



International Federation of  
National Teaching Fellows

**IFNTF “Symposathon”  
December 2-3, 2024  
Transforming Teaching Excellence:  
*Future Proofing Education for All***

**PROGRAM AT A GLANCE**

**The Symposathon will start at 16.00 UK Time and end at 23.50 UK Time, Monday, December 2, 2024**

***Note: Due to an overwhelming number of paper submissions, the Symposathon timings have been extended. We will be starting at 16.00 UK Time instead of 17.00.***

**SYMPOSATHON LEG 1: UNITED KINGDOM TIME ZONE  
16.00 – 19.00**

**Start Time of this leg in different time zones**

**UK Time: 4 PM, Monday, December 2**

**North America Eastern: 11 A.M., December 2**

**Australia (Perth): 12 midnight, Tuesday, December 3**

**Australia (Sydney): 3 AM, Tuesday, December 3**

**New Zealand (Wellington): 5 AM, Tuesday, December 3**

<b>UK Time</b>	
<b>16.00 – 16.10</b>	<b>Welcome and Introductions Martina Doolan, President, IFNTF</b>
<b>16.10 – 16.30</b>	<b>Keynote Session 1: Title: <i>Equity and Inclusion in Higher Education: What is it, and how can we achieve it in practice?</i> Katherine Hubbard, University of Hull, UK</b>
<b>16.30 – 18.30</b>	<b>PAPER PRESENTATIONS: SESSION 1</b>
	<b>1. <i>Imagination and Teaching</i> P. Hay, Bath Spa University, UK</b>
	<b>2. <i>The School of Education Little Book Of Hope: A Collection of Resilience, Grit and Digging Deep Tales of Life</i> E. Malone, Manchester Metropolitan University, UK</b>

	<p>3. <i>Enhancing Learning through Authentic Assessments: Reflecting Miller's Pyramid and Harden's Ladder in Competency-Based Education</i> I. Ctori and M. Hennelly, City St George's, University of London, UK</p> <p>4. <i>Developing and improving a course to teach ethical decision-making with AI using Universal Design for Learning</i> M. Davis, Oxford Brooks University, UK</p> <p>5. <i>Futureproofing the Education of Non-Traditional Higher Education Entrants: Embedding Mathematics into Engineering Curricula</i> B. Knight<sup>1</sup>, P. Pyakurel<sup>1</sup>, and J-B.R.G. Soupez<sup>2</sup> <sup>1</sup>New Model Institute for Technology and Engineering, UK <sup>2</sup>College of Engineering and Physical Sciences, Aston University, UK</p> <p>6. <i>"Surviving NOT Thriving": Racially Minoritized Female Trailblazers working in UK-based Higher Education Institutions</i> D. A. Miller<sup>1</sup>, G. Gabi<sup>2</sup>, C. Brown<sup>1</sup>, S. Davis<sup>3</sup>, and D. Warner<sup>2</sup> <sup>1</sup>University of Greenwich – Institute for Lifecourse Development, UK <sup>2</sup>Manchester Metropolitan University, UK <sup>3</sup>Cardiff Metropolitan University, UK</p> <p>7. <i>Text-to-image generative AI to produce photographic quality medical illustrations for education: potential uses and challenges</i> A. Kalyana, H. Rehman, A. Moisa, S. Khalil, S. Sidhu, N.B. Pinar, and T. Young<sup>1</sup>, Queen Square Institute of Neurology, University College London, UK <sup>1</sup> Program Lead, Clinical Neurology and Brain Sciences</p> <p>8. <i>Science Beyond the Syllabus: Undergraduate' Perspective of Scientific Sources and Teaching Methods the Support Continuous Learning</i> C. Pritchard, S. Rutherford, and N. Francis Cardiff University, UK</p> <p>9. <i>Embedding kindness in higher education curricula: case study analysis</i> J. Hislop<sup>1</sup>, N. Angelova<sup>2</sup>, M. Balaam<sup>1</sup>, J. Brodie<sup>2</sup>, K. Stuart James<sup>1</sup>, and R. Younger<sup>2</sup> <sup>1</sup>University of Edinburgh, UK <sup>2</sup>Edinburgh Napier University, UK</p> <p>10. <i>Authentic Assessment for Lifelong Learning: Futureproofing Healthcare Science, and Engineering Students</i> S. Hussain and J-B.R.G. Soupez Aston University, UK</p>
<b>18.30-18.40</b>	<b>Discussion/Refreshment Break</b>
<b>18.40-19.00</b>	<b>Keynote Session 2:</b> <b>Title:</b> <b>Jo Angouri, University of Warwick, UK</b>
<b>19.00-19.10</b>	<b>Closing and Handover to Symposathon Leg 2</b> <b>Laura Ritchie, Secretary, IFNTF</b>

