



International Federation of
National Teaching Fellows



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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.

Daisy Bao

Photos in this newsletter are from:
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.

Greeting from the guest editor

Daisy Bao (PhD at The University of Edinburgh, UK)

- PhD student studying Higher Education
- Student Leadership in U21 (International)
- PGR student rep for SGSSS (Scottish Graduate School for Social Science) and the School (Moray House)
- Student Committee Member in RAISE (Research, Advancing & Inspiring Student Engagement, UK)
- Research assistant in Athena Swan EDI team in the School and Student Statistic Anxiety research project



I'm a PhD student at the University of Edinburgh researching on student engagement, power and relationships in student-led research collaborations. I appreciate that the IFNTF kindly invited me to be a guest editor for the newsletter. Through editing the newsletter, I have the opportunity to communicate with many excellent teachers and learn more about their passion in teaching. Passion is the key to motivate us to continually improve teaching and support student learning.

Ethos of teaching

My interest in student engagement is rooted 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.

Publication

Bao, D. (forthcoming). Approaches to inclusion, diversity, and partnership: Reflecting on institutional policies of student-staff partnership in research in the UK. *Journal of Educational Innovation, Partnership & Change*, 2023(06).

More about me, please see [HERE](#).

Linkedin: [HERE](#)

Twitter: @baodaisy2

Photos in this newsletter are from:
www.canva.com.



Resource

Fourth Global Seminar Series (9th Seminar - October)

Improving inclusion and representation within the curriculum - where to start?

By Professor Allán Laville (University of Reading, UK)

This [online seminar](#) explores how to create institutional-level vision statements for decolonising the curriculum and inclusive Teaching and Learning environments through an approach of active listening exercises with students, colleagues, and Student Union representatives. Professor Laville will introduce their [open resources](#) that support the approach.

United Kingdom

25 October, 8pm to 9pm.

North America Eastern

25 October, 3pm to 4pm.

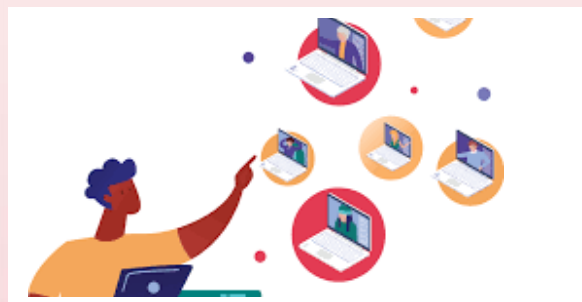
Australia

26 October, 6am to 7am.

New Zealand

26 October, 8am to 9am.

please check the [time zone](#) for your location.



How to Find Seminars You Missed or Want to Hear Again

We keep recordings and resources of our seminars on our website. You can find them at: <https://www.ifntf.org/page-seminar>

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

Harnessing ChatGPT for Academic Innovation: An Interactive Exploration ("Beyond the Cheating Freak-out") Prof James Intriligator, Tufts University (Boston, USA)

"Content delivered in an engaging way and very easy to understand. Really encouraged me to look at this in more detail and try to set up a research project in this area."

"Excellent presenter and hands on practice, very interesting and engaging discussion on follow up."

The pedagogical potential of work-based learning placements – a "missing" link between theory and practice for employability within higher education Professor Lisa Taylor (University of East Anglia, UK)

"A novel approach. Very very impressive turnout..."

"Excellent session with supporting resources."



IFNTF “Symposathon”

December 4-5, 2023

Augmenting Teaching Excellence:

Embracing the future of Education with AI and Emerging Technologies

The International Federation of National Teaching Fellows (IFNTF) is pleased to host its second virtual “symposathon” (Symposium + Marathon) in December 2023.

[IFNTF](#) is a non-for-profit organization that aims to bring together award-winning teachers from across the world for the global advancement of excellence in learning and teaching in higher education. The federation was officially launched at the House of Lords in London, UK, in September 2016, and currently has members from Australia, Canada, Ireland, New Zealand, UK and the USA, and all members aim to work in collaboration on innovative projects and initiatives on teaching and learning pedagogies in higher education.

