



International Federation of National Teaching Fellows



Fig.1. Goldfish in pond. Image: Hardie, 2019.

The **IFNTF** celebrated its **third birthday** at the start of September 2019. IFNTF members join together from across Canada, Australia, New Zealand and the UK.

This year we are keen to connect and develop further collaborative opportunities with colleagues from other countries too.

This newsletter highlights some key opportunities for members. It is also a pleasure to showcase the work and interests of IFNTF members Andrew Walsh, Earle Abrahamson and Catherine Hayes. Thanks go to Earle and Catherine for their reviews of books that have been published r

We are keen to hear from members so please contact us if you have any questions or suggestions. ifntf@ifntf.org

CALL FOR EXPRESSIONS OF INTEREST

The IFNTF now offers the opportunity for new colleagues to join the committee. There are three positions available: Secretary, Vice President New Zealand and Treasurer.

The posts are 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.

Details regarding the posts and their responsibilities are available. The final deadline or all expressions of interest to become a committee member is 30th September 2019 – please send to ifntf@ifntf.org

The IFNTF committee invites expression of interest from members regarding the following committee positions:

- Treasurer – this position has to be held by a UK member as the IFNTF bank account is UK based
- Secretary
- Vice President, New Zealand

Please contact ifntf@ifntf.org for details.

All are very welcome to apply. We are happy to discuss the roles.



IFNTF is sponsored by Ede & Ravenscroft

MEMBER: ANDREW WALSH

Fig. 2. Andrew Walsh: image courtesy of Andrew Walsh, 2019.

IFNTF member Andrew Walsh discusses his work and interests:

I work part-time in the library at the University of Huddersfield with the job title of “University Teaching Fellow”, which slightly unusually for that job title, is roughly the equivalent to “Reader” with a Teaching & Learning focus. I also work part-time speaking and running workshops on playful approaches to (adult) education. My favourite, but unofficial, job title was given to me by my daughter when she talked to her school friends about what I did – I am “a librarian who teaches grown-ups how to play”, so I’m a Play-Brarian.

I’ve had my NTF since 2011, largely from the work I was doing on both game based learning, and in encouraging librarians across the UK to improve their teaching skills.

Since then I’ve done a lot of work around game based learning with adults, slowly coming to the conclusion that the main way that I think

that games “work” is by encouraging play and playful behaviours. I’ve been heavily influenced here by other members (including several other NTFs) of the Playful Learning Association (<http://pla.playthinklearn.net>) as several of us have gone on the same mental journey towards play and playfulness together. I’m currently fascinated with how we give ourselves and others permission to play, especially at university after having play knocked out of us by a lifetime of formal education! After recently doing a Chartered Management qualification that felt anything *but* playful, I’m also trying to work out what playful leadership might look like, especially within Higher Education – anyone who has ideas on this, please get in touch!



Fig. 3. Journal of **Play in Adulthood**, logo. image courtesy of Andrew Walsh.

From a serious point of view, this has led to us setting up the Journal of Play in Adulthood (<https://journalofplayinadulthood.org.uk/>), a peer reviewed journal that focusses on play, games, and playfulness in an adult context. Up to this point there seemed to be journals that dealt with digital games, or children’s play / playwork, but nothing that dealt with the slightly different world of adult play, especially in the non-digital world. The Journal of Play in Adulthood aims to fill in that gap, to increase understanding of the need for, and benefits of, play and playfulness after childhood. It also seeks to explore the barriers to the use of play

with adults, and potential solutions to increasing the role of play in lifelong education, the workplace, and wider society. I'd love to see some National Teaching Fellows from across the world submitting papers based on their work as I'm sure there are plenty of us trying to make Higher Education more playful.



Fig. 4. Learning through play. Image: courtesy of Andrew Walsh.