**SYMPOSATHON LEG 2: NORTH AMERICA EASTERN TIME ZONE**  
**14.00 – 17.00**

**Start Time of this leg in different time zones**

**UK Time: 7 PM, Monday, December 2**

**North America Eastern: 2 PM, December 2**

**Australia (Perth): 3 AM, Tuesday, December 3**

**Australia (Sydney): 6 AM, Tuesday, December 3**

**New Zealand (Wellington): 8 AM, Tuesday, December 3**

<b>North America Eastern Time</b>	
<b>14.10 – 14.20</b>	<b>Welcome and Introductions</b> <b>Srini Sampalli, VP (Canada), IFNTF</b>
<b>14.20 – 14.40</b>	<b>Keynote Session 3:</b> <b><i>Title: Fostering and Sustaining a Vibrant International Academic Community</i></b> <b>Martina Doolan, University of Hertfordshire, UK</b>
<b>14.40 – 15.00</b>	<b>Keynote Session 4:</b> <b><i>Title: How to Human: Remembering the Human in a time of Generative AI</i></b> <b>Jessica Riddell, Bishops University, Canada</b>
<b>15.00 – 15.20</b>	<b>Keynote Session 5:</b> <b><i>Title: IDEA Lab: A Mechanism for Transforming Teaching Excellence through Interdisciplinary Innovation and Leadership</i></b> <b>James Intriligator, Tufts University, USA</b>
<b>15.20 – 15.30</b>	<b>Discussion/Refreshment Break</b>
<b>15.30 – 16.40</b>	<b>PAPER PRESENTATIONS: SESSION 2</b>
	<p>1. <i>A Quantum Leap in education: Generative AI, ethics and change for Higher Education</i> N.A. Gordon, J.W. Dixon, and Z. Mian University of Hull, UK</p> <p>2. <i>Equity and Inclusion in Transformative Learning: Integrating Universal Design for Learning and Community of Inquiry</i> B.A. Nichols Buckinghamshire New University, UK</p> <p>3. <i>In search of 'Responsible' Generative AI (GenAI) as an essential prerequisite for future-proofing education for all</i> S. Beckingham<sup>1</sup> and P. Hartley<sup>2</sup> <sup>1</sup>Sheffield Hallam University, UK <sup>2</sup>Edge Hill University, UK</p> <p>4. <i>Using Simulation as an innovative pedagogy to reduce Impostor Phenomenon amongst early career academics</i></p>

	<p>S. Cole, M. Cole, C. Counihan, M. Gibson, K. Mulholland, and D. Nichol Northumbria University, UK</p> <p>5. <i>Academic Impostor Syndrome in students and academic staff: Navigating the pathway to confidence and control</i> D. McIlroy Liverpool John Moores University, UK</p> <p>6. <i>Communities of Practice: Finding spaces of resistance to influence the institutional discourse</i> T. Part Goldsmiths, University of London, UK</p> <p>7. <i>Reskilling the higher education workforce for digital transformation where the resources necessary will not be made available</i> C. Holtham Bayes Business School, City, University of London, UK</p>
16.40 – 16.50	<b>Discussion/Refreshment Break</b>
16.50 – 17.00	<b>CLOSING AND HANDOVER TO SYMPOSATHON LEG 3</b> Srini Sampalli, VP (Canada), IFNTF

