MESSAGE FROM THE VICE-CHANCELLOR

I am extremely proud of our strong sense of community here at Reading, demonstrated again at today’s event by the commitment of colleagues across the University to offer our students the best possible experience during their time here.

Sharing great ideas from different disciplines, coupled with a focus on innovation, means that our students across the whole University benefit from the very best thinking and practice when it comes to teaching and learning. Through the initiatives recognised at today’s celebration, through the Curriculum Framework, and through a range of other work, we have been active in improving our curricula and in considering, critically and creatively, how we might better enthuse, challenge and support our students.

This continuing improvement of our practice is motivated by our intrinsic commitment to our students, which is at the heart of this University. External factors, such as the increasing competition for students and the Teaching Excellence and Student Outcomes Framework (TEF), add urgency to this task, and mean that we must have an even sharper focus on teaching and learning and our students’ academic experience.

Fundamental to all this work is our active partnership with students, both in the day-to-day management and enhancement of programmes and in new initiatives and developments, such as the Curriculum Framework, Academic Tutor System and Electronic Management of Assessment Programme. It is only by working together in this way that we can continue to enhance our provision for the benefit of our whole community.

I warmly congratulate all those who have been nominated for awards today. Thank you for the example you set in teaching and learning and the rich contribution you make to the University of Reading.

Professor Robert Van de Noort
Vice-Chancellor

MESSAGE FROM THE DEPUTY VICE-CHANCELLOR

Welcome to the 2019/20 Teaching and Learning Celebration Event. Our annual teaching and learning awards recognise and celebrate the remarkable achievements of talented and committed members of our staff whose contributions do so much to inspire one another and enhance the experience of our students here at Reading.

Recognising and rewarding the outstanding contributions of colleagues to teaching and learning are key elements of the University’s Teaching and Learning Strategy and are fundamental to the fulfilment of our vision. The award schemes, coordinated by the Centre for Quality Support and Development (CQSD), are one way that we can acknowledge formally the strength of our teaching and learning culture and the continuing innovative, imaginative and inspirational work done by staff in Schools and Functions.

Recent changes to the higher education landscape, such as those that have been implemented as part of the Higher Education and Research Act 2017, and those that will be introduced as a consequence of subject-level TEF, present additional challenges for all institutions, including Reading. Being able to evidence the excellence of our teaching and learning, such as our portfolio of teaching and learning award schemes and maintaining our strong performance in the National Teaching Fellowship Scheme, will be pivotal in ensuring we perform well compared to our competitors.

I am delighted to take this opportunity to congratulate all the award winners this year and to pay tribute to their exceptional contribution of the very best in teaching and learning practice and the impact they have had on the learning experience of our students and the wider teaching and learning community.

Professor Gavin Brooks
Deputy Vice-Chancellor
Through this esteemed award, Advance HE recognises the individual teaching excellence of up to 55 National Teaching Fellows from HEIs across the UK. The NTFS celebrates and recognises individuals who have made an outstanding impact on student outcomes and the teaching profession. On gaining the award, each NTF plays 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 Professor Yelena Kalyuzhnova (Henley Business School) and Dr Yota Dimitriadi (Institute of Education) have been awarded National Teaching Fellowships.

### Professor Yelena Kalyuzhnova
As a strong advocate of the impact of higher education teaching, learning and research on learners, Professor Yelena Kalyuzhnova has paid particular attention to enhancing these areas of engagement for students of all levels and backgrounds throughout her career. An economist by training and now Professor of Economics and Vice-Dean (International) at the Henley Business School, her sphere of influence and activity extends into international partnerships and work with PhD students throughout the University and beyond. Her particular passions are experiential learning and making learning accessible through pedagogical research.

Yelena is a Principal Fellow of the Higher Education Academy (PFHEA). She is involved in the University’s FLAIR CPD scheme, through which experienced colleagues can gain professional recognition for their work in teaching or supporting learning.