From a less serious point of view, I currently have a playful zine project funded with a small grant from OneHE, creating monthly zines about different aspects of play in Higher Education. For roughly a year (about 10 issues) I'm sending out short zines and "playful invitations" to subscribers, before hopefully collating the content together with some reflections at the end of the project. The hope is that receiving a physical item (that isn't a bill!), together with extra invitations to play, will help to enable people to be more playful in their work. It's too late to sign up now, but the

core content will appear on my blog as we go through the year - <https://gamesforlibraries.blogspot.com/search/label/zine>

The latest zine (#3 in the series) is on how we can enable play to happen in Higher Education, and comes with a pull out poster, a "chatterbox" style challenge finder, and a balloon, all trying to encourage subscribers to be more playful, as well as covering some serious content on "enabling play".

Some of the things I write are aimed directly at librarians, as that is still the core of my job, such as my recent book "The Librarians' Book on Teaching Through Games and Play" (ISBN: 9781911500070). I do write more generally though, for example I have a book chapter in the lovely "Playful Learning: Events and activities to engage adults" (ISBN: 9781138496446), and my most recent article is "Giving permission for adults to play" (DOI: <https://doi.org/10.5920/jpa.565>). However my *most* recent book is much more general interest and contains more giants and boggarts than most. So if anyone is interested in little known fairy tales, or how to curse an academic rival ... "Forgotten Yorkshire Folk and Fairy Tales" (ISBN: 9781911500155) is available.

An old (Yorkshire) curse:

"You go out at night, every night, until you find nine toads. When you've gotten nine toads, you tie them up with string, make a hole and bury the toads in that hole. As the toads pine away, so the person you have looked upon with an evil eye pines away, until they die without any disease at all!"



Fig. 5. Illustration of a Yorkshire fairy tale monster, 2019. Image courtesy of Andrew Walsh.

I'm @PlayBrarian on Twitter and a.p.walsh@hud.ac.uk via email.

BOOK REVIEW

New book: *Reframing Space for Learning: Excellence and innovation in university teaching.*

Edited by Tim Bilham, Claire Hamshire, Mary Hartog with Martina A. Doolan. Published by: UCL IOE Press. July 2019.

Reviewed by: Earle Abrahamson PFHEA, ISSoTL Fellow (University of East London)

Teaching in Higher Education is fraught with complexity. Not only is the landscape for higher education teaching constantly changing, but so too are the players who populate the spaces that from the higher education learning environment. Demands on student success rates, coupled with different metrics and analytics for attainment, retention and

progression, serve to highlight tensions faced by higher education institutions.

Reframing Space for Learning: Excellence and innovation in university teaching, provides a collection of edited work narrated by National teaching fellows that serves to capture the relationship between space and learning. The opening pages provide useful insight into topics and themes covered in the text. The quick guide search index provides a necessary overview of the purpose and use of the text.

The text is divided into four sections that cover case studies and personal experiential narratives from place, to personal, to partnership and finally performance within an integrated collaborative model. This aligns learning spaces with belonging ones and provide practical examples of how best to do so. Each section within the text considers the boundaries and barriers relevant to cross disciplinary work and dialogue. The text is punctuated with user-friendly examples to illustrate impact and purpose of teaching on learning and learning as an outcome within the teaching, learning, research nexus. The positioning of chapters provides a useful index for considering multiple issues and concerns around space utilisation, space identification, and space integration within the higher education landscape. In so doing, it further serves to challenge the idea of classroom-based learning and probes the creative redefinition of learning spaces and space possibilities.

Each chapter considers fundamental issues in teaching and learning, often framed and reframed within a project. In reading and digesting the content of each chapter it becomes apparent that the authors have developed their thinking and writing around lessons learned and ways forward for future

project work. This is important in enabling the reader to recognise and appreciate that space and space needs change according to circumstances, resources, demographics, institutional policy and developments, as well as the international environment. The writing is accessible and practically based generating a wealth of examples and illustrated experiences for the reader to consider and apply.

Whilst the text is developed by over 40 UK National teaching fellows and focusses on UK project work, it does touch on international issues that serve to enforce the need for authentic learning and learning outcomes. It would be useful to accentuate the international perspective and connect UK research with multinational projects. This would provide a richer impact of teaching on learning.

Through the concept of space, accurately detailed in the text, the connections between learning content and learning outcomes become evident.

The text can be used equally by entry level academics to gain insight into learning spaces and pedagogies for authentic learning as well as by more experienced educators to revisit concepts and themes in learning.

