary, authentic learning in undergraduate curricula is complex and unwieldy and can be poorly received when perceived as bolt-on activities, or isolated boutique units. A key to the success of the labs has been ensuring that they form a fundamental building block within the design degree. Such programs cannot work unless they are secure in their existence and championed by leaders who believe in them, as well as sufficiently resourced to further develop and undergo constant evaluation and improvement. Transdisciplinary large-scale cohorts require support and communication from across often hidden services such as timetabling, room and space bookings, health and safety...the level of administrative, behind-the-scenes work is often underestimated’.

### Where to from here?

QUT is in the process of developing a university-wide transdisciplinary curriculum to be implemented in 2024, influenced by the Design for Impact approach. The Design for Impact team hosted developmental workshops for all university staff to initiate transdisciplinary ideation and collaboration between schools and faculties.

Research related to the labs is ongoing, and we have started disseminating key findings and practices – sharing with others the tools that best enable socially responsive design; exploring how in particular, sustainability plays out across the labs through our content and pedagogies; and examining more deeply what we might mean by the term ‘impact’ in design education.

If you would like any more information on Impact Labs, please email [m.finger@qut.edu.au](mailto:m.finger@qut.edu.au)

## Reminder for Feedback on a Recommender System for Members

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

To recap, the idea 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](mailto:ifntf@ifntf.org)



## Profile

### Professor Lisa Scharoun

#### Position and Responsibility

Professor and Head of School – School of Design  
(managing the disciplines of Industrial Design,  
Visual Communication, Fashion Design, and  
Interaction Design)



#### Year of National Teaching Fellowship award

National Teaching Fellowship 2022

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

I have 20 years of experience in higher education, teaching visual communication design, design strategy and transdisciplinary design with roles in New York, Shanghai, Melbourne, Brisbane, and Canberra along with visiting roles in Norway and Singapore. Working in higher education is both a privilege and a duty. I believe that we are duty-bound to provide students not only with deep disciplinary knowledge but also with educational experiences that cultivate collaborative problem-solving skills and conviction that will enable them to tackle the issues that previous generations have been unable to elucidate. I am passionate about developing people into being the best version of themselves through the facilitation of supportive communities that enable fluid collaboration between

academics, professional staff, students, community, and industry.

#### What inspires you in your teaching?

In the Design and creative professions, it is essential to collaborate and to foster cross-cutting initiatives and I love to create cross-cultural and transdisciplinary partnerships in order to shape new cultures of innovation, collaboration and industry engagement in design education in Australia. I am particularly passionate about experiential learning and in facilitating learning experiences in which students are able to design with students from difference backgrounds and experience a culture that is significantly different that their own. In my career, I have secured over \$1 million in Scholarship funds (from the Department of Foreign Affairs and Trade) for hundreds of Australian design and health students to travel to Asia on study tour programs promoting cross-cultural well-being through the co-design of new products, services, and promotional campaigns.



*Above: A study tour to China that Lisa led in 2012*

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

It has been wonderful to receive national recognition for the quality of our transdisciplinary programs. This award gives evidence that transdisciplinary learning experiences that promote community impact through co-design with stakeholders is the way forward in higher education – and in education more broadly. However, the real award for us is in seeing our students go out into the world with the confidence to create

### **Research interests**

Research on cross-cultural design for health and well-being, I aim to design more inclusive systems, services, and products for the community.



*Above: Lecture to Impact Lab students on visualisation techniques*

### **What influences your pedagogic work?**

Embedding an understanding of co-design and design processes in transdisciplinary curriculum so that it is seen as an integral process to addressing issues and creating new solutions.

- **Publications/exhibitions/events**

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

- **Website links**

[www.linkedin.com/lisascharoun](http://www.linkedin.com/lisascharoun)

## Profile

### A/Prof Dr Stephanie S Schweiker, Bond University, Australia

#### Position and Responsibility

- A/Prof Biomedical Science
- Treasurer of the National Chemical Education Division of the Royal Australian Chemical Institute (RACI)
- Consultant with the Queensland Curriculum and Assessment Authority
- President-elect of the QLD branch of the Royal Australian Chemical Institute



#### Year of National Teaching Fellowship award

Australian Award for University Teaching - technology-enhanced chemistry curriculum (national citation, 2022)