This is the fifth annual international summit/symposium held by IFNTF. The IFNTF First World Summit in 2017 in Birmingham, UK, featured the theme Defining Teaching Excellence across Disciplines. The IFNTF Second World Summit in Halifax, Canada, in 2018, was themed Nurturing Teaching Excellence across Disciplines. The IFNTF 2021 Symposium held in conjunction with the Canadian STLHE conference featured Shaping Teaching Excellence across Disciplines. In 2022, IFNTF held its first “symposathon” themed RE-Shaping Teaching Excellence: Pandemic and the New Now.

This year the theme of the symposathon will be Augmenting Teaching Excellence in an age where artificial intelligence (AI) and machine learning tools such as ChatGPT, and other cutting-edge technologies are redefining teaching pedagogy. The broad focus will be on embracing these transformative methodologies to augment teaching excellence, explore novel strategies for student engagement, assessment, and impactful teaching, and the ethical implications of AI in education. The IFNTF symposathon will feature keynote speakers from Australia, Canada, New Zealand, the UK and the USA, presentations from authors of accepted papers, and participant-led breakout sessions and panel discussions.

SYMPOSATHON TIMINGS

In its true spirit as an international federation, the symposathon will run in multiple time zones that will be convenient for participants from both the Northern and the Southern

hemispheres. Each time zone will host the symposathon in a 3-hour time slot. There will be an additional one-hour “handover” slot during which participants from the previous time zone may find it convenient to attend the first hour session from the next time zone. Please see the timings of the symposathon below.

UTC Time	North America (EST)	UK	Australia (AEST)	New Zealand (NZST)
Monday, December 4, 2023 at 15:00:00	Mon 10:00 am	Mon 3:00 pm	Tue 2:00 am *	Tue 4:00 am *
Monday, December 4, 2023 at 16:00:00	Mon 11:00 am	Mon 4:00 pm	Tue 3:00 am *	Tue 5:00 am *
Monday, December 4, 2023 at 17:00:00	Mon 12:00 noon	Mon 5:00 pm	Tue 4:00 am *	Tue 6:00 am *
Monday, December 4, 2023 at 18:00:00	Mon 1:00 pm	Mon 6:00 pm	Tue 5:00 am *	Tue 7:00 am *
Monday, December 4, 2023 at 19:00:00	Mon 2:00 pm	Mon 7:00 pm	Tue 6:00 am *	Tue 8:00 am *
Monday, December 4, 2023 at 20:00:00	Mon 3:00 pm	Mon 8:00 pm	Tue 7:00 am *	Tue 9:00 am *
Monday, December 4, 2023 at 21:00:00	Mon 4:00 pm	Mon 9:00 pm	Tue 8:00 am *	Tue 10:00 am *
Monday, December 4, 2023 at 22:00:00	Mon 5:00 pm	Mon 10:00 pm	Tue 9:00 am *	Tue 11:00 am *
Monday, December 4, 2023 at 23:00:00	Mon 6:00 pm	Mon 11:00 pm	Tue 10:00 am *	Tue 12:00 noon *
Tuesday, December 5, 2023 at 00:00:00	Mon 7:00 pm	Tue 12:00 midnight	Tue 11:00 am *	Tue 1:00 pm *
Tuesday, December 5, 2023 at 01:00:00	Mon 8:00 pm	Tue 1:00 am	Tue 12:00 noon *	Tue 2:00 pm *
Tuesday, December 5, 2023 at 02:00:00	Mon 9:00 pm	Tue 2:00 am	Tue 1:00 pm *	Tue 3:00 pm *

PAPER SUBMISSION

We welcome submissions for paper sessions. Papers can be theoretical, conceptual, and/or empirical, and related to the key theme of the conference and key task areas. Authors should submit an extended summary limited to 1500 words (excluding references).

Submissions are welcome from all educators. However, at least one of the co-authors of each paper must be eligible for full membership at IFNTF. That is, at least one of the co-authors must have received a national teaching fellowship in their home country.