What is apparent is that we live in a world of technological advancement. The learning climate is changing. These changes bring opportunities and obstacles. Simply knowing that change will occur is insignificant, knowing how to orchestrate positive and effective change within learning and learning spaces is essential. This text probes these important questions in a way that presents options and guidance for adapting and adopting different

approaches for authentic engagement and use of learning spaces.

The text would be a welcome addition to a university as well as a personal library. It should be used as a resource to enable students and staff to co-create spaces conducive for learning, relevant to the discipline and future employment markets.

The reviewer

Earle Abrahamson is programme Leader and senior lecturer in Sports Therapy at the University of East London. He is a Principal Fellow of Advanced HE, an inaugural ISSoTL (International Society for the Scholarship of Teaching & Learning) fellow, and teaching fellow. Earle co-chairs the multinational teaching fellow group, a special interest group of ISSoTL.



Fig. 6. Earle Abrahamson. Photograph courtesy of Earle Abrahamson, 2019.

Earle He has published widely on teaching and learning focusing on student experiences, partnerships between faculty and students, mentorship, assessment and feedback, and collaborative writing groups. From a discipline specific perspective, Earle has co-authored texts on teaching and learning anatomy as well as the concise book of muscle testing (Handspring Publishers). He has contributed to text on Critical Collaborative Communities and regularly presents his scholarship and research outputs at regional, national and international conferences. He is leading a collaborative writing group at ISSoTL 2019 on connecting the curriculum. Earle chairs and co-chairs panels on teaching excellence and advanced HE recognition. Apart from his pedagogical interests, he chairs the Massage Training Institute, is Vice Chair of the General Council for Soft Tissue Therapy and sits on the Council for Complementary Health (CNHC).

Thanks go to Earle for the book review.

BOOK REVIEW

Book: 'Showcasing New Approaches to Higher Education: Innovations in Learning and Teaching.' Edited by Christine Penman and Monika Foster. 2016.

Reviewed by: Professor Catherine Hayes, NTF and PFHEA. University of Sunderland.



Fig. 7. 'Showcasing New Approaches to Higher Education: Innovations in Learning and Teaching.' Book cover. Image courtesy of the publisher.

This book is an anthology of case studies in learning and teaching, which itself is demonstrative of institutional innovation and entrepreneurship both of which emanate as key themes in 21st Century Higher Education delivery. This has been achieved by showcasing the outcome of a co-constructed publishing project with MSc students from Napier University, Edinburgh, which is consequently articulated by Gray as a key contribution on students as partners and co-producers of new knowledge and praxis, to the text. As the very epitome of problem based learning in practice, the book also serves as an exemplar of practice dissemination and an opportunity to illuminate a cultural emergence in this institution, which is authentic, creative and most significantly provides the context for creation to become a bridge to innovation.

The organisational approach adopted through the text enables it to be read accessibly in one sitting or as a series of discrete chapters. One of its main strengths is the approach to academic scholarship, which frames disciplinarity as an adjunct to the skills of educators, affording the reader opportunities for self-reflection on practice and the chance to consider how approaches might be singularly or collectively adapted for use in their own scope of educational discipline.

The complexity of the book lies in the multiple sections delivered by writers with distinctively different writing styles and academic approaches. This is beautifully reflective of the ambiguity within which 21st Century Higher Education is situated and the relative complexity of preparing graduates to be not only fit for work but to become valued members of the societies in which they live, regardless of whether this is locally, regionally, nationally or internationally. It is here that the value of the scholarship of learning and teaching and the need to unashamedly share this, is reconciled with some methodological approaches to educational praxis in Higher Education, which could easily be deemed as transferable to other educational contexts and settings.

The book's content is structured to reflect praxis based activity of direct relevance to both the Knowledge and Teaching Excellence Frameworks, which have framed the political landscape of educational delivery in Higher Education. Core themes of internationalising HE curricula, students as partners in the co-construction of knowledge of learning and

teaching, inquiry and problem based learning approaches, technology enhanced learning and critical reflexivity are bound and framed by the dynamic ambiguity which currently frames the HE sector. Perhaps most significantly is the consideration given to student mental health and pastoral welfare, themselves framed by the changing tide of social issues, which surround students of this generation. The need to provide empathic and supportive care to those who need it, far outweighs the need for functional approaches to the delivery of learning and teaching in practice and this book commendably addresses this throughout several of its chapters. Moving beyond traditional debates around neo-liberalism and capitalist approaches to educational provision, the book's chapters do not evade political and ideological debate but rather frame this in the real world practice in which they have been executed.

