

Celebrating teaching and learning success at Reading





The annual awards for teaching and learning celebrate the best in teaching and support for teaching and students across the University both for individuals and for teams. Each year I am struck by the dedication of colleagues, the innovation that they show and the team working that plays such an important part of teaching. This year, I'd like to thank the Reading University Student Union for running the student awards, the Gold Star Awards. In doing so, they have seen the immense appreciation that students show for individual members of staff who have made a huge difference to their learning experience and wellbeing during their studies. I congratulate all the winners of individual and team awards for 2011 and thank them heartily for their efforts.

Rob Robson

Professor Rob Robson

Pro-Vice-Chancellor (Teaching and Learning)



Staff development, reward and recognition remain at the heart of the University's teaching and learning strategic priorities. I am proud that the Centre for the Development of Teaching and Learning is able to play a key role in rewarding and recognising the sustained outstanding contributions of our colleagues. This celebration gives us all the opportunity to pay tribute to the individuals whose achievements have not only brought them well-deserved recognition this year, but have had an impact and influence beyond the classroom. Congratulations!

Julia Phelps

Dr Julia Phelps

Director, Centre for the Development of Teaching and Learning



The University of Reading Teaching Fellowship Award

The University of Reading Teaching Fellowship is a prestigious award conferred on an individual who has demonstrated individual excellence and contributed to the development of teaching and learning within the University. The Fellowship is designed to support staff to further develop in this area. The purpose of the award is to

- Recognise and reward excellence in teaching and the support of student learning
- Raise the status of teaching in the University as a scholarly activity
- Provide funding for researching, developing and disseminating best practice in teaching and learning.

This year, the UTFS awards went to:

Dr Richard Mitchell

Senior Lecturer, School of Systems Engineering

Senior lecturer in Cybernetics and Senior Tutor Richard Mitchell has played a leading teaching and learning role at the School of Systems Engineering (SSE) for the past 16 years, having held a number of significant positions (including School Director of Teaching and Learning) which have enabled him to influence positive change both in the School and across the University. Richard aims, he says, to ‘educate, entertain and enthuse’, sometimes through non-traditional approaches or new methods of delivery and assessment, and has most recently developed the School’s ‘engagement’ system for monitoring the performance of Part 1 students. ‘These fellowships demonstrate that the University recognises the importance of teaching and learning. I am delighted that my application was successful and hope to use my fellowship to enhance our system for assessing the ‘engagement’ of first year students, thereby allowing it to be used elsewhere in the University,’ he said.



Dr Maria Gee

Senior Lecturer, School of Management

One of last year’s recipients of a Student Award for Outstanding Contributions to Teaching and Learning, Maria Gee has earned a reputation among students and colleagues alike for her commitment to providing a high quality learning experience with students firmly at its heart. In her role as Senior Lecturer in Accounting in the School of Management, she has redesigned both undergraduate and postgraduate modules and assessments using innovative methods and enquiry based learning approaches to great effect. ‘My philosophy,’ she said, ‘is that students learn best when they are actively involved in the learning, thus lecturers should provide opportunities for students to learn and leave responsibility for that learning to students.’ As keen to disseminate best practice outside of the classroom as within it, Maria actively engages with both University-wide and national teaching and learning communities.



Helen Hathaway

Information Skills Co-ordinator, Library

As the Information Skills Co-ordinator at the University Library since 1996, Helen Hathaway has been a self-confessed early adopter of opportunities to improve her own teaching and to support others. – key amongst which has been to drive a programme of educational development for library and information services staff to equip them with the skills necessary to work as training and support staff in the ‘Electronic Library’. Communication with academics and students is key to Helen’s approach, as is her desire to ‘equip students not only to find the information they need to succeed in their academic studies, but to equip them for life with ability to interrogate information resources effectively, evaluate what they find and handle information appropriately’.