To submit your extended summary, please go to <https://forms.gle/xXv67a3DZuAmRCuv6>

All authors will be invited to expand their paper submission for publication in an e-book which will be available on the IFNTF website. The eBook produced from last years “symposathon” is available at: <https://www.amazon.co.uk/dp/BOC9N2F2HJ>

IMPORTANT DATES

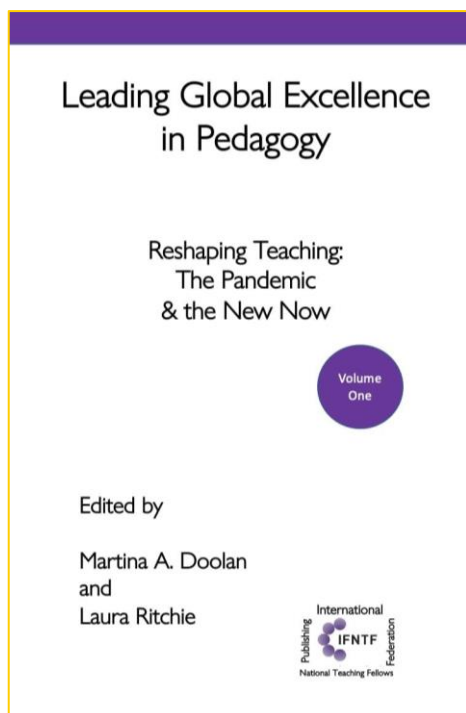
Submissions due	Oct. 15, 2023 (11.59 PM Anywhere on Earth (AOE))
Notification of acceptance	November 1, 2023
Registrations due (for accepted authors)	November 20, 2023

You can register to attend what is sure to be a fascinating event at: [IFNTF](#)

IFNTF MEMBERSHIP

IFNTF welcomes new members we offer two types of membership: Full and Associate. Further information is available: [Here](#).

**New IFNTF E-Book now available on Amazon:
Leading Global Excellence in Pedagogy:
Reshaping Teaching: The Pandemic & the New Now**



This is the first volume in the book series: Leading Global Excellence in Pedagogy. Edited by Dr Martina A. Doolan and Dr Laura Ritchie, this volume is entitled “*Reshaping Teaching: The Pandemic & the New*”, and is available on [Amazon](#).

The 16 papers selected for this book have been presented in the 2022 IFNTF symposathon. The focus of the symposathon is maintaining a culture of teaching excellence in the pandemic and post-pandemic era, high-impact pedagogies, student engagement, impactful teaching, and case studies.

These papers showcase excellent teaching and learning practice that is provided by

teachers (accompanied by students) to be found in Universities in the UK, Canada, Australia, and New Zealand. They have gained prestigious recognition for excellence in educational leadership and learning and teaching by a National Teaching Fellowship award in their respective country. The authors have thoughtfully shared innovative pedagogical practices as a response to the COVID-19 pandemic and post-pandemic era in a variety of educational contexts and subject disciplines in HE.

This volume of Leading Global Excellence in Pedagogy provides a unique collection of papers presented within three sections: Community & Belonging, Teaching Principles & Processes and Reflection & Moving Forward.

This book will help academics (teachers, researchers, and students) to consider the careful planning and design when implementing effective pedagogical practice. The papers promote and share evidence-based strategies for excellence in teaching and learning in higher education internationally to enhance learning and benefit the global higher education community.





The IFNTF would like to encourage you to request your institution to purchase the book.

2023 NTFS and CATE Winners Announced

In August 2023, Advance HE announced the 55 winners of the prestigious National Teaching Fellowship Scheme (NTFS) and 15 Collaborative Award for Teaching Excellence (CATE). The awards ceremony will take place on 28 September at The Library of Birmingham.

[Profiles of new NTFS](#) can be viewed alongside the [Profiles of CATE](#) winning teams on the AdvanceHE website. These new NTFS take the total number of NTFS awards to 1143 since the first award in 2000. Meanwhile, a total of 119 CATE teams has been awarded since its launch in 2016. These winners are acknowledged for their outstanding contribution to excellent teaching and inspiring colleagues in higher education.