In terms of the important contribution to existing knowledge that this short text provides, perhaps the most illuminating is the insight into the context within which these case anthologies. Its currency, reflective of the time in which we live, will serve as a long term reminder of the progressive trajectory of UK education and the academic creativity and innovation which have shaped it.

The book begins with an insight by Whitecross into the concepts of innovation and entrepreneurship in the traditionally professionally focused academic programmes of study in law. Purposefully framed in the longstanding debates of whether the LLB ought to be purely defined as liberal education or

vocational academia, this chapter valuably provides an insight into the commercial implications of both. The reflexive element at the completion of the chapter ensures pragmatic perspectives on the integration of what is essentially a locally applied intervention, can be articulated in terms of impact with due regard for both potential transferability and limitation.

The subsequent theme considered is heutagogy with a consideration of needs led curriculum design and pedagogic practice in relation to key stakeholders. Ensuring the development of autonomy is aligned with the concept of self-determined learning, rather than purist pedagogical approaches to learning and teaching. What Kapasi does in this chapter, is provide a valuable articulation of the central differences between pedagogy, andragogy and heutagogy and to explore the implications of each to learning facilitation, coaching and the re-definition of Higher Education academics as a direct consequence. This serves as a valuable adjunct to the work of Boud et al (2018) whose work on the development of evaluative judgement provides a similar insight.

Murray's contribution to practice will doubtless prove an invaluable addition for new Higher Education academics tasked with teaching the 'killer' module Research Methods. Capturing the universally experienced resistance and challenges that the discipline can pose, her authentic and well-articulated insight into module re-design gives an honest and selfless account of student engagement in action, cleverly delineating between what modules ought to do versus what they actually do in

practice. This work is an echo of that undertaken and shared by Jørgensen, (2019) and is something with which the majority of academics who have ever taught research methods can truly empathise.

The philosophical underpinning of educational programme design is often overlooked in the context of needs led curricula. Fotheringham and James provide an insight into the concepts of risk and vulnerability in the process, in terms of how they impact on both staff and students. Incorporating students as partners in the context of Higher Education is now the norm rather than innovation but the insight that the authors provide in this chapter serves well to inform less well understood learning contracts and their potential integration alongside patchwork texts and digital technologies. Educating the educator remains a formidable challenge in the dynamic and political landscape of HE but this chapter functions well to transcend perspectives in learning and teaching in achieving its key aim of the holistic re-designing of a specific research methods module.

The collective experience of students in practical group projects is explored within the discipline of media by MacLeod, whose chapter provides an insight into the broader logistical challenges of practice based production and assessment. The discussion of theoretical frameworks provides scope for the potential transferability of chapter context to other disciplinary contexts and settings and importantly the notion of vocational training is contextualised and framed within current HE academic praxis.

Often overlooked in the context of HE are the invaluable contributions made by academic librarians, particularly those with disciplinary expertise who provide specialist support to both academic staff and their students. The invaluable learning interventions provided away from the classroom have an evident impact on student learning and achievement, with Walker and Robertson's chapter doing much to remind readers of the inherent value of collaborative working with subject librarians in practice, with particular regard to information literacy across academic programmes.

Technology enhanced learning is a crucial part of learning and teaching in practice, particularly in large cohort settings. The pragmatic chapter, aptly titled, 'The accidental podcaster', frames beautifully the emergence of this for the benefit of large, often diversely situated student cohorts. A valuable adjunct chapter to this, is that of Patterson, whose provision of an insight into digital discourse, does much to contextualise Twitter and the Social Gathering in the context of an active Community of Inquiry framework. Both are well written, pragmatic and selfless in their authentic reflections on practice.