Early Career Teaching Fellowships

The University of Reading Early Career Teaching Fellowship follows the same principles as the main University Teaching Fellowship scheme and is aimed at any individual who has demonstrated individual excellence early in their career within the University. The Fellowship scheme is open to all members of staff with a teaching/learning support role. To qualify for an Early Career Teaching Fellowship, staff must be on the lecturer scale, or equivalent.

This year we have awarded Fellowships to:

Dr Matthew Nicholls

**Lecturer,
Department of Classics**

In his drive to encourage students to engage with visual material and integrate it in the rest of their studies in Classics and History, Matthew Nicholls has developed a major digital modeling project covering the whole of ancient Rome - an innovative use of 3D modeling as a teaching and learning tool that has earned him an international reputation. 'I am pleased that the innovation I have sought to bring into my teaching has been recognised by the University,' he said. 'I know that the Department of Classics, which sets great store by its strength in teaching and has been very supportive of my work, is also pleased to see this recognition, and we are all glad of the opportunities this Teaching Fellowship will bring.'



Helen Bilton

**PGCE Primary Course Director,
Institute of Education**

At the core of Helen Bilton's teaching philosophy lies the belief that everyone has potential and gifts that a skilled educator can harness and develop, and the extent to which this informs her practice has earned her a glowing reputation - not only among students and colleagues within the Institute of Education, but internationally. She is a keen advocate of innovations which support the individual learner, and has been instrumental in implementing schemes catering for students with special educational needs, as well as encouraging the use of new technologies to support teaching and learning.



Dr Katja Strohfelddt-Venables

**Lecturer,
School of Pharmacy**

AA lecturer in Pharmaceutical Chemistry since 2006, Katja Strohfelddt-Venables has earned a reputation as a respected teacher and innovator. Her teaching is based on three key principles: preparing students for life-long continuous professional development; introducing research into teaching; and enabling the students to maximise their learning outcomes through the provision of an optimum learning environment. In line with these principles, Katja has created new, and well received, modules and has pioneered the use of problem-based learning in the School of Pharmacy to great effect. In addition to her teaching commitments, Katja is also sole Admissions Tutor for the School, and has recently taken up the post of Resident Tutor at Stenton Hall. She regularly contributes to CSTD courses and disseminated best practice to colleagues within the University.



Faculty Awards for Outstanding Contributions to Teaching and Learning

This new award was introduced this year to recognise and rewards individuals who have made an exceptional, ongoing contributions to teaching and learning, either through direct interactions with students, their support of staff within the School/section, or their contributions to a Faculty, Directorate or University initiative.

These are prestigious awards conferred on individuals deemed to have made an outstanding contribution to teaching and learning. Eight awards of £1,000 each were awarded to the following members of staff:

Faculty of Arts and Humanities

Emma Vickers	School of Humanities
Jane Setter	School of Literature and Languages

Faculty of Social Sciences

Thom Koller	School of Law
Geoff Taggart	Institute of Education

Henley Business School

Marcel Prokopczuk	ICMA Centre
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Faculty of Life Sciences

Francesca Greco	School of Chemistry, Food and Pharmacy
Carmel Houston-Price	School of Psychology & Clinical Languages

Directorates of Academic Services and Student Services

Elizabeth Schlackman	Library
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Faculty Awards for Teaching and Learning

When judging the nominations for the Faculty Awards for Outstanding Contributions to Teaching and Learning, the Panel identified a number of staff who had clearly made a significant contribution which deserved wider recognition. Therefore the Panel made seven Faculty Awards for Teaching and Learning of £200 each to the following members of staff:

Faculty of Arts and Humanities

Chris Wagstaff	School of Literature and Languages
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Faculty of Social Sciences

Nicola Langton	Institute of Education
James Garnett	Institute of Education

Faculty of Life Sciences

Darren Juniper	School of Agriculture, Policy and Development
Graham Holloway	School of Biological Sciences