**SYMPOSATHON LEG 3: AUSTRALIA AND NEW ZEALAND**  
**06.00 – 08.00, Tuesday, December 3, Australia (Perth)**  
**09.00 - 11.00, Tuesday, December 3, Australia (Sydney)**  
**11.00 – 13.00, Tuesday, December 3, New Zealand (Wellington)**

**Start Time of this leg in different time zones**

**UK Time: 10 PM, Monday, December 2**

**North America Eastern: 5 PM, December 2**

**Australia (Perth): 6 AM, Tuesday, December 3**

**Australia (Sydney): 9 AM, Tuesday, December 3**

**New Zealand (Wellington): 11 AM, Tuesday, December 3**

<b>Australia (Sydney) Time</b>	
<b>09.00 – 09.10</b>	<b>Welcome and Introductions</b> Trudi Cooper, VP (Australia), IFNTF
<b>09.10 – 09.30</b>	<b>Keynote Session 6:</b> <i>Title: Inclusive Curriculum: Exploring relationships between agency, support, and models of teaching delivery in higher education for ‘non-traditional’ students</i> Kate Ames, Torrens University, Australia
<b>09.30 – 10.10</b>	<b>PAPER PRESENTATIONS: SESSION 3</b>
	1. <i>The Universal Micro-credential Framework: A transformative approach to micro-credentialing educational provision</i>

	<p>R. Ward<sup>1</sup>, S. Grant<sup>2</sup>, M. Workman<sup>3</sup>, and K. Giovacchini<sup>3</sup>  <sup>1</sup>University of Huddersfield/Sino-British College, Shanghai  <sup>2</sup>New Trust Lab  <sup>3</sup>Arizona State University</p> <p><i>2. The practical messiness of integrating learning transfer in an online allied health curriculum: A conceptual analysis</i>  S. Maranna<sup>1</sup>, J. Joksimovic<sup>1</sup>, J. Willison<sup>2</sup>, N. Parange<sup>1</sup>, and M. Costabile<sup>1</sup>  <sup>1</sup>University of South Australia  <sup>2</sup>The University of Adelaide, Australia</p> <p><i>3. Australian study tour leaders: lived experiences, approaches to curriculum and support and training needs</i>  R. Napolitano-Lincoln and T. Cooper  Edith Cowan University, Australia</p>
10.10 – 10.20	<b>Discussion/Refreshment Break</b>
10.20 – 10.40	<p><b>Keynote Session 7:</b>  <i>Title: Reflections on an unplanned career in teaching and learning at university</i>  Denise Chalmers, University of Western Australia</p>
10.40 – 10.50	<p><b>CLOSING</b>  Trudi Cooper, VP (Australia), IFNTF</p>

## KEYNOTE TALK BRIEFS

### Keynote Session 1:

**Title:** *Equity and Inclusion in Higher Education: What is it, and how can we achieve it in practice?*

**Katharine Hubbard, University of Hull, UK**

### Abstract:

Equity and Inclusion has become a key topic in Higher Education Policy and Practice. However, we need to move between these terms as management 'buzzwords' to something that meaningfully shapes the experiences and outcomes of staff and students. In this talk I will explore what we really mean by equity through the lens of the UK awarding gap, highlighting theoretical and technical flaws in the way that we measure fairness of student outcomes that ultimately undermine attempts to achieve equity. I also present an Inclusive Higher Education Framework developed through a collaborative QAA funded cross-institutional project. The Framework is designed to make impactful change at all levels of an institution, with a toolkit and resources to support academics, programme directors and senior leaders make meaningful progress towards equity and inclusion.

### Biography:

Katharine Hubbard is currently a Reader in Bioscience Education at the University of Hull, where she is also Director of Education for the School of Natural Sciences and was the institutional lead for awarding gap strategy. She is a Principal Fellow of AdvanceHE, National Teaching Fellow and winner of multiple national and institutional teaching awards. Her research focusses on equity, inclusion and widening participation within UK HE policy, and effective pedagogies to support practical skill development and disciplinary literacies in STEM subjects. She will start a new role as Head of Pedagogy and Practice at Buckinghamshire New University in early 2025.

