

September, 2021



International Federation of  
National Teaching Fellows



## In This Issue

Call for Expressions of Interest  
Second Global Seminar Series  
How to Find Seminars You Missed  
Takeaways From the IFNTF Symposium  
Resources for Reflective Practice  
Teaching Civic Engagement Globally  
Reminder for Feedback

## 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).

*Heather Kavan*

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.
- Suggesting fresh ideas for IFNTF to raise its profile and increase awareness of its benefits.

If you enjoy communicating clearly, accurately, and with empathy, please contact us—[ifntf@ifntf.org](mailto:ifntf@ifntf.org).



## Second Global Seminar Series

We begin our second series in October with a seminar from our Canadian colleagues:

### A Hopeful Pedagogy: Shakespearean Case Studies

Professors Shannon Murray, Jessica Riddell and Lisa Dickson.

The trio have been experimenting with hopefulness in their teaching, especially when teaching about Shakespeare.

In the seminar they will discuss the principles for a hopeful pedagogy and how these can extend to other disciplines.

#### **United Kingdom**

20 October, 8pm to 9pm.

#### **North America Eastern**

20 October, 3pm to 4pm.

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

21 October, please check the time zone for your location.

For more information and to secure your spot, check out our website:

<https://www.ifntf.org/page-seminar#2.1>.



## 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#1.0>

We strongly recommend viewing the seminars. All four received excellent feedback, and we came away eager to apply what we learned.

### **Seminar 1**

#### **Using Miro Creatively to Augment the Learning Experience.**

Professor James Intriligator, Tufts University.

### **Seminar 2**

#### **Yes I Can: From Ideas to Print.**

Professor Laura Ritchie, University of Chichester.

### **Seminar 3**

#### **The Feminist Classroom.**

Professor Elizabeth Wells and Professor Toni Roberts, Mount Allison University.

### **Seminar 4**

#### **Student-mediated Learning and Personal Learning Networks During the Transition to (and through) Higher Education.**

Professor Stephen Rutherford, Cardiff University.

## Takeaways From the IFNTF Symposium



From Arthurian legend to the quest for the best way to give feedback, there was no shortage of inspiration at the IFNTF symposium in June.

The virtual event brought together National Teaching Excellence fellows and attendees at the Society for Teaching and Learning in Higher Education ‘unconference’.

IFNTF President Martina Doolan introduced the symposium theme “Shaping teaching excellence across disciplines” and spoke of IFNTF’s vision to advance teaching excellence.

The presentation recordings will be available soon on the IFNTF website. Meanwhile, here are six takeaways from the keynote speakers:

1. We can use seismic change, such as a global pandemic, as a positive driver for education change. (Sara Hughes, University of California San Francisco, USA )
2. Teaching excellence is a co-created process between students and teachers. (Aline Germain-Rutherford, University of Ottawa, Canada)
3. Restoring universities to pre-pandemic states is not an option, but they can evolve and transform in exciting ways. (Mark Schofield, Edge Hill University, England)
4. An enthralling story of Sir Gawain helps first-year students navigate the hidden rules of universities. (Shannon Murray, University of Prince Edward Island, Canada)
5. Peer mentoring creates deep friendships and synchronicities that make teaching sparkier. (Juliana Mansvelt and Heather Kavan, Massey University, New Zealand)
6. A feedback loop that actively involves students before and after feedback enables excellent practice. (David Boud, Deakin University, Australia)

## Resources for Reflecting on Teaching

Have you ever received a message in a fortune cookie that was relevant to university life? Or tried to draw a picture with both hands and felt increased empathy for struggling students?

Cookies and pictures are two of many prompts an Australian teaching group have used to spark reflections on their teaching.

The group is called the Reflection for Learning Circle and consists of members from different disciplines who share a commitment to relational, strengths-based teaching. They have met monthly since 2011 and begin each meeting with a reflective-practice experiment.

IFNTF member Dr Marina Harvey is one of the participants and has co-authored several articles on reflective practice. She explains reflection in terms of mindfully contemplating our actions for insights and potential improvements. The experience can be cognitive, sensory and creative.

Last year group members created a book entitled “Reflection for Learning: A Scholarly Practice Guide for Educators.” The book, which is free on the Advance HE website, contains ideas for activities and short instructions on how to facilitate each activity.