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

I am passionate about using technology to enhance student learning outcomes and to help bridge the knowledge gap for our incoming students in Chemistry for Living Systems. My core teaching philosophy is centred around sharing my passion for chemistry and engaging with each student to meet their individual learning outcome/s. I integrate theory and practice into my classroom to encourage meaningful and engaging learning that is student-centred and dynamic. My high involvement with the chemical education community in Australia has helped fuel my passion and enabled me to be at the cold face of curriculum developments and

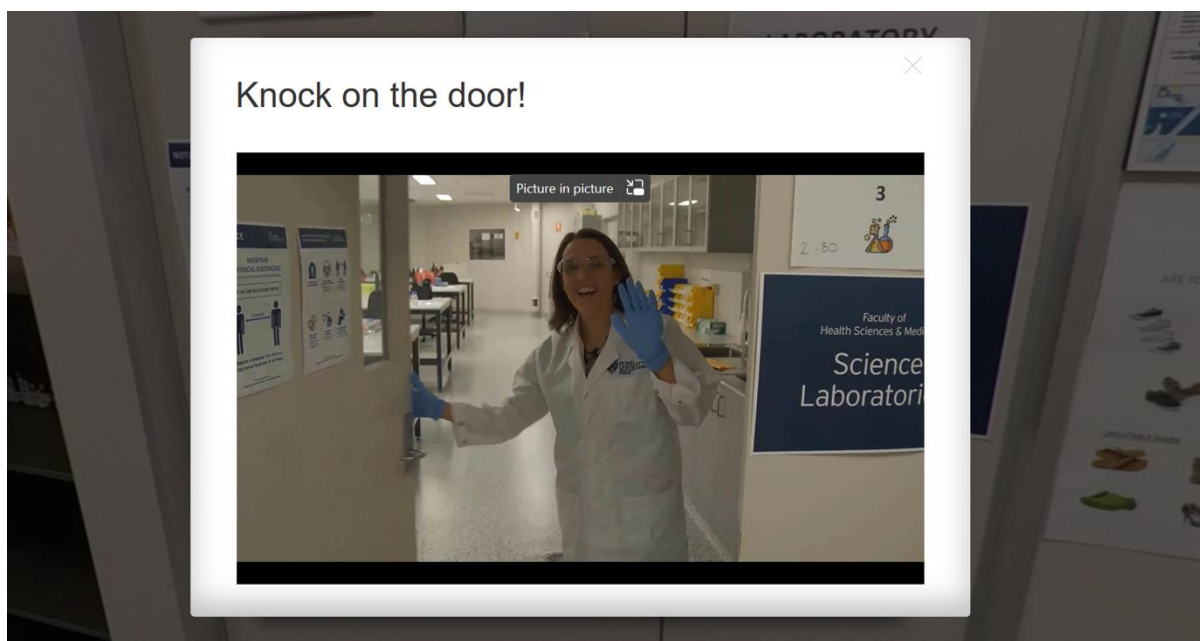
have an intimate knowledge of how these changes may impact student knowledge and skills development.

#### What inspires you in your teaching?

The chemical education academics at Bond University are my main inspiration. We love innovating and working with our students to improve their experiences and learning outcomes. We have strong connections with the local and national chemical education field, which keeps us at the forefront of innovation in chemical education.

#### What influences your pedagogic work?

Our team influence each other, we work well together, and we are all passionate educators. We like to see our students succeed and do the best that they can, so we work together to scaffold our subjects and programs in a way that supports the students and gives them an engaging and transformative experience.



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

My teaching awards have mainly been team awards. Our team has developed numerous resources for our students over the years to enhance the student learning outcomes of our very diverse cohorts. The most recent is our website, 'The Virtual Scientist', which hosts some of our 360-degree virtual experiments that have been developed inhouse using the latest technology as they become available.

**Research interests**

I am a medicinal chemist, and my main area of research (my research student projects) is in the area of inhibitor design and development. Educational research is my passion, and my involvement with the chemical education community keeps me striving to be innovative in this field.

**Wider interests and activities?**

I enjoy making freely available resources for students to ensure all students have access to STEM education. Our current research plan is to expand our library of virtual experiments to include mandatory high school practicals. Some remote schools (with low student numbers in science) do not have the physical resources to complete the experiments required by the science curriculums. This may disadvantage remote students in STEM subjects. Since our research shows that our resources can replace physical practicals better than simulations, we want to expand our library and promote these resources to remote schools.

**Publications/exhibitions/events**

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

**Website links**

YouTube:

[Chemistry with Dr Steph – YouTube](#)

Website: <https://thevirtsci.com/>