Yelena has a particular interest in internationalisation of the curriculum and pedagogy and is an energetic proponent for experiential learning and making learning accessible through pedagogical research. As Vice-Dean (International) she works across contexts to raise the quality of T&L and use her strategic educational leadership to enhance student experience across the sector and across countries.

Yelena is particularly interested in Continued Professional Development which helps her to support both her own development and the development of her colleagues. She is also interested in spreading the agenda of teaching internationalisation to each and every department of the University.

### Dr Yota Dimitriadi
Dr Yota Dimitriadi, Associate Professor in TEL and Computer Science Education, is a University Teaching Fellow and Senior Fellow of the HEA. She is an experienced researcher and teacher-educator with a passion about inclusion and digital technologies. Since joining Reading in 2005, Yota has supported students and colleagues in her multi-faceted role and has pursued additional responsibilities across the University to enhance diversity and inclusion practices. Currently Yota chairs the Staff Disability Network and UTF Community of Practice. She is also an Amnesty International Speaker and a Child Exploitation and Online Protection (CEOP) Ambassador working with schools to raise further awareness about online safety.

Yota has organised a series of successful interdisciplinary conferences, and has presented her work around disability awareness and teacher-training at international and national conferences including the All-Party Parliamentary Group on Dyslexia, Houses of Parliament (2018). She has successfully applied for numerous funding applications around the use of digital technologies for teaching and learning, and has made links with influential educational organisations to bring her school, local and regional teaching communities to the forefront of emergent digital technologies.

Yota has been actively involved from the outset of the Computing school curriculum reforms and has informed teaching and learning practices at local, regional and national level. As a member of national and international committees and projects, she supports women’s leadership skills and female engagement in STEM.

Yota describes herself as an “educational bricoleur”, weaving popular culture, current affairs and assembling heterogeneous materials from different disciplines to ‘make’ computer science accessible for all. She embraces student partnerships as a way of supporting their leadership skills and informing curriculum design. Yota’s plans for the future include delving further into multidisciplinary research and practice around self-care practices in education and the role that digital technologies can play.
UNIVERSITY TEACHING FELLOWSHIP SCHEME (UTFS)
The University Teaching Fellowship is a prestigious and competitive award conferred on an individual who has demonstrated individual excellence and contributed 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 Nicola Abram
English Literature
Nicola’s research focuses on the ways in which literature works towards social justice, especially by dismantling racism and sexism, and her teaching shares these goals. She strives to diversify the curriculum, convening modules that centre the voices of people of colour and women. She has worked with local schools and colleges to widen access to the University, and has led projects to investigate and improve BAME students’ experiences and outcomes here at Reading. Nicola has trained A-Level and university teachers in inclusive pedagogy, and runs a CQSD session developed from her prize-winning PGCAP (2016) project. She is currently Director of Academic Tutoring for the Department of English Literature, and has been a Fellow of the HEA since 2015.

Catherine Langran
Pharmacy
Catherine joined the University in 2011 as a Lecturer in Pharmacy Practice. She has led projects to explore student non-engagement and wellbeing, and implemented a wellbeing survey to identify and support students with emotional, financial and study difficulties. As Inter-professional learning lead, Catherine has created immersive and engaging teaching experiences for multi-disciplinary groups of healthcare students. To enhance experiential learning for Pharmacy and Food and Nutritional Sciences students, Catherine set up student-led healthy living assessments, training students to undertake diagnostic health-checks and give healthy-living advice to volunteers on campus and in community centres in Reading. Catherine has been awarded “Best lecturer of the year” three times by Reading University MPharm Society. Catherine is committed to continuously improving her pedagogic practice and is currently undertaking an educational doctorate.

Clare McCullagh
Centre for Quality Support and Development
Clare is a Senior Fellow of the HEA with 25 years’ experience in higher education and is committed to the professional development of colleagues who teach and support learning. As Programme Director of the Academic Practice Programme and the Postgraduate Certificate in Academic Practice and as an Academic Developer in CQSD, Clare leads on and supports T&L projects at institutional, sector and international level. She established the teacher development provision for the University’s Malaysia and NUIST colleagues and is a lead for the Global Strand of the Curriculum Framework. A pioneer of the FLAIR Framework at Reading, she is a mentor and assessor for Fellowship applications, an Advance HE Accreditor and an external examiner for two accredited programmes.