### Keynote Session 2:

**Title:** *Pedagogic Innovation and Education for Global Citizenship*

**Jo Angouri, University of Warwick, UK**

**Jo Angouri** is Professor in Sociolinguistics and Deputy Pro-Vice Chancellor for Education and Internationalisation at the University of Warwick, UK; Visiting Distinguished Professor at Aalto University, School of Business, Finland; Affiliate (Visiting Professor) at Monash University, Australia; Research Associate at the University of Wellington, New Zealand and Visiting Professor at Vrije Universiteit Brussel, Belgium. She has published extensively on Leadership, Risk, Identity, Decision Making and Problem Solving as well as Research Methodology. She is Subject Chair for Linguistics, Language, Communication and Media on the Scopus board.

Jo is a National Teaching Fellow (UK) and committed to pedagogic innovation and education for global citizenship. She has significant experience in research-led education, multidisciplinary curriculum design and undergraduate and postgraduate programme leadership. At the University of Warwick, she leads on the development and growth of existing and new international education projects with the University's strategic partners. She is on The EUTOPIA University Alliance Education Team and is co-leading on the Learning Communities and Curriculum Development for the network. Her vision for student empowerment focuses on creating the conditions and support for students to take ownership of their learning and to develop a clear voice and a global outlook through their higher education journey.

**Keynote Session 3:*****Title: Fostering and Sustaining a Vibrant International Academic Community*****Martina Doolan, University of Hertfordshire, UK****Abstract:**

The International Federation of National Teaching Fellows (IFNTF) is an established independent organisation officially launched at the House of Lords, UK parliament, London, in September 2016. Its aim is to unite National award-winning Higher Education teachers from across the globe.

In this keynote I will share insights into how this academic community of practice was set up, is fostered and sustained to promote the importance of excellence in teaching in higher education and share evidence-based pedagogy, scholarship and research.

How the Higher Education sector is encouraged to actively participate to maximise reach and accessibility and build our collective knowledge and experience through this international vibrant academic community is also shared.

**Biography:**

Dr Martina A. Doolan is a Professor of Learning and Teaching at the University of Hertfordshire in the United Kingdom.

Martina was awarded a National Teaching Fellow conferred by the Minister of Higher Education in the UK. She was also awarded a Principal Fellowship of the Higher Education Academy/Advance HE.

Martina is the President of the International Federation of National Teaching Fellows (IFNTF). Martina has over 20 years of expertise in pioneering the design, implementation and evaluation of collaborative/community learning experiences using technology on a national and international level.

**Keynote Session 4:*****Title: How to Human: Remembering the Human in a time of Generative AI*****Jessica Riddell, Bishops University, Canada****Abstract:**

This paper explores the question, “How do we human?” in an era dominated by generative AI and technological disruption. Historically, humans have sought to understand and replicate humanness, from Pygmalion to Da Vinci, to the pioneers of artificial intelligence. Today’s rapid advancements in AI challenge higher education to reimagine its role in nurturing what makes us human: curiosity, empathy, creativity, and complexity. AI offers efficiency and precision, but risks erasing the friction, weirdness, and ineffable qualities that define humanity.

Using historical, philosophical, and contemporary lenses, this work argues that higher education must resist the allure of seamless automation and instead embrace divergent thinking, radical humanization, and emergent design. By fostering relational care, immanence, and interdisciplinary inquiry, universities can counteract dismembering systems and cultivate spaces where students and educators thrive.

Through vignettes of everyday grace, reflections on art and the divine, and examinations of AI's ethical challenges, this paper posits that education's mission is not to mimic machines but to deepen connections between knowledge, purpose, and soul. Higher education must anchor human flourishing by valuing inefficiency, wonder, and the full spectrum of intelligences—emotional, civic, spiritual, and embodied.

Ultimately, this paper calls for a collective re-membering of humanity, emphasizing that in times of technological upheaval, the most radical act is to center love, hope, and joy as transformative forces within and beyond academia. This is not a time to become post-human but to be most human.