To assure the quality in applications, these are reviewed and evaluated by an independent panel of senior higher education leaders across four nations in the UK (England, Scotland, Wales, and Northern Ireland). This ensures the quality of the NTFS scheme and CATE award.

 <p>Ass. Prof. Dr Danielle D'Hayer Job Title Associate Teaching Professor Interpreting Studies Institution London Metropolitan University Year: 2023 Danielle D'Hayer is an Associate Teaching Professor in Interpreting Studies, and Head of Community and Business Engagement at London Metropolitan University. She is internationally renowned for her approach to hybrid experiential learning pedagogy empowered by an inclusive egalitarian community of practice model, where students learn within a community by caring, giving and sharing.</p>	 <p>Mr Alan East Job Title Associate Head of Law (Student Experience) Institution Coventry University Year: 2023 Alan East is a disruptor in teaching, learning and assessment legal education and a passionate advocate for equality, diversity and inclusion, supporting entry into the legal profession. An award-winning lecturer, he has developed an international profile in clinical legal education and pioneering mobile remote presence devices to enhance student experience.</p>	 <p>Hartpury Sports Business Hub Faculty Departments: Institution Hartpury University and Hartpury College The team consists of members of the university from varying departments, including sport, alumni, teaching and learning, careers and enterprise, as well as business development.</p>	 <p>Glaucoma TEMPO Faculty Departments: Institution University of Manchester Glaucoma TEMPO is a multidisciplinary, cross-institutional team from the University of Manchester and Manchester Royal Eye Hospital. There are three optometrist members and a consultant ophthalmologist who are working to upskill the local primary care workforce in glaucoma detection and monitoring.</p>
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(left two profiles) Example NTFS 2023 on the [AdvanceHE website](#)

(right two profiles) Example CATE winning teams 2023 on the [AdvanceHE website](#)

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

Profile

Alan East, Coventry University

Position and Responsibility

- Associate Head of Law

My responsibility is student experience and I play an important part in developing pedagogy and innovating. In the last year I have been working on a performance plan (called the module improvement plan) to improve NSS, PTES and internal satisfaction questionnaires. This has been a huge success leading to a 75% improvement in satisfaction on our internal surveys, number one for law in the PTES and drastically improved NSS.



Year of National Teaching Fellowship award

National Teaching Fellowship 2023

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

My interests are improving access to the legal profession in England and Wales thus enhancing inclusivity to make the legal profession more diverse and innovating clinical legal education. In my role I have developed an employability enterprise called 'Raising the Bar', designed to provide students with a range of opportunities to gain legal experience and improve their network. It is multi-layered embedding a range of graduate attributes on a journey from level 4 to graduation.

In 2012 I created 'Partnerships in Clinical Legal Education' which sees our students working in bespoke law clinics partnering with Central England Law Centre. These clinics have been pioneering (1) using

mobile remote telepresence to link the clinics with international partners in Australia and South Africa (2) the advocacy programme where students represent clients in front of real judges and (3) the sino-UK law clinic with Chongqing, China (with Southwest University of Politics and Law). In September we are pioneering our newest provision which is a clinic linking with local GP surgeries to free up GP time in the Health Justice Partnership.

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

The Teaching Fellowship has given me recognition within the University and an opportunity to set up an initiative to help mentor and coach academics who are interested in applying for a fellowship in the future.



← Alan was outside the famous Law Society of England and Wales's London headquarters in Chancery Lane (photo provided by Alan)

What inspires you in your teaching?

I am inspired to help students from diverse backgrounds enter the legal profession. I was from a working class background and struggled to enter the legal profession. I wanted to change this. By providing students from diverse backgrounds with the opportunities and skills through developing pedagogy so it is active and applied, developing innovative law clinics I hope that it will give them the experienced, knowledge and skills to compete in the legal profession.

What influences your pedagogic work?

I like to share ideas and work with colleagues across the University Group. I am influenced by others and really enjoy seeing innovative ideas shared at conferences and in academic publications.