Faculty of Sciences

Nick Branch	School of Human and Environmental Sciences
Andrew Charlton-Perez	School of Mathematical and Physical Sciences



Team Awards for Outstanding Contributions to Teaching and Learning

The aim of this awards scheme is to recognise and reward teams of staff who have made significant, ongoing contributions to teaching and learning support. This award is open to teams involved in both the development of existing teaching practices and/or new teaching initiatives to support student learning. After all the nominations were reviewed by the Awards panel, the winners were:

Institute of Education

The Early Years team is unusual, not only in its approach to teaching and learning, but in the fact that it comprises staff from the Institute of Education and three partner FE colleges – Bracknell & Wokingham College, Berkshire College of Agriculture and Newbury College – which deliver the University’s Foundation Degree in Early Years Development and Learning. This partnership aims to equip early years practitioners – many of whom are non-traditional learners – with a graduate level qualification, and a strong team ethos ensures teaching staff meet regularly to maintain the programme’s coherence. The Early Years team have won particular praise for their supportive, inclusive and frequently creative approach to non-traditional students – with the pastoral support offered having been identified as an example of best practice as part of the Period review of the Foundation Degree programme.

Jo Elsey	Teresa Wilson
Kathy Piercey	Liz Dymond
Sarah Garrett	Era Singh
Geoff Taggart	Georgina Lovett
Angela Mason	Carol Webb
David Kempton	



School of Management

The team from the Accounting Department of the School of Management at the Henley Business School has been awarded for their development of an innovative post graduate module, blending insights from practice in a manner which is of clear value to students. The overall aim of the module is to develop the knowledge, understanding and skills acquired in accounting and finance modules through their application to real-world business problems and case study scenarios. The success of the module has been attributed to the team’s commitment to regular discussions on how the accounting modules and programmes are progressing, which facilitate adaptation, change and adoption of successful interventions in the teaching and learning process. The teaching scores relating to their work are above average in the postgraduate area and there is clear student appreciation of the module’s value.

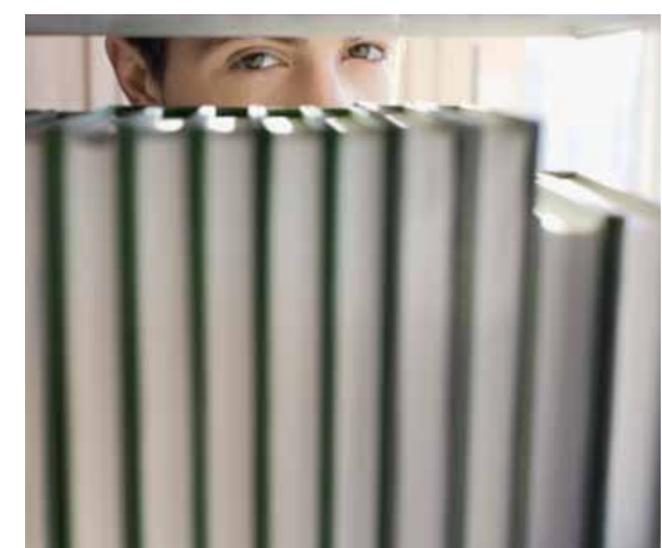
Verna Care	Marie Gee
Julie Cooper	



Literature and Languages

This team has been awarded for their design, management and delivery of a new module – Introduction to Language Teaching, aimed at visiting Erasmus students who, after an intensive training period, are given the opportunity to plan and facilitate conversations in their mother tongue to undergraduate students. It marks a first in terms of active interdepartmental collaboration in the area of language teaching and learning within the School of Literature and Languages, and the initiative has been promoted by the Modern Language Teaching Workgroup, whose remit is to encourage teaching and learning projects aimed at increasing the level of co-operation between two modern foreign language sections of the School. Each component of the module is the result of individual contributions from specialists among the team, complementing and supporting each other and leading to a common approach and vision.