Amanda Millmore
Law
Amanda is a former practising barrister, who joined the School of Law in 2015 as a lecturer. She is also School Director of Academic Tutoring. She uses her legal practice experience to inform and enhance her teaching, by using real life examples to bring the subject to life, and by supporting aspiring advocates and lawyers to develop key practical skills. Amanda has led a number of curriculum initiatives, including a PLanT-funded collaboration where students designed assessments for a new module, mapped to Law-specific graduate attributes, and her TLDF-funded co-curricular project with the School of Psychology and Clinical Language Sciences running criminal trial training for intermediaries and advocates. Amanda is a Fellow of the Higher Education Academy.

Dr Carol Padgett
ICMA Centre
Carol has many years of experience of teaching Corporate Finance and Governance in face-to-face and blended settings. This had led to her interest in supplementing traditional teaching methods with apps, wikis and webinars. During the last eight years, Carol has held strategic teaching and learning roles in the ICMA Centre and Henley Business School and has enjoyed opportunities to collaborate with colleagues across the University in working groups and Periodic Review panels. Now as Head of the ICMA Centre, she is committed to promoting the T&L route to leadership. Carol is a Senior Fellow of the Higher Education Academy.

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UNIVERSITY COLLABORATIVE AWARDS FOR OUTSTANDING CONTRIBUTIONS TO TEACHING AND LEARNING

This is a highly competitive scheme that recognises and rewards select groups of staff 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.

**Second Sight: the Margaret Atwood Learning Journals**

Professor Eric Kindel  
Typography & Graphic Communication

Dr Madeleine Davies  
English Literature

James Lloyd  
Typography & Graphic Communication

June Lin  
Part 2 Typography student

Geoff Wyeth  
Typography & Graphic Communication

This team, which included a Part 2 Typography student recruited via the ‘Real Jobs’ scheme, worked with a Part 3 English Literature student to edit and design a book, Second Sight: The Margaret Atwood Learning Journals, which showcases the work of 28 students on a Part 3 module. The book was launched at a staff/student party on Graduation Day 2018 and has led to a wide range of positive outcomes, including allowing students to demonstrate the quality of their writing to potential employers and serving as a reference point for best practice journal writing for future cohorts. The project has generated interest from other institutions and Second Sight has been praised by the leading critic on Atwood’s work and by the author herself.
Partnerships in Learning and Teaching Projects

Every year funding of up to £500 is available for Partnerships in Learning and Teaching projects (PLanT). 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.


University Teaching and Learning Enhancement Projects (Mini)

The Mini projects 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. Mini 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 https://www.reading.ac.uk/cqsd/FundingOpportunities/TLDF/cqsd-TLDFprojectsmini.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 David Malvern Prize honours Professor David Malvern, who was the first Programme Director of the PGCAP. David made an outstanding contribution to the development of the programme and to the enhancement of teaching and learning across the University. His knowledge about and passion for teaching and learning has left a lasting legacy at Reading.

Dr Karl-Mikael Perfekt
Mathematics

Dr Karl-Mikael Perfekt has been a Lecturer in Pure Mathematics at the University of Reading since 2017. His research and teaching is primarily in the area of mathematical analysis.

Dr Richard Blakemore
History

Dr Richard Blakemore is a Lecturer in History, and his teaching covers the growth of empires, trade, piracy, and cultural exchanges across the Atlantic Ocean from the sixteenth to the eighteenth centuries. He has also just taken on the role of Departmental Director of Teaching and Learning for History. ‘The APP was an opportunity to think carefully about my practice in teaching: it helped me to reflect on what I actually do, inside and outside of the classroom, rather than just on the subject content I want to cover. It was also a great chance to meet other staff from all over the university.’
CELEBRATING TEACHING AND LEARNING SUCCESS 2019

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