In compiling the book, the authors were aware of the time constraints on academics. “A criterion for most of the activities presented in the guide was that

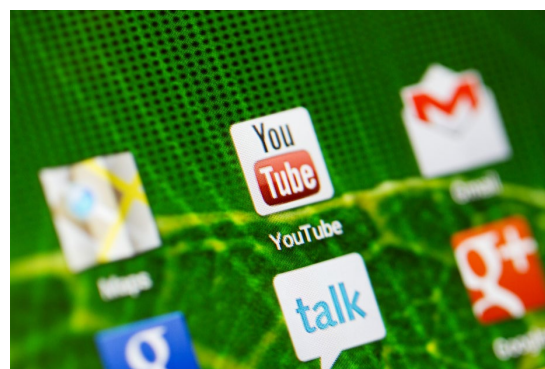


they be both engaging and short in duration to allow for easier embedding in the curriculum.” Dr Harvey said.

Later, when lockdowns required group members to abandon face-to-face teaching, they experimented with practising the reflective activities in their online courses.

“And they worked!” Dr Harvey said.

Now the group has created its own YouTube channel and filmed some of their learning circle mindfulness activities on Zoom. Over 30 short videos are available. Check them out on [Reflection for Learning - YouTube](#).





## Teaching Civic Engagement Globally: Challenges and Opportunities



Leaders in the global discussion of teaching civic engagement.  
From top left to right: Dick Simpson, Dawn Whitehead; lower  
left to right: Elizabeth Matto, Alasdair Blair, Alison McCartney.

A book discussing ways to teach democratic citizenship was launched via webinar in September.

The volume entitled “Teaching Civic Engagement Globally” is available for free on the American Political Science Association (APSA) microsite.

The site also contains supplementary materials to the text, such as syllabi and assessment models, and other helpful resources on teaching civic engagement.

Here is more information from the publishers:

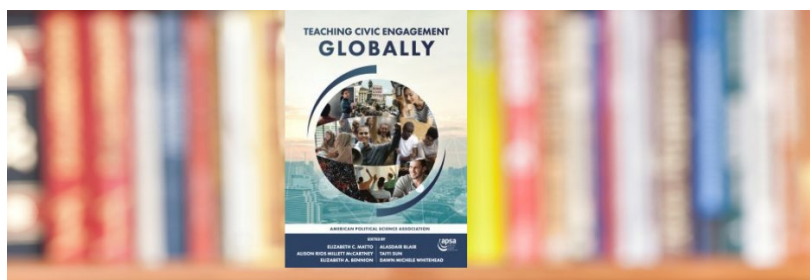
### **Why does this book matter?**

A thriving and peaceful democracy requires an informed and engaged citizenry, but such citizenship must be

learned. Educators around the globe are facing challenges in teaching during an era in which populist values are on the rise, authoritarian governance is legitimized, and core democratic tenets are regularly undermined by leaders and citizens alike.

Advancing the scholarship of teaching civic engagement requires educators of all disciplines to embrace the value of civic learning and demonstrate how such pedagogy can be included in a breadth of classrooms from high school through college/university.

As higher education is increasingly globalized, we recognize that our student body—and even in some cases our educational systems—are no longer just nationally based, but instead are part of a global pool.



### What does the book offer?

The book provides a wide range of pedagogical tools to help the current generation learn to effectively navigate debates and lead changes in local, national, and global politics.

Contributors discuss key theoretical discussions and challenges regarding global civic engagement education, highlight successful evidence-based pedagogical approaches, and review effective ways to reach across disciplines and the global education community. Most important, the book provides tangible steps to link democratic education research with action that reflects contemporary global circumstances.

### What countries contributed?

Contributors draw on a range of global experiences that include case studies from Brazil, China, The Gambia, New Zealand, Romania, Russia, and South Africa. The studies demonstrate where institutions in some countries are making progress and rising to the challenges to develop innovative educational models to promote democratic knowledge, skills, values, and experience, whether in democratic, authoritarian, or mixed systems.

Our colleagues from across the world will present a seminar “Teaching Civic Engagement Globally” on 17<sup>th</sup> November 2021. For information and to register go to: <https://forms.gle/oVAS1znJ11SzkeXZ8>

## 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)