Colin Campbell	Alison Fenner
Alison Nader	Stefanie Ochel
Sara Poole	Enza Siciliano Verruccio



Food and Nutritional Sciences

The group comprising staff from the Department of Food and Nutritional Science’s pilot plant have been recognized for their dedication and hard work in operating this unique resource in a way that is of enormous benefit to both students and industrial visitors. The team provide a teaching and learning environment that is not only unique within the University, but within university food departments in the UK, with students at all levels gaining invaluable practical experience innovative and exciting environment. Made up of technical and academic staff, the team maintain a flexible attitude towards their collective responsibilities in the pilot plant, with all members of staff contributing to the general running to the facility and ensuring it is maintained to a high standard as a centre of Excellence for the University.

Chris Bussey	Alistair Grandison
Mike Lewis	Sue Mouring
Bruce thomas	Andrew Wilbey



RUSU/Gold Star Awards for Outstanding Contributions to Teaching and Learning

This awards scheme provides an opportunity for students to nominate those teaching and learning support staff who they consider to have made the greatest contributions to supporting students' learning. All nominations are considered by a panel of student representatives who select a member of academic staff from each faculty. This year's Gold Star Award winners are:



Dr Alan Howard

Department of Geography and Environmental Science

Students said:

'He is very willing to help people, one to one.'

'He always makes the lectures interesting and informative and is always willing to provide extra help if you need it.'

'He provides drop-in sessions as well as online help forums which are really useful.'

Viola Nzira

School of Health and Social Care

Students said:

'Her enthusiasm, passion and patience are unmatched and she is always there when you need her help.'

'She has always made every effort to provide support to me to ensure that I achieve the best I can.'

'She has an amazing ability to make even the most complicated piece of work sound straightforward.'

Dr Patricia Riddell

School of Psychology and Clinical Language Science

Students said:

'The advice she gave was invaluable and knowing that I had her support and encouraging words made the year so much easier.'

'A truly wonderful woman who has been supportive and exceptionally understanding during difficult problems regarding my dissertation.'

'Without her I doubt I would have coped this year and possibly not carried on with my degree.'



Dr Matthew Worley

Department of History

Students said:

'He makes seminars interesting and fun by injecting personality into them.'

'He is always willing to 'go the extra mile' for his students.'

'He is always available to answer any questions about academic affairs.'

Julie Cooper

School of Management, Henley Business School

Students said:

'Being completely new to accounting upon arrival at Uni, I have to say I have really learnt a lot though her and developed a real interest for the subject.'

'She explains complicated accounting concepts so that we grasp them and excel.'

'I can comfortably go up to her for any queries that I may have without feeling hesitant.'

Chris Bacon

Department of Film, Theatre and Television (Support Staff winner)

Students said:

'His constant hard work and enthusiasm has meant all Film and theatre students have always had someone there to help them whenever they need it.'

'He is always more than happy to explain something as many times as it takes until the students has fully understood.'

'He has not only guided me with certain aspects of my course but also inspired me as a film maker.'



PGCAP Awards

The University of Reading has an active and vibrant group of staff, consisting largely of new lecturers, undertaking the Postgraduate Certificate in Academic Practice at any one time.

As part of the PGCAP, staff are required to create a reflective teaching portfolio and to undertake a teaching and learning project relating to their area of interest. Each year, the University awards a Project Prize to the project considered by the PGCAP Examiners Board to be most likely to influence practices within the candidate's School and/or discipline area. All projects and portfolios gaining a distinction are eligible to be considered for the New Lecturers Portfolio and project Prizes.

Best overall project:

Andrew Charlton-Perez

Introducing Problem Based Learning Approaches in Meteorology.

Runners up:

Phil Baker

Biological Sciences

Investigation of learning performance during a revised statistics module for MSc wildlife management students.

Simon Clarke

Biological Sciences

A Comparison of Microbiology Degree Courses.



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