I am also influenced by social justice. When I qualified as a solicitor in 2003, I worked in legal aid work helping people who needed support the most. This has permeated my teaching profession. This is one of the reasons why I set up the law clinics with a local charity – the Central England Law Centre. To support the law centre so that they can see more people in the city as well as help students

develop legal skills. Due to the cost of living crisis and the pressures placed on the National Health Service this influenced me to set up the Health Justice Partnership which has as one of its aims of freeing up GP time by providing legal advice for patients whose symptoms are caused by social issues.

Research interests

I am keen to develop research enriched learning within law to improve student outcomes. My research is innovative for example looking at how theatre can help develop legal skills when I was part of a multi-partner project with the Director of Education at the Royal Shakespeare Company, a professor, poet and researcher at the University of British Columbia and colleagues from different faculties. This allowed students to experience a participatory arts-related pedagogy. I have also pioneered the use of mobile remote telepresence devices in international COIL projects through clinical legal education. I am now looking to develop some research through the Health Justice Project to see if providing legal advice to GP patients frees up GP time and helps the NHS.

Wider interests and activities?

I am a classically trained pianist but with a modern twist. I write music and love performing. I am particularly influenced by Elton John and will regularly play a medley of his tunes and sing!!!!

Selected publications:

- [Ebook](#)
- [Paper about Robots and the Law](#)
- [Case Comment on R v Rowley](#)
- [Hearsay Evidence and the European Court of Human Rights](#)

Profile

Dr Luan Shaw,

Royal Birmingham Conservatoire (RBC), Birmingham City University

Position and Responsibility

- Director of Postgraduate Studies in Music
- Coordinator of instrumental teacher and music leader training modules for final-year BMus and postgraduate students
- Former role: RBC's first Head of Pedagogy (2011-2018), leading the significant expansion of provision for instrumental teacher education across the RBC curriculum
- Former role: Interim Vice Principal with responsibility for learning and teaching



Year of National Teaching Fellowship award

National Teaching Fellowship 2023

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

I am passionate about supporting conservatoire students to launch their portfolio careers and through both my teaching and my research I aim to raise the profile of instrumental teaching as a valued career pathway for musicians.

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

It is early days, but the publicity around the NTF is helping me to continue to raise awareness of my research, which is closely related to my HE teaching. I hope to collaborate on research projects with like-minded NTF colleagues in the near future.

What influences your pedagogic work?

I have always had a passion for instrumental music teaching and believe that conservatoire students have much to offer to future generations of young musicians if trained appropriately to teach. However, in England, there is no formal requirement for HE institutions to provide instrumental teacher education. I have built a number of partnerships with industry, and the resulting employer insights have informed our current curricula, and in numerous cases, have offered valuable work experience for students that have led to employment opportunities. I also invite alumni to contribute to taught classes from time to time – it's good for their professional development and staff and students gain a lot from hearing about former students' early-career experiences, whether in different parts of the music industry, or in careers other than music.



← Luan is working with students at RBC (photo provided by Luan)

What inspires you in your teaching?

I am inspired by both current students and alumni and the ideas they bring to class discussions. Furthermore, whenever one of my students is successful in a job application as a direct result of their instrumental music teacher training at RBC, it really does make it all worthwhile!

Research interests

My research explores how undergraduate conservatoire students can develop pedagogical knowledge. It aims to counteract a long-held notion that teaching is as a second-class profession for 'failed performers', and demonstrates that, through specialist modules, professional placements and mentoring, students can develop transferable skills, qualities, awareness, behaviours, values, and a sense of social responsibility to nurture the next generation of musicians.

Further to the thesis and papers available at the link below, I am currently researching the impact of alumni involvement in teaching and learning at my institution, and exploring how conservatoire students develop pedagogical knowledge through engaging with RBC's Learning and Participation Department.

Wider interest and activities

As a professional clarinettist, I have performed regularly with orchestras and opera companies across the UK and overseas since the mid-1990s. I have previously worked as an examiner for the Associated Board of the Royal Schools of Music and, since 2001, as an adjudicator for the British and International Federation of Festivals. I also enjoy facilitating musical experiences in early years and SEND settings, primary schools, care homes and hospitals.

- **Publications**

Details of my published thesis and journal articles can be found [here](#).