**Biography:**

Dr. Jessica Riddell is a Full Professor of Early Modern Literature at Bishop's University and holds the Stephen A. Jarislowsky Chair of Undergraduate Teaching Excellence. As founder of the Hope Circuits Institute (HCI), she drives systems-change in higher education, focusing on governance, leadership, and student success. In a landscape rife with indictments of broken systems, her work invites people across the post-secondary ecosystem to co-create blueprints for meaningful rewiring that centers justice, equity, and access. Her 2024 book, *Hope Circuits: Rewiring Universities and Other Organizations for Human Flourishing* (McGill-Queen's Press), offers a roadmap for this transformation. A recognized leader, scholar, and educator, she serves on multiple boards and has received numerous awards and grants for teaching and leadership, including the 3M National Teaching Fellowship (Canada's highest recognition of educational leadership), the D2L Innovation Award (the highest recognition of innovation in partnerships), and the Forces Avenir award (Quebec's highest recognition of teaching excellence in higher education).

**Keynote Session 5:**

***Title: IDEA Lab: A Mechanism for Transforming Teaching Excellence through Interdisciplinary Innovation and Leadership***

**James Intriligator, Tufts University, USA**

**Abstract:**

The IDEA Lab (Innovation, Design, Engineering, Action) at Tufts University exemplifies a transformative model for interdisciplinary, student-driven research and innovation. By fostering leadership, creativity, and social responsibility, IDEA Lab prepares students to thrive in an increasingly complex academic and professional landscape. With over 80 students spanning diverse disciplines, the lab currently operates on six “moonshot” projects addressing real-world challenges such as AI-enabled recycling, spatial sonification to aid people with low-vision, designing new dental tools, and robotic rehabilitation devices. IDEA Lab's unique structure emphasizes collaborative leadership, community-building, and hands-on problem-solving while promoting equity and inclusion. The lab's success is reflected in the achievements of its participants, including prestigious Laidlaw Scholarships, placements in top-tier master's and PhD programs, and career launches at leading organizations like Google and Sony. This presentation explores how IDEA Lab aligns with the IFNTF theme of transforming teaching excellence through student-led innovation, interdisciplinary collaboration, and informal community building.

**Biography:**

James Intriligator is a Professor of the Practice in the Department of Mechanical Engineering at Tufts University and a driving force behind innovative approaches to education, interdisciplinary collaboration, and social impact. Originally trained in cognitive neuroscience, Intriligator earned his Ph.D. at Harvard University (1997), where his research explored vision and the brain. After completing a postdoctoral fellowship in neurology at Beth Israel Deaconess Medical Center, he transitioned to the private sector,



working in venture capital and high-tech consulting as an entrepreneur, offerings designer, and innovation catalyst.

In 2003, Intriligator merged his scientific expertise with his business acumen as a pioneer in the emerging field of consumer psychology at Bangor University (Wales, UK). During his 13 years there, he created Europe's leading consumer psychology master's programs and co-developed transformative interdisciplinary initiatives like Enterprise by Design and the Social Enterprise Accelerator, which brought together students, academics, and industry to tackle real-world problems. Recognized for his innovative teaching, Intriligator was named a National Teaching Fellow in 2014, the UK's highest honor for teaching excellence.

Since joining Tufts University in 2016, Intriligator has played a pivotal role in evolving and growing the Human Factors Engineering program, serving as its director for five years. Under his leadership, the undergraduate program grew by 100%, the graduate program expanded by 600%, and the program secured over \$1 million in grant funding. Beyond metrics, Intriligator's tenure was marked by increasing the program's visibility and fostering interdisciplinary collaborations across the university and beyond. In 2021, he transitioned to the role of Director of Strategic Innovation within the Department of Mechanical Engineering, focusing on broader opportunities for transformational impact.

Intriligator is a passionate educator and advocate for experiential learning. He is the co-creator of Tufts' IDEA Lab, a unique mechanism that empowers students to lead interdisciplinary "moonshot" projects with real-world impact. The lab has engaged hundreds of students across the past 5 years – from a wide number of fields: engineering, psychology, computer science, arts, and other fields, producing innovative solutions to global challenges. His work emphasizes breaking down silos, fostering leadership, and building community, with a particular focus on empowering underrepresented students and creating opportunities for social impact.

