

Birmingham Education Fellowship Winners

The most recent awards were to:

Emma Flint

Emma is from the Law School (College of Arts and Law)

Suganthi John

Department of English Language and Applied Linguistics, (College of Arts and Law)

Nicola Taylor is from the Academic Writing Advisory Service (AWAS), (College of Arts and Law)

Patricia Lalor

Patricia is from the School of Immunity and Infection in the College of Medical and Dental Sciences.

Past winners and projects:

Andrew Davies

Andrew is from the School of Philosophy, Theology and Religion.

Lisa Anderson

Lisa works as a Subject Advisor in Library Services, linking with the Birmingham Law School and the Department of Economics.

Karl Nightingale

From the School of Immunity and Infection, Karl intends to both develop the evaluation of lecture capture in BMedSci for disadvantaged student groups and also to develop effective learning materials for international students.

Christine Szwed

Christine, of the School of Education, is planning to develop the successful PGDE teacher education programme for international students. This will involve working with local schools in the city and, hopefully, with the Birmingham Foundation Academy and future University Teaching School to establish teaching placements, and will also draw on the experiences and expertise of colleagues at Nottingham University.



Teaching Academy

Tarsem Singh Cooner

From the Department of Social Work, Tarsem wanted to use his award to access training to create mobile phone apps (applications) for education, and to undertake research to explore the potential of this medium for educational development opportunities.

Andrew Quinn

Andrew, of the School of Civil Engineering, carried out research into the difficulties of addressing the low NSS scores on feedback observed throughout EPS in common with other leading universities. He intended to utilise an undergraduate student placement to develop a questionnaire and interview materials designed to elicit student viewpoints on what constitutes satisfactory feedback in different learning environments.

Jeremy Pritchard

From Biosciences, Jeremy intended to further develop the new Biosciences skills module 'Biology, Communication and the Media', and build on the pilot projects of e-learning to work in collaboration with Learning Resources and CLAD to convert current lecture material for delivery through e-lectures.

Ruth Whittle

Ruth, from German Studies, wanted to consider change management for students splitting their year between a country with a non-Roman script (China and Japan) and a country in Europe.

June Jones

From the School of Health and Population Studies, June plans to use her award to attend workshops and travel to other institutions to discuss religious and cultural diversity in relation to professional development, as well as researching what factors lead to high achieving students failing their end of year exams.

Victoria Burns

Victoria is from the School of Sports and Exercise Sciences and is looking at Doctoral Researcher training at the University of Birmingham.

Annie Rubienska

Annie, from the School of Government and Society, wanted to conduct research into the training and development needs of women in government in China and India.

Karen Guldborg

Karen, from the School of Education, carried out research to explore enablers and barriers to the development of learning communities at the University, and use this research as a basis for creating a resource/training materials to facilitate the development of learning

communities. This entailed making a part-time appointment to release Karen from commitments and allow travel to visit other institutions and to undertake a new online workshop.

Sharon Buckley

From the Medical Education Unit, Sharon planned to use the funds to support her involvement in the CITEC project.

Craig Blunt

Craig, from French Studies, intended to look at how we transform the learning culture so that it becomes 'a conversation, not just a lecture' in which students are identifying new questions and creating new knowledge as active participants in the investigation and analysis of problems; how and when, if at all, students move from where they are when they arrive at University (largely passive consumers of knowledge the status of which is held to be unproblematic) to adopting a different approach to learning in which the 'contestability of knowledge' is recognised and their own role as fully-fledged independent learners is understood; how we can get more of them further along the path, more quickly.

Natalie Rowley

Natalie, from the School of Chemistry, carried out a project on the Use of Blended Learning to Enhance the Teaching, Learning and Assessment of Stereochemistry and Spectroscopy, aiming to provide reusable learning objects to supplement the traditional teaching of Stereochemistry and Spectroscopy within the School, and in the service teaching of Chemistry in other Schools, appropriate for use by any colleague teaching in these areas.

The resources will be available to the appropriate students through WebCT.

Claire Davies

The aim of the project carried out by Claire, from Metallurgy & Materials, was to develop new resources, and to conduct a survey of available teaching resources, to support learning in the discipline of Metallurgy and Materials. Claire appointed a research assistant on a part time contract from November 2007 to Feb 2009 using funds available from the BUTF and an ExxonMobil Excellence in Teaching award won in 2008.

After surveying existing resources, and examining the needs of academic staff in the Department, the project focused on developing additional resources to support student learning using technical software. This work was carried out through the development of a number of worked examples, case studies and workbook type questions. Appropriate literature and questionnaire / feedback sessions with students was used to inform the developments.

Christopher Sangwin

The project that Chris, from the School of Mathematics, carried out was to augment the STACK online assessment system with tools to promote learning:

[Stack website](#)



Teaching Academy

Mike McLinden

Mike, from the School of Education, carried out a project on Problem Based Learning in the Virtual Learning Environment. This has resulted in an online resource through WebCT of a 'Virtual Teaching and Learning Centre' for staff seeking guidance and information about the possibilities of online PBL, and a bank of reusable resources which could be accessed and utilised by staff in the construction of their own materials.

Alison Davies

The project carried out by Alison Davies of the Learning Development Unit examined staff and student experiences of plagiarism and the use of plagiarism software at the University of Birmingham. She summarised the key findings, drivers, challenges and detection software relating to plagiarism at the University, and made recommendations.

Corony Edwards

Corony, from the Staff Development Unit, set up the ProDAIT (Professional Development for Academics Involved in Teaching) web site to promote and support sustainable continuing professional development (CPD) for academic and academic-related staff whose job includes teaching and the support of learning:

[Prodait website](#)