- **Twitter/Website links**

[Institution profile](#)

[Research profile](#)

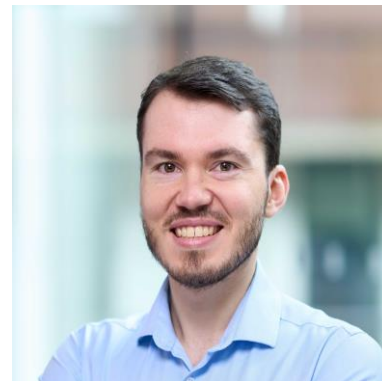
[LinkedIn profile](#)

Profile

Jean-Baptiste R. G. Soupez, Aston University

Position and Responsibility

- Senior Teaching Fellow, Learning Enhancer and lead for the *Assessment and Feedback Research Group* at Aston University
- Monitoring the performance of professional bodies and the quality of education provided by higher education institutions for the Engineering Council
- Invited expert on *Cooperation for Innovation and Exchange of Good Practices* for Erasmus+.
- Accredits higher education courses for the Institute of Marine Science, Engineering and Technology (IMarEST) and the Royal Institution of Naval Architects (RINA)



Year of National Teaching Fellowship award

National Teaching Fellowship 2023

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

My pedagogical research revolves around empowering learners through the implementation of learning and teaching strategies for diversity and inclusion, as well as real-world learning and authentic assessments for employability. This is the foundation of my strategical leadership on Erasmus Mundus consortiums of universities to enhance and harmonise teaching, fostering collaborative communities of practice and impacting students and educators worldwide. It also contributes to my quality assurance expertise and involvement with professional bodies and the Engineering Council on accreditation and educational standards.

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

Putting together the application brought in a very personal reflection on my practice which was very enriching, and I received overwhelming supporting evidence from students and colleagues which was truly heart-warming. Being nominated by Aston University was a genuine honour and recognition of my work and its influence, which culminated with the National Teaching Fellowship award. This will now bring a new dimension to my pedagogical work, which I very much look forward to.

What influences your pedagogic work?

I have found the action-research methodology best suits my collaborative and reflective practice, continually seeking innovative and transformative pedagogies that better student outcomes.



↑ Jean-Baptiste was *delivering a lecture* (photo provided by Jean-Baptiste)

What inspires you in your teaching?

Since starting my undergraduate degree at the age of 18, there has not been a single year during which I have not been a higher education student, continuously undertaking part-time studies since the start of my academic career. This motivates my student-centred approach and desire to offer an inclusive education to develop industry and society ready graduate equipped with the skills and attributes needed to pursue their chosen life path.

Research interests

- Diversity and inclusion
- Assessment and feedback
- Real world learning
- International educational standards
- Quality assurance.

Wider interest and activities

Passionate sailor and Deputy Editor-in-Chief for the [SNAME Journal of Sailing Technology](#)

• Selected Publications

[Book chapter](#) on 'Real World Learning and Authentic Assessment'

[Paper](#) on the 'Conceive Design Implement Operate (CDIO) Initiative'.

• Website links

[LinkedIn](#)

[Aston University Profile](#)

[Aston University NTF Press Release](#)

[Advance HE NTF Profile](#)

[ResearchGate](#)

Profile

Professor Richard Whitecross, Edinburgh Napier University

Position and Responsibility

- Head of Law (July 2019 - Now)
- Member of the Business School Management Committee
- The Business School Research Degrees lead (June 2020 - December 2022)
- The University lead for the Professional Doctorate. I was a member of the University Research Degrees Committee (2017 – 2022)
- Convenor of the Law Society of Scotland Board of Examiners (April 2021 – Now)



Year of National Teaching Fellowship award

National Teaching Fellowship 2023

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

Over the last ten years, I have focused on a range of legal education initiatives to support widening participation in legal education. These have ranged from introducing a law clinic and working with students as legal advisors in local community settings. In turn, I have worked with care experienced students and carried out projects to understand the challenges students from a range of backgrounds experience when moving to university and studying law.