A prolific thinker and creator, Intriligator is the author of more than 50 publications spanning neuroscience, consumer psychology, design, physics, and even literary criticism. At Tufts, he has been nominated for a Tufts Distinction Award, shortlisted for Professor of the Year, and won the Teaching with Technology Award. He has served as a Tisch Faculty Fellow, chaired the ExCollege Board, and contributed to numerous university initiatives. Outside of Tufts, he serves on national and international committees, advancing thought leadership in design thinking, experiential education, and innovation.

Currently, Intriligator is developing an open-source toolkit to replicate the IDEA Lab mechanism globally, collaborating with artists on Transversal Arts projects, and authoring a book on design methodologies, "Design Thinking and Transversal Design." He balances his academic endeavors with social justice projects and serves as a mentor to the next generation of innovators.

**Keynote Session 6:**

***Title: Inclusive Curriculum: Exploring relationships between agency, support, and models of teaching delivery in higher education for 'non-traditional' students***

**Kate Ames, Torrens University, Australia**

**Abstract:**

Current models of higher education delivery are inherently conservative. At institutional levels, they are informed and restricted by legislative and accreditation models that influence delivery models, funding, reporting, and scheduling. Educators walk a fine line as they juggle research and teaching with career aspirations and performance expectations. In the post-COVID era, many academics have become more experienced in online and hybrid delivery, but are experiencing tension as students exercise agency in how and when they engage with their study. Developing an inclusive curriculum poses challenging questions for educators about their worldviews, experiences, and expectations. This session may pose more questions than it answers, exploring the core central question: 'Who has the problem?'.

**Biography:**

Professor Kate Ames, PFHEA, GAICD, is the Pro Vice Chancellor, Engagement and Access at Torrens University, Australia. She is nationally recognised for her teaching excellence. She draws on her academic background as a tertiary education teacher and leader with her research interest as a cultural sociologist to explore relationships and practices that promote understanding of diversity and improve equity and accessibility in education.

**Keynote Session 7:**

***Title: Reflections on an unplanned career in teaching and learning at university***

**Denise Chalmers, University of Western Australia**

**Abstract:**

Career planning was never my strong suit, but despite this, I have had a wonderful career working in universities with colleagues from many disciplines and in different roles who wanted to improve the quality of teaching and learning. Through our combined efforts, changes were made to better recognise and reward the quality of teaching and learning through policy, practices, awards, grants and career progression and promotion. Not all that was initiated has endured, but overall, the landscape has changed.

My 30 years of reflections on what I have observed and learned over this time is framed in its application for colleagues who are currently leading in teaching and learning in higher education.

**Biography:**

Denise Chalmers is Professor Emeritus at the University of Western Australia. She has for over 30 years demonstrated leadership in higher education. She was Professor in the field of higher education teaching and learning and had led two university Centres of Teaching and Learning as Director. She was a Foundation Director of the Carrick Institute (later ALTC/OLT) with specific responsibility for Awards, Fellowships and International Links. She has served as President and then as Vice President of the Council of Australian Directors of Academic Development (CADAD) and President of HERDSA. She has initiated and led several national and international initiatives and projects. In her various roles as a director, Denise has provided significant university and sector wide leadership through initiating and implementing enhancement initiatives including developing and embedding teaching quality criteria and indicators, assessment and curriculum review and reform, enhanced teaching and learning through the strategic use

of online and communication technologies, promoting student focused teaching and learning practices, and identifying and promoting the use of teaching and learning performance indicators to guide decision making and resource allocation.

Denise is an active contributor to the scholarship of teaching and learning in higher education through publications, proposing and participating in innovative and successful competitive grants and projects, speaking engagements and working with networks and institutions nationally and internationally. She contributes to the national and international agenda on developing and enhancing teaching and learning and criteria, standards and indicators of quality in higher education.

As a senior consultant with HEED, Denise has worked with universities and higher education private providers to support their teaching quality, course development, evaluation of programs, quality assurance and enhancement, and registration and accreditation requirements.

Denise's contribution to higher education has been recognised with a national teaching award and senior fellowship. In 2020 she was inducted into the Western Australian Women's Hall of Fame. In 2022 she was appointed a Member of the Order of Australia (AM) and in 2023 she received the Career Achievement award, Australian Awards for University Teaching,