A fascinating insight into the use of selfies, is used to drive a consideration of meaning making in practice with Victoria. Her culturally context specific insight into the integration of this in practice, provides a unique perspective of a generation of learners, for whom the visual narrative has never been more important. Here there are echoes of the work of both Bovill et al, (2016) and Bryson and Furlonger (2018),

whose consideration of social norms in the context of HE provide a temporal account of the capacity of students as partners in pedagogic practice.

The challenges of de-westernising the curricula, now less commonly referred to as internationalising the curriculum, are presented in the final chapters of the book by Younger, in her valuable insight into peer to peer learning and then finally by MacLeod and MacDonald into the role of international volunteering. Taken in the current context of the HE sector both provide valuable lenses through which positive progression in ensuring equity of educational provision is being developmentally evident in practice.

Overall this book is a valuable legacy to those who have selflessly agreed to share their own innovation in Higher Education praxis. In doing so, they have maintained their native institution as an exemplar of authentic learning opportunity and a vision for the future of both vocational and academic education that is gradually moving from the ideological to the real for the student cohorts represented and active within it.

References

- Boud, D., Ajjawi, R., Dawson, P., & Tai, J. (2018). *Developing evaluative judgement in higher education: Assessment for knowing and producing quality work*. Routledge.
- Bovill, C., Cook-Sather, A., Felten, P., Millard, L., & Moore-Cherry, N. (2016). Addressing potential challenges in co-creating learning and teaching: Overcoming resistance, navigating

institutional norms and ensuring inclusivity in student–staff partnerships. *Higher Education*, 71(2), 195-208.

Bryson, C., & Furlonger, R. (2018). A shared reflection on risk in trying to work with students in partnership. *Teaching and Learning Together in Higher Education*, 1(24), 8.

Jørgensen, B. M. (2019). Investigating non-engagement with feedback in higher education as a social practice. *Assessment & Evaluation in Higher Education*, 44(4), 623-635.

The reviewer



Fig. 8. Professor Catherine Hayes.

Professor Catherine Hayes kindly provided a book review for the IFNTF. Here we learn a little more about Catherine, her work and life as an NTF and PFHEA.

Catherine was awarded a UK National Teaching Fellowship in 2017.

Where do you teach, what is your role and what are your key responsibilities?

I have worked full time at the University of Sunderland for the past thirteen years and have progressively moved through the academic ranks in learning and teaching since my arrival in July 2006. Prior to that, I taught Podiatric Medicine at New College Durham and worked as a Senior Podiatrist at North Durham NHS Foundation Trust.

My teaching work lies predominantly within the University of Sunderland’s doctoral provision, where I supervise large numbers of candidates across our Doctor of Philosophy and Professional Doctorate programmes. My area of expertise in doctoral teaching is ‘Framing Professional Identity’, in which I lead a module that now contributes to our multi-disciplinary professional doctorate programmes for the DBA and EdD and DProf pathways. These are delivered at our City Campus in Sunderland, our London Campus and our latest partnership in Jamaica. For six years I was programme leader of the University’s MSc Public Health programme, which was an amazing opportunity to work with our international cohorts, predominantly from Nigeria. This afforded me the chance to work on student research projects of direct impact in Sub-Saharan Africa and to grow and develop as a professional who now appreciates the value of universal design for learning, the power of story making for storytelling in the construction of reflexive narrative and perhaps most importantly the privilege of playing just a very small part of transforming lives,

aspirations and civic outlooks on the global platform of education.

I am proud to be part of an institution that actively encourages creativity as a bridge to innovation and I have been heavily involved in the needs led curriculum design and justification of programmes in Allied Health and Nursing, alongside colleagues and leaders from the Faculty. I also advocate and promote our Higher Education Fellowship awards and have worked extensively in supporting and assessing staff claims for fellowship, which is both rewarding and provides me with the opportunity to learn more about disciplines and signature pedagogies out with my own practice.

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

The uniqueness for individuals to maximise their potential (regardless of their starting point) lies at the heart of transformative learning and critical pedagogy. I first read Paulo Freire's *Pedagogy of the Oppressed* aged twenty six and it changed my whole perspective and passion for not only my own learning but also how I might potentially contribute to the lives of others. The book really highlighted to me the power of education, not just in abstraction from lives lived, but as an embedded and integral part of them. I believe to have the privilege of influencing and shaping lives, particularly for students who go on to care for others, is something second to none in a career pathway. For me, in the words of our

great guru, Sir Ken Robinson, this was the point at which I had 'found my element'.