Research interests

My main academic research interests are focused on child and family law and policy, with a particular focus on gender violence. I work on human rights, constitutions, and religion which in turn

informs current research with students around inclusion. As a lecturer, I am working with students to look at how we address higher levels of stress among law students than among other disciplines.

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

Being awarded the Teaching Fellowship, has excitingly enabled me to connect with more colleagues. I am a new NTF, and am looking forward to meeting, learning and working with other NTFs.

What influences your pedagogic work?

My colleagues (both at Napier and beyond), my students, and reading. Reading widely has often been the prompt to new projects or approaches to my teaching. Attending a range of online events offered by Advance HE, and opportunities to work on major projects, for example, anti-racism have informed my practice.



↑ *Bhutanese child*
(photo provided by Richard)

What inspires you in your teaching?

Being excited about an idea or issue and working with students to explore it from a range of perspectives. Getting their input keeps me on my toes and challenges my

assumptions and my heuristic biases. As a law professor, I really enjoy linking my teaching to current issues or events and to think about how to use those to engage the interest of my students. Seeing students then run with an idea and take ownership and on occasion then presenting to legal audiences, a tough crowd, is inspiring.

Wider interests and activities?

My background is in history, law and social anthropology. I conducted fieldwork in Bhutan, so I remain very interested and actively involved in education projects in the Himalayas. I am a former lawyer and currently convene the Law Society of Scotland Board of Examiners which enables me to bring my experience as a university lecturer to the profession. In my downtime I am keen on spending time outside, walking or paddleboarding, as well as music, art and reading.

- **Publications**

Details of my publications can be found [here](#).

- **Website**

[University website page](#)

Profile

Dr Emma Yhnell, Cardiff University

Position and Responsibility

- A Senior Lecturer in Neuroscience, Emma brings her work in science communication and public engagement to her teaching to create exciting, innovative and engaging learning opportunities for students.
- In addition, Emma also holds a range of leadership and management roles. Within Cardiff University she is an admissions tutor, postgraduate lead for education and a civic mission board member. Externally, she works with global organisations including the British Neuroscience Association, the Learned Society of Wales, The Federation of European Neuroscience Societies and ALBA (a global diversity in Neuroscience network).



Year of National Teaching Fellowship award

National Teaching Fellowship 2023

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

How to translate complex academic topics into digestible and interesting content, which is relevant, accessible and engaging to all learners.



(Emma teaching an online lecture using a cuddly toy Nelly the Neuron light-up prop)

Research interests

Science communication and public engagement and how we can analyse and assess the impact of activities and events on different audiences.

Pedagogy and how we can make education more equitable, diverse and inclusive for learners.

Creating innovative, engaging and inspiring teaching for learners.

How to create engaging lectures for large cohorts of students with mixed interests.

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

It is probably a bit too early to say as the announcement is fairly recent, but the

network has been incredibly welcoming and helpful so far.

What influences your pedagogic work?

My own experiences of feeling left out or confused influence my pedagogic work, I don't want any of my learners to be the way that I have previously. Feeling lonely and unsure can be a scary and horrible place.

What inspires you in your teaching?

The privilege that it is to make someone's day by helping them to understand a topic that they previously found confusing and flipping that on its heads so that it's something which is not only interesting but enjoyable and fun too.

Wider interests and activities?

I really enjoy playing netball (don't let anyone ever tell you that it is a non-contact sport). I also like running and watching terrible reality TV shows to help my mind switch off. Looking after my cats Peggy and Peter also helps me unwind and they give me great content for my lectures.



(Emma bringing science to new audiences on the streets of Cardiff with a model of DNA as part of Soapbox Science).



(Emma using a freely downloadable brain hat to explain brain areas and regions. The hat is freely available from:

<https://ellenjmchenry.com/brain-hemisphere-hat/>).

- **Publications**

Details of my publications can be found [here](#).

NTFS 2023: 'Dysgu' (Welsh) – to teach and to learn ([AdvanceHE web](#))

- **Website**

Twitter: @EmmaYhnell

[Academic website:](#)

<https://profiles.cardiff.ac.uk/s-taff/yhnelle>

[Personal website:](#)

emmayhnell.com