

IFNTF Symposium Program at a Glance

Thursday, June 10, 2021

All times shown are in North America Eastern Time Zone

15.00 to 15.30	IFNTF Annual General Meeting (IFNTF Members)
15.30 to 15.35	Meet and Greet
15.35 to 15.40	Welcome, Introductions and Logistics
15.40 to 16.00	Opening Address: Martina Doolan, President, IFNTF
16.00 to 16.15	Keynote Talk 1: For the Love of Learning: Brave, Naïve, or Stupid? Sara Hughes, National Teaching Fellow, UK
16.15 to 16.30	Keynote Talk 2: Shaping teaching excellence: a co-creative process by both instructors and students. Aline Germain-Rutherford, 3M National Teaching Fellow, Canada
16.30 to 17.00	Discussion Sessions
17.00 to 17.15	Keynote Talk 3: Paradox of the Pandemic – Productivity and the Pursuit of Teaching Excellence? Mark Schofield, National Teaching Fellow, UK
17.15 to 17.30	Keynote Talk 4: Sir Gawain can Make you a Better Student: Strengthening Transitions and Metacognition in Introductory Courses Shannon Murray, 3M National Teaching Fellow, Canada
17.30 to 18.00	Discussion Sessions
18.00 to 18.15	Keynote Talk 5: 'Sparky Geography' meets 'Soaring Speech Writing'. Juliana Mansvelt and Heather Kavan National Teaching Excellence Awardees, New Zealand
18.15 to 18.30	Keynote Talk 6: Implications for feedback excellence of the revolution in feedback thinking David Boud, National Teaching Fellow, Australia
18.30 to 18.50	Discussion Sessions
18.50 to 19.00	Closing and Thank-you

Keynote Talk Details

Keynote Talk 1: *For the Love of Learning: Brave, Naïve, or Stupid?*

Sara Hughes, National Teaching Fellow, UK

Talk Brief: Sara Hughes is Education and Student Affairs Dean at University of California San Francisco (UCSF) School of Dentistry. In this session, she explores her unusual path to academic leadership and the big decisions and changes she has introduced in education at the most unlikely times and situations. In this short session her primary question is how we use seismic change, such as a global pandemic, community plan, or election, as positive drivers for education change.

Bio Sketch: Before joining UCSF in 2016, Dr. Hughes held higher education positions in Asia and her native country of England. In 2019, she was accepted into the Haile T. Debas Academy of Medical Educators having only been an educational leader in the US eighteen months. In 2012, she was inaugurated National Teaching Fellow of the UK Higher Education Academy, and in 2014 she was honored with a Principal Fellowship. She held the first UK Endowed Chair in Dental Education, having built the first primary care dental school. In 2006, she was honored Member of the British Empire (MBE), by her Majesty the Queen of England for her services to dental education and her work with what she terms as the hard to reach and easy to ignore communities. She is a passionate first-generation student, without a dental degree, and a global love affair of education.

Keynote Talk 2: *Shaping teaching excellence: a co-creative process by both instructors and students.*

Aline Germain-Rutherford, 3M National Teaching Fellow, Canada

Talk Brief: Long considered as a receiver and consumer of knowledge, the student is now increasingly considered as an agent of his or her own learning and as a partner in the design of educational space and content. Excellence in teaching can hardly be understood today without the essential contribution of the student. This is what we will discuss in this short presentation.

Bio Sketch: Aline Germain-Rutherford is the Vice-Provost, Academic Affairs at the University of Ottawa and Professor at the Faculty of Education. Her research interests include faculty development, speech technology and the integration of active pedagogy into online learning environments that are inclusive of cultural diversities. She is the recipient of the 3M National Teaching Fellow Award.

Keynote Talk 3: *Paradox of the Pandemic – Productivity and the Pursuit of Teaching Excellence?*

Mark Schofield, UK National Teaching Fellow

Talk Brief: This session will include personal reflections on the stages of the pandemic, lessons learned, positive outcomes and next steps for universities. Reversal/regression, evolution or transformation as potential ways forward will be considered with the merits of these three options alongside risks. As a consequence of the pandemic, is there really an ironic emergence of a 'newer normal' through an enhanced pace of modernisation of university curricula experiences?

Bio Sketch: Mark Schofield is Professor of Learning and Teaching at Edge Hill University, U.K, where he is the pan-University Dean of Teaching and Learning Development, Director of the Centre for Learning and Teaching and Academic Director of the SOLSTICE Centre for Excellence in Teaching and Learning (CETL). His senior management responsibilities include leadership of learning, teaching and assessment strategy, policy and associated research.

Keynote Talk 4: *Sir Gawain can Make you a Better Student: Strengthening Transitions and Metacognition in Introductory Courses*

Shannon Murray, 3M National Teaching Fellow, Canada

Talk Brief: In the anonymous Medieval poem *Sir Gawain and the Greene Knight*, an honourable young knight of King Arthur's round table volunteers for a Christmas game proposed by a mysterious stranger: strike off my head with an axe, says the Green Knight, and afterwards, find my chapel where I will strike off yours. (Little does Gawain know, his opponent can survive beheading.) Gawain's challenge and failure seem a thousand years and a million miles away from the new student's experience of university, but some of the most fruitful discussions I have with my students about their own experience of learning and of navigating the often hidden rules of university life come from this and other early English texts. This talk looks at an important use to which we can put our disciplinary introductory courses: as thresholds leading not only to the material of the discipline but also to academic culture and to ways of thinking about thinking.

Bio Sketch: Shannon Murray is a Professor of English Literature and 3M National Teaching Fellow (2001). A former coordinator of the Canadian 3M National Teaching Fellowship, she gives workshops and talks on Active Learning, Capstone Courses, Learning Communities, and Teaching Dossiers, including since 2002 for the UPEI Faculty Development Summer Institute on Active Learning. Along with her collaborators Dr. Lisa Dickson and Dr Jessica Riddell, she is completing a book project for the University of Toronto Press on *Shakespeare's Guide to Critical Hope and Empathy*.

Keynote Talk 5: 'Sparky Geography' meets 'Soaring Speech Writing'.

Juliana Mansvelt and Heather Kavan, National Teaching Excellence Awardees, New Zealand

Talk Brief: Juliana's vision was for Geography teaching that lit a flame in students' hearts. Heather's vision was for Speech Writing that soared into the stratosphere. We came together to lead teaching and learning circles. The speech focuses on how our journey was shaped by New Zealand culture—best known for Peter Jackson films and the election of a Prime Minister whose key message is 'kindness'. We discuss how the circles became the highlight of many teachers' lives and how leading them resulted in our teaching being sparkier and more soaring.

Bio Sketches: Juliana Mansvelt is an Associate Professor who teaches in the Geography Programme at Massey University. She is the author of "Geographies of Consumption" and editor of "Green Consumerism". Juliana has several teaching awards, including a New Zealand Geographical Society Teaching Excellence Award and a National Tertiary Teaching Excellence Award.

Heather Kavan is a Senior Lecturer at Massey University where she specialises in teaching Speech Writing. Her research is on religious groups and unconventional manifestations of spirituality. Her awards include a Cicero Speechwriting Award (education category) and National Tertiary Teaching Excellence Award.

Keynote Talk 6: Implications for feedback excellence of the revolution in feedback thinking

David Boud, National Teaching Fellow, Australia

Talk Brief: There has been a recent shift in thinking away from the idea that feedback is principally about comments on students' work to seeing feedback as a learning-centred process in which students necessarily have a key role. What are the main features of this shift? What implications does it have for the ways we design tasks for students and what we organise in association with them?

Bio Sketch: David Boud is Alfred Deakin Professor and Foundation Director of the Centre for Research in Assessment and Digital Learning at Deakin University, Melbourne, he is also Emeritus Professor at the University of Technology Sydney. He has published extensively on teaching, learning and assessment in higher and professional education and is one of the most highly cited scholars internationally in the field of higher education (Scholar h-index of 92).