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

Absolutely, not only does a National Teaching Fellowship award provide recognition of work at a grass roots level that often constitutes years of hard work, it provides enormous credibility for the work I undertake. The award enabled me to develop my own creative practice in gamification and I have become a Lego Serious Play Facilitator, which has facilitated a raft of pedagogical research and a platform for new ways to approach reflective praxis. I gained a merit promotion to Professor of Health Professions Pedagogy and Scholarship last academic year and I am proud to be one of our first Professors of Professional Practice in Learning and Teaching here at the institution. This provides a platform for me to contribute to learning enhancement and to share my expertise with others for whom pedagogy isn't as familiar.

What influences your pedagogic work?

I can say absolutely hand on heart that what influences me most is the power to use education to make a positive change in the lives of students and ultimately the patients, families and carers they will use their education to care for. I think this is a truly humbling opportunity and to see people from

all walks of life making real life societal contributions and fulfilling civic roles and responsibilities as a consequence of that is amazing. For me, it is not the 'how' questions that fuel my driving passion in Higher Education but the 'why' questions. Human motivation can enable us as members of society to be the very best we can be and sparking that motivation to learn is the most rewarding feeling in the world.

What inspires you in your teaching?

The concept of authenticity is what inspires me most. In the context of facilitating students to appreciate the fundamental difference between the personal and the professional in the context of professional practice, it is apparent that 'who' we are personally inevitably underpins 'what' we are in professional practice. Acknowledging and celebrating how diversely different we all are, is part of living in a truly democratic society and I'm proud to contribute to that in my teaching practice. Again this has very much been influenced by Freire's work.

What are your wider interest and activities?

I am unashamedly a cat person and having eight furry friends ensures not only the depletion of my bank balance each month but also keeps me busy! I'm the mother of three daughters, so I am pretty much occupied each weekend attending cricket matches, swimming, birthday parties and being a maternal taxi service.

Website / Twitter Links

<https://www.sunderland.ac.uk/about/staff/health-paramedic-clinical-sciences/catherinehayes/>



We thank Catherine for providing an overview of her work and for sharing her thoughts on the how the award of a national teaching fellowship affected her pedagogy.

REPORTS

The following reports may be of interest:

2019 ALFT report: 'Celebrating the legacy of Australian Learning and Teaching Fellowships' by authors: Professor Dawn Bennett, Professor Sally Kift, Professor Nicolette Lee, Associate Professor Sandy O'Sullivan, Professor Trevor Cullen, Professor Sarah O'Shea and Philippa Munckton. See: <https://www.ifntf.org/assets/pages/downloads/ALTF-Report-2019.pdf>

'Two sides of the same coin? Brexit and future student demand' by Nick Hillman. Published 8 August 2019. HEPI (HEPI - Higher Education Policy Institute) number 15.

See: <https://www.hepi.ac.uk/wp-content/uploads/2019/08/Two-sides-of-the-same-coin-Brexit-and-future-student-demand.pdf>

'Pressure Vessels: The epidemic of poor mental health among higher education staff' by Dr Liz Morrish. Published 23 May 2019. HEPI Occasional Paper 20. See: <https://www.hepi.ac.uk/2019/05/23/pressure-vessels-the-epidemic-of-poor-mental-health-among-higher-education-staff/>

'Student Academic Experience Survey 2019' by Jonathan Neves and Nick Hillman. Published 13 June 2019. HEPI number 117. See: <https://www.hepi.ac.uk/2019/06/13/student-academic-experience-survey-2019/>

IFNTF WORKING GROUPS

The IFNTF is developing working groups to develop new opportunities. **Members are invited to join the working groups:**

1. Networking
2. Publication
3. Communications

Please contact us if you have questions and/or would like to be involved: ifntf@ifntf.org



**International Federation of
National Teaching Fellows**

Contact: ifntf@ifntf.org

www.ifntf.org