

Mag^a. Nicole Brown MTeach, DipTrans, PGCHE, SFHEA
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PhD research since September 2015

Academic selves: The construction of academic identity under the influence of fibromyalgia

Academic appointment

2008 – Lecturer in Education at UCL Institute of Education, London

Roles and responsibilities

2017 – Academic Head of Learning and Teaching in the department Culture, Communications and Media at UCL Institute of Education, London
 2017 – Module Leader for Literacy, Language and Communication at UCL Institute of Education, London
 2016 – Assessor for Fellowship applications at UCL Arena
 2015 – 2017 Programme Leader for the Secondary Teacher Education Programme at UCL Institute of Education, London
 2014 – 2018 Assessor for the Master in Educational Practice at University of Cardiff, Wales
 2013 – 2015 Assessor for TeachFirst at UCL Institute of Education, London
 2008 – 2015 Associate Tutor for the MTeach course at UCL Institute of Education, London

Higher education

2018 – Masters in Higher Education at University of Kent
 2016 – 2018 Postgraduate Certificate in Higher Education at University of Kent
 2006 – 2008 Diploma in Translation (DipTrans) at City University, London; IoL Educational Trust national accreditation number: 100/2913/8
 2003 – 2006 Master of Teaching (MTeach) at Institute of Education in London
 1995 – 2001 Mag^a. Phil. (Anglistics and Americanistics and French) at Universität Wien, Austria

Teaching qualifications

11/2016 Senior Fellow of the Higher Education Academy; SFHEA recognition reference: PR116661
 03/2016 Fellow of the Higher Education Academy; FHEA recognition reference: PR101633
 2001 – 2002 Teaching English as a Foreign Language course (Grade A)
 07/2001 Qualified Teacher Status; DfES reference number: RP01/1028

Awards and nominations

06/2018 Social Sciences Postgraduate Research Prize Winner for 2018 at University of Kent
 05/2018 Runner-up in "Maximise Your Research Impact" poster competition at University of Kent
 04/2018 Nominated by Head of School for PGR Research Prize at University of Kent
 04/2018 Nominated for Kent Student Awards for "Outstanding Contribution to Academic Communities"
 03/2018 Allcorn Box Memorial Fund Scholar, for the 2nd year running

- 02/2018 Nominated for Kent Student Awards for "Outstanding Contribution to Equality, Diversity and Inclusivity (EDI)"
- 12/2017 Nominated as panel member for REF2021
- 03/2017 Allcorn Box Memorial Fund Scholar
- 10/2016 Turnitin Global Innovations Award winner of UK Academic Integrity category
- 04/2016 UCLU Student Choice Teaching Award nomination for "Outstanding Teaching"

Conference organisation

- 23/03/2018 Ableism in Academia, UCL. Twitter: @AbleismAcademia #AIA2018

Previous employments

- 2006 – 2014 Translation company coTrace Ltd. Director and translator.
- 2012 – 2013 St Anselm's Catholic School (LEA Kent). Non-teaching position to support the development of teaching and learning strategies.
- 2000 – 2004 Chatham Grammar School for Boys (LEA Medway). ICT Co-ordinator for MFL, PGCE subject mentor, GTP mentor and teacher of German and French, full-time, 11-18, grammar school for boys, mixed Sixth Form, 970 students.
- 1998 – 2000 Teaching at Studienkreis in Wien, Austria. Teacher of German, English and French, 11-18, mixed, 350 students.

Research grants and funding

Total received: 14,795 £

- 2018 1,000 £ British Sociological Association
Grant to finance the project "The visual, sensory and embodied: a research method jam session"
- 2018 4,000 £ UCL Grand Challenge grant
Grant to finance the project "Ableism in academia: developing institutional approaches to inclusivity"
- 2018 895 £ Teaching Enhancement Small Support Awards, University of Kent
Grant to finance a series of research workshops entitled "Thinking outside the box: creative methods to support PhD students' wellbeing"
- 2018 4,650 £ Funding from a range of sponsors to organise and hold the Ableism in Academia as a fully inclusive and accessible event.
- 2017 2,000 £ Conservatoire for Dance and Drama
Grant to finance a research project entitled: "Creative approaches to teaching reflective practice".
- 2017 3,000 £ UCL CC Collab and Digital Education
Development of student-produced assessment outputs directed at an audience. Project title: "Portfolio-based learning"
- 2017 250 £ The Headley Pitt Charitable Trust
Allowance to support conference attendance.

Prize monies, bursaries and allowances

Total received: 5,473 £

- 2018 500 £ Social Sciences Postgraduate Research Prize Winner for 2018 at University of Kent
Research allowance to attend conferences to disseminate research findings.
- 2018 100 £ Maximise Your Research Impact – Runner-up
Research allowance to attend conferences to disseminate research findings.

2018	500 £	Allcorn Box Memorial Fund Research allowance to attend conferences to disseminate research findings.
2018	1,500 £	UCL Institute of Education - Culture, Communication and Media Research allowance to attend and present at the 16 th <i>Qualitative Methods Conference</i> , International Institute for Qualitative Methodology, University of Alberta, Banff, Alberta, Canada.
2018	395 £	University of Kent - Graduate School Research allowance to attend and present at the 3 rd <i>UK Advising and Tutoring Annual Conference 2018</i> , University of Derby, Derby, United Kingdom.
2017	70 £	Connecting Communities Bursary Bursary to attend and present at the PASAR conference, University of Greenwich.
2017	720 £	UCL Arena Connected Curriculum Research allowance to attend and present at SRHE conference.
2017	500 £	Allcorn Box Memorial Fund Research allowance to attend conferences to disseminate research findings.
2017	528 £	UCL Institute of Education - Culture, Communication and Media Research allowance to attend and present at the HEA Annual Conference.
2016/17	600 £	University of Kent - Social Policy, Sociology and Social Research Research allowance to attend the Academy of Social Sciences Ethics and Social Media Research Conference, the NCRM Research Methods Conference and the 3 rd International Symposium of the Qualitative Health Research Network.
2016	60 £	Academy of Social Sciences Travel bursary to attend the Social Media Research Conference.

Articles and book chapters

...published

- Brown, N. & Leigh, J. S. (2018). Creativity and playfulness in Higher Education research. In: Huisman, J. & Tight, M. (eds.) *Theory and Method in Higher Education Research Vol.4*. Emerald Publishing Limited, 49-66. [DOI: 10.1108/S2056-375220180000004005](https://doi.org/10.1108/S2056-375220180000004005)
- Brown, N., Thompson, P. & Leigh, J. S. (2018). Making academia more accessible. *Journal of Perspectives in Applied Academic Practice*, 6(2), 82-90. [DOI: 10.14297/jpaap.v6i2.348](https://doi.org/10.14297/jpaap.v6i2.348)
- Brown, N. (2018). The embodied academic: body work in teacher education. In: Leigh, J. S. (ed.). *Conversations on Embodiment across Higher Education: Teaching, Practice and Research*. London: Routledge, 86-95.
- Brown, N. (2018). Nicole Brown in conversation with Ian Wellard. In: Leigh, J. S. (ed.). *Conversations on Embodiment across Higher Education: Teaching, Practice and Research*. London: Routledge, 150.
- Brown, N. & Leigh, J. S. (2018). Ableism in academia: Where are the disabled and ill academics? *Disability and Society*, 33(6), 985-989. [DOI: 10.1080/09687599.2018.1455627](https://doi.org/10.1080/09687599.2018.1455627)
- Brown, N., Jafferani, A. & Pattharwala, V. (2018). Partnership in teacher education: developing creative methods to deepen students' reflections. *Journal of Educational Innovation, Partnership and Change*, 4(1). [DOI: 10.21100/jeipc.v4i1.747](https://doi.org/10.21100/jeipc.v4i1.747)
- Brown, N. (2018). Exploring the lived experience of fibromyalgia using creative data collection. *Cogent Social Sciences*. Available at: [DOI: 10.1080/23311886.2018.1447759](https://doi.org/10.1080/23311886.2018.1447759)
- Brown, N. (2018). Video-conference interviews: Ethical and methodological concerns in the context of health research. *SAGE Research Methods Cases*. Available at: <http://dx.doi.org/10.4135/9781526441812>

- Brown, N., & Janssen, R. (2017). Preventing plagiarism and fostering academic integrity: a practical approach. *Journal of Perspectives in Applied Academic Practice*, 5(3), 102-109. DOI: [10.14297/jpaap.v5i3.245](https://doi.org/10.14297/jpaap.v5i3.245)
- Brown, N. (2017). Preparing internationally recruited students to become effective and reflective teacher-researchers at the UCL Institute of Education. In: Fung, D. (ed.). *A Connected Curriculum for Higher Education*, London: UCL Press. pp. 97-98. Available at: <http://discovery.ucl.ac.uk/1558776/1/A-Connected-Curriculum-for-Higher-Education.pdf>
- Brown, N. (2017). Book Review: Jon Dean, Doing reflexivity: an introduction. In: *Qualitative Research*. DOI: [10.1177/1468794117707806](https://doi.org/10.1177/1468794117707806)
- Brown, N. (2017). The construction of academic identity under the influence of fibromyalgia. In: Henderson, H., Pennant, A. L., & Hand, M. (eds.). *Papers from the Education Doctoral Research Conference Saturday 26 November 2016. School of Education*. Birmingham: University of Birmingham. pp. 18-25. Available at: [http://epapers.bham.ac.uk/2979/1/Full Book Research conference November 2016.pdf](http://epapers.bham.ac.uk/2979/1/Full%20Book%20Research%20conference%20November%202016.pdf)
- Brown, N. (2017). Nicole Brown: teacher, teacher trainer, learner. In: Lorst, P., Swennen, A., & White, E. (eds.). *Teacher Educators Pathways to Becoming Research Active*. Utrecht: HU University of Applied Sciences Utrecht. pp. 10-13. Available at: https://issuu.com/hogeschoolutrecht/docs/teacher_educators_pathways_to_becom
- Brown, N. (2016). ICT in the Primary Curriculum in the UK. In *Future Tasks and Prospects of Elementary Education in the Era of Artificial Intelligence and Information Society*. Paper presented at 2016 International Conference for KSSEE's 30th Anniversary: Future Tasks and Prospects of Elementary Education in the Era of Artificial Intelligence and Information Society, Kintex, Seoul, South Korea, 22 October (pp. 149-162). Seoul, South Korea: Korean Society for the Study of Elementary Education.
- Brown, N. (2016). Book Review: Against plagiarism – A guide for editors and authors. *Journal of Perspectives in Applied Academic Practice*, 4(3), pp. 38-39. Available at: DOI: [10.14297/jpaap.v4i3.236](https://doi.org/10.14297/jpaap.v4i3.236)

...forthcoming

- Brown, N. (2019). Finding your people: My challenge of developing a creative research methods network. In: *International Journal of Qualitative Methods*.
- Brown, N. (2018). Identity boxes: data collection through objects. In: NCRM MethodsNews 2018(2), p. 2.
- Panjwani, F. & Brown, N. (2018). Teaching as a utopian activity: the role of imagination in teacher development. In: *Beyond the Technical-Rational: Drawing on Social Theory for Teacher Education Research*.

...revise and resubmit

- Brown, N. Identity boxes: using materials and metaphors to elicit experiences. Submitted to *International Journal of Social Research Methodology*.
- Brown, N. Partnership in learning: how staff-student collaboration can innovate teaching. Submitted to *European Journal of Teacher Education*.
- Brown, N., & Collins, J. Using LEGO® for emotion work in doctoral education. Submitted to *International Journal of Management and Applied Research*.
- Brown, N., Pattharwala, V. & Jafferani, A. Using drawing, model making and metaphorical representations to increase students' engagement with reflections. Submitted to *Student Engagement in Higher Education Journal*.
- Leigh, J. S., Petsilas, P. & Brown, N. Using creative approaches to teach reflective practice to dancers. Submitted to *Research in Dance Education*.

Petsilas, P., Leigh, J. S., Brown, N. & Blackburn, C. Embodied reflection. Submitted to *Journal of Dance and Somatic Practice*.

...under review

Brown, N. "Listen to your gut": reflexive data analysis. Submitted to *World Conference on Qualitative Research*.

Brown, N. Blurred boundaries: towards an immersive research approach. Submitted to *The Qualitative Report*.

Leigh, J. S., & Brown, N. Interdisciplinary research groups. Submitted to *Small Group Research*.

...in draft stage

Brown, N. Body work in academia. To be submitted to *Sociology of Health and Illness*.

Brown, N. & Leigh, J. S. Considering ethics in participatory research using creative methods. To be submitted to *Qualitative Inquiry*.

Collins, J., & Brown, N. Enhancing PhD students' wellbeing using creative methods. To be submitted to *Higher Education – The International Journal of Higher Education Research*.

Leigh, J. S., & Brown, N. Morality of using creative research methods. To be submitted to *Philosophy and Phenomenological Research*.

...in progress

Brown, N. The self in the classroom. To be submitted to *Journal of Teacher Education*.

Brown, N. Ableism in academia. To be submitted to *Teaching in Higher Education*.

Brown, N. Inter-institutional collaboration in times of commercialisation. To be submitted to *Teaching in Higher Education*.

Brown, N. & Muborakshoeva, M. The reality of inter-institutional collaboration. To be submitted to *Studies in Higher Education*.

Leigh, J. S. & Brown, N. Academic identity and biographical disruption: the impact of invisible illness on academic identity. To be submitted to *British Journal of Sociology of Education*.

Leigh, J. S. & Brown, N. Make and do: applying creative methods to Higher Education research. To be submitted to *Educational Researcher*.

Blackburn, C., Leigh, J. S., Brown, N. & Petsilas, P. Reflection and dance. To be submitted to *Journal of Embodied Research*.

Books

...publishing contract agreed

Brown, N. (ed.) *Ableism in Academia*. UCL Press.

...under review

Leigh, J. S., Brown, N. & Perry-Kessarais, A. (eds.) *Approaching Messy Data: What Now?* Proposal submitted to UCL Press.

Leigh, J. S. & Brown, N. *What is Embodied Inquiry?* Proposal submitted to Routledge.

Brown, N. (ed.) *Negotiating Ableism in Academia*. Proposal submitted to