MESSAGE FROM THE VICE-CHANCELLOR

My vision for the University of Reading in these coming years leading up to our centenary is simple and yet, I believe, truly profound. It is what we are already doing, and have the power to do more: to transform people's lives through the excellence of our education and research.

While the shape of our organisation may have shifted over the course of our history, what has been fundamental from our origins is to see a movement to improve society through education. Our ability to facilitate change comes from the way our community holds true to our values.

As I reflect on how each and every one of you involved in teaching and supporting our students has responded to the past nine months, I am very proud that, despite the challenges we have faced this year, we have stayed true to these values. We see this embodied in the achievements of our colleagues we are celebrating here.

Our new University strategy sets out how the value of 'excellence' lies in creating an environment where both our students and colleagues can excel. The awards achieved this year demonstrate your commitment to working in partnership with our students to nurture this environment.

It is thanks to this commitment that we have seen recent improvements in a number of key surveys and rankings. These are not an end in themselves, but are a useful way of measuring our progress against our strategic vision and to reflect on what we have achieved together.

Congratulations to those who have received teaching and learning awards this year. Thank you for the rewarding experience you offer to our students and the important role you are playing to help us reach our goals.

Professor Robert Van de Noort
Vice-Chancellor

MESSAGE FROM THE PRO-VICE-CHANCELLORS

Education & Student Experience

While we sadly cannot come together in person for our annual Teaching & Learning Celebration Event this year, it is even more important that we take the opportunity to recognise and celebrate the outstanding achievements of you, our colleagues.

We are extremely proud of our creative and committed community here at Reading. You form the cornerstone of our academic excellence and our recent successes are thanks to your efforts.

Partnership continues to be at the heart of everything we do and our recent ‘Student Partners’ initiative is an example of how this forms the foundation of our teaching and learning development. Working together in this way means we can create a sense of belonging and provide meaningful opportunities for students to shape their learning—both of which are central to developing an engaging and supportive experience for students and colleagues.

Our award winners demonstrate how innovation and commitment to the student experience has put us in good stead to tackle the challenges we have faced this year. As we look ahead, this commitment to excellence will continue to be fundamental for all of our activities.

This year’s National Student Survey performance provided an opportunity to reflect on how we have worked together to improve our students’ experience, including in the areas of ‘Learning resources’, ‘Student Voice’ and ‘Organisation and management’. We also achieved above sector average for ‘Learning Community’, demonstrating again how much we all value our supportive teaching and learning environment. We know many of you have worked incredibly hard on a range of initiatives to contribute to these achievements in your Schools and Departments and you should be very proud.

Each year our Academic Practice Programme (APP) winners continue to show the high standards of teaching, assessment and student support we offer. We look forward to seeing this year’s winner’s next steps and hope to see them among our prize winners in the future.

We are very pleased to congratulate all the award winners this year for their exceptional contributions to teaching, learning and our students’ experience. They are not only trail blazers internally, but they also represent Reading and enhance our well-deserved national and international reputation for excellence.

Professor Elizabeth McCrum and Professor Julian Park
Pro-Vice Chancellors (Education & Student Experience)
National Teaching Fellowship Scheme

Through this esteemed award, Advance HE recognises the individual teaching excellence of up to 55 National Teaching Fellows each year from HEIs across the UK. The NTFS celebrates and recognises individuals who have made an outstanding impact on student outcomes and the teaching profession. National Teaching Fellows play an ongoing role in enhancing teaching and learning within their institution, the higher education sector and further afield.

This year, we are delighted to announce that Vicki Holmes (Centre for Quality Support and Development) and Professor Emma Mayhew (School of Politics, Economics and International Relations, now an Associate Dean for Education at the University of Surrey) have been awarded National Teaching Fellowships.

Vicki Holmes

Vicki Holmes, Head of Technology Enhanced Learning, has nearly 30 years’ experience of digital learning and innovation in Higher Education. At both institutional level and as part of national programmes, she has brought about sustained and significant change in student learning and assessment, teaching practice and organisational approaches.

Joining Reading in 2013, Vicki has led a rapid transformation in digital learning that has taken the institution from being behind the sector to becoming a centre of excellence. Vicki’s approach has been to ‘normalise’ technology enhanced learning and weave its use into the fabric of the University, embedding it within existing teaching activities and structures.

Recognising that achieving excellence is not a solo effort and that many groups contribute to student learning and success, Vicki has established and developed the TEL and Online Courses teams, and actively encouraged and built partnerships with academic and professional colleagues. As well as instigating improvements to our institutional technologies, she has introduced professional development activities to support use of technology in teaching practice and curriculum design. Vicki has also been a driving force in introducing and implementing online assessment and feedback, and in maturing the University’s early MOOC FutureLearn activity into a sustained innovation.

From her early days of exploring the potential of hypermedia and the World Wide Web with academic colleagues, to drawing on her own teaching experience, Vicki is committed to enabling and inspiring staff to extend and develop their own practice. She is a University Teaching Fellow, Principal Fellow of the HEA and SEDA Fellow, and has a particular interest in the staff and student experience, often reflecting on the changing role and extraordinary impact of technology in education over the last three decades.

Professor Emma Mayhew

Professor Emma Mayhew is a Principal Fellow of the HEA, a University Teaching Fellow and is best known for delivering distinctive and transformational digital change to learning.

She joined the University of Reading in 2007 in the Department of Politics with a passion for increasing student support and the introduction of community building activities to enhance the student experience. She teamed this with the use of digital technologies to enhance teaching provision. She became lead for the GRASS project (2014-2016), designed to encourage and enable a significant increase in the use of screen capture video making across the University to increase pastoral and academic support.

Emma’s enthusiasm for the use of technology enhanced learning and work surrounding student support led to her role as co-lead of the complex, multi-million pound Electronic Management of Assessment (EMA) Programme (2016-2020). This was the largest investment in a teaching and learning project ever made at the University. It successfully delivered institution-wide digital assessment change impacting almost all 4,000 staff and 16,000 students.

These experiences also underpinned Emma’s consultancy role with Advance HE including involvement in the development of the flagship national Academic Leadership Programme and bespoke change and project management training. Emma’s work at a disciplinary, university and sector wide level has helped her to win a wide range of internal and external teaching and research awards alongside her National Teaching Fellowship.

After 13 years Emma recently left the University of Reading to take up a position as Associate Dean (Education) at the University of Surrey where she plays a leading role in the implementation of hybrid learning and is helping to drive forward several major new learning and teaching projects.
UNIVERSITY TEACHING FELLOWSHIP SCHEME (UTFS)

The University Teaching Fellowship is a prestigious and competitive award for individuals who have demonstrated individual excellence and made a significant contribution to the development of teaching and learning within the University and beyond. The Fellowship is designed to support staff to further progress in this area.

Dr Alana James
Psychology and Clinical Language Sciences

Alana is passionate about student support and is a joint School Director of Teaching & Learning/Academic Tutoring. Her HEA-funded project in Psychology university-school mentoring ran for several years, and she conducts research into the effectiveness of support for students with mental health conditions or autism.

Alana teaches research methods and runs courses in using interviews/focus groups in educational research. She is on the Charlie Waller Memorial Trust HE/FE Advisory Board, and previously served on the British Psychological Society (BPS) Undergraduate Education Committee. In 2019 Alana won the BPS/Oxford University Press inaugural Higher Education Psychology Teacher of the Year Award, and she is an HEA Senior Fellow.

Dr Allán Laville
Psychology and Clinical Language Sciences

Allán is Dean for Diversity and Inclusion and a Lecturer in Clinical Psychology at the University. Allán is committed to improving the student experience for all, with previous publications identifying how to improve the LGBTQ+ student experience in Higher Education.

Since 2011, Allán has trained over 300 Psychological Wellbeing Practitioners within the Charlie Waller Institute and is a Member of the British Psychological Society (BPS) Psychological Wellbeing Practitioner Training Committee and BPS Presidential Taskforce for D&I. Allán is a Senior Fellow of the Higher Education Academy and an Associate Fellow of the BPS.

In 2019, Allán won the Students’ Union Award for Diverse and Inclusive Teaching Excellence.

Will Bailey-Watson
Institute of Education

Will is committed to improving the quality of history teaching for children growing up in Britain today. For three years he has led the University’s History teacher education programme, showing a passion for diverse, inclusive and rigorous education. Will’s lecturing and research has involved collaborating with many different stakeholders across the history sector, which has seen the University’s History PGCE continue to develop its reputation as a sector-leading programme.

A willingness to embrace innovative technologies has allowed his impact to reach far beyond the University. His ‘meanwhile, elsewhere...’ website, for teaching alternative perspectives about the past, has received Government acclaim and users worldwide, and his online Curricularium training became the most attended history teacher event in this country. Will brings this passion for ambitious teaching into his practice, building strong communities of practice with students of all ages, mentors in schools and colleagues across the University.

Adrian Aronsson-Storrier
School of Law

Adrian joined the University in 2015, and his research and teaching focus on intellectual property law, technology and internet regulation. Since his appointment he has had responsibility for several T&L leadership roles in the School of Law, including as a programme director, SDAT and SDTL.

He has been involved in University initiatives relating to screencasts and lecture capture, both at the policy level and as a participant in pilot schemes. Adrian has also led several PLanT applications involving students as co-creators of learning materials, with the most recent being the collaborative development of a new final year elective module ‘Technology, Privacy and Internet Regulation’ featuring flexible assessments, blended learning and interactive video screencasts.
UNIVERSITY COLLABORATIVE AWARDS FOR OUTSTANDING CONTRIBUTIONS TO TEACHING AND LEARNING

This is a highly competitive scheme that recognises and rewards select groups of staff and students who have made significant and ongoing contributions to the student learning experience and also who have demonstrated an integrated team approach to enhancing teaching and learning.

Institute of Education’s Teaching and Learning Group on Assessment Literacy

Hilary Harris
Dr Maria Kambouri
Dr Rowena Kasprówicz
Stephanie Sharp
Professor Cathy Tissot
Dr Nathapoj Vincent Trakulphadetkrai
Dr Anna Tsakalaki

This team of seven academic staff at the Institute of Education has been collaborating since 2017 to explore ways to capture and develop students’ assessment literacy, with a particular focus on students’ understanding of assessment criteria. The team worked in partnership with students and other IoE staff as well as Study Advice and CQSD. The project generated a series of reports with key recommendations for Programme Directors, which have since been implemented, and a Glossary of Common Assessment Terms. The team’s findings and the project outcomes have been disseminated both within the University and more widely across the sector.

Developing an Institutional Approach to Student-Staff Partnership

Joy Collier, CQSD
Victoria Bundy, CQSD (previously RUSU)
Professor Elizabeth McCrum, Vice-Chancellor’s Office
Edward White, CQSD (previously RUSU)
Kath Davey, RUSU

This collaboration between CQSD and RUSU aimed to build the foundations of an academic community through which staff and students are encouraged to work in partnership, both within and beyond the classroom. The collaboration began in 2016 with a national HE pilot project, leading to a series of internal changes with a direct impact on the student experience. The pilot project fed into several initiatives which were developed by the Working Group on Student Engagement, and into other activities which were taken forward as part of the Student Voice & Partnership at Reading Project. These include the launch of the Student Engagement Community of Practice and the co-creation of the institution-wide ‘Principles of Partnership’, a set of values that underpin the University vision for student engagement and partnership.
Celebrating 100 Years of Women’s Voices: a Play, a Book and a Symposium

Professor Rosemary Auchmuty, School of Law
Elizabeth Conaghan, School of Law
Dr Madeleine Davies, School of Literature and Languages
Dr Rachel Horton, School of Law
Dr Charlotte Smith, School of Law
Dr Anne Thies, School of Law
Suzy Tutchell, Institute of Education
Lucy Tyler, Department of Film, Theatre and Television
Sarah Lister, student, School of Law
Jessica Meira, student, School of Law

Seethalakshmi Muralikrishnan, student, School of Law
Manon Williams, student, School of Law
Anna Harding, student, Department of Typography and Graphic Communication (recruited via the Real Jobs scheme)

This project involved a cross-disciplinary collaboration between staff and students from eight schools and departments and two local charities (Alana House and Women in Prison) to develop student-focused co-curricular activities on the theme of ‘equality’. In order to commemorate the centenary of women being allowed to practise law, an impressive series of events/activities, ‘100 Years of Women’s Voices’, was developed. This included the performance of a staff-student play, a cross-disciplinary symposium, a student-led art exhibition, a student poetry competition, and the production of a collaborative book, with a clear positive impact on the student learning experience.
Celebrating teaching and learning success at Reading

Partnerships in Learning and Teaching
PLanT Projects

Funding of up to £500 is available for Partnerships in Learning and Teaching (PLanT) projects. PLanT projects involve staff and students working as partners to identify problems, find solutions, and enhance teaching and learning at the University. Projects can demonstrate a clear impact on the student experience.

Open for applications in the Autumn Term.
For further information visit:
reading.ac.uk/reading-cqsd/Developing-and-enhancing/project-funding/cqsd-plant-scheme.aspx

University Teaching and Learning Enhancement Projects

The University Teaching and Learning Enhancement Projects (TLEP) scheme is open to all staff who are involved in teaching and/or supporting teaching and learning. The scheme offers ‘start-up’ funding between £500 and £2,500 to encourage and enable staff to experiment and/or develop practice. Funding is based on the belief that small projects can be significant catalysts for enhancement and improvement, both in the short term and further into the future. TLEP projects can address any aspect of teaching and learning or support for teaching and learning, either through direct contact with students or through indirect interaction.

Open for applications in the Spring Term.
For further information visit:
reading.ac.uk/reading-cqsd/Developing-and-enhancing/project-funding/cqsd-UTLEP.aspx

APP AWARD

The Academic Practice Programme (APP) is the institution’s Advance HE accredited development programme for lecturers and other colleagues who teach and support learning at the University of Reading. Each year, the David Malvern Prize is awarded to the participant who has achieved the highest standard across all of their assignments for the APP.

The prize is named in memory of Professor David Malvern who was the first Programme Director of the PGCAP at the University of Reading. David was knowledgeable and passionate about teaching and learning and established a commitment to pedagogy and quality which is ongoing. The University is proud to honour his legacy each year by awarding this prize.

Amy Butt
Architecture

Congratulations to Amy Butt, the winner of this year’s prize. Amy is an architect and Lecturer in Architecture, with a focus on representation and communication. Her teaching in design studio draws on her research into the representation of built environments in science fiction, to explore the ways in which we construct imagined futures.

‘I particularly appreciated how the APP course provided an opportunity to draw on the expertise of staff from across the university, to both reflect on teaching practice and offer support. This has already led onto some wonderful cross department projects – as students from the School of Architecture led by Dr Carolina Vasilikou and myself were able to contribute to a public engagement programme at the Tate Modern, organised by colleagues from the School of Art who I met on this programme!’

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For further information visit:
reading.ac.uk/reading-cqsd/Developing-and-enhancing/project-funding/cqsd-UTLEP.aspx
CELEBRATING TEACHING AND LEARNING SUCCESS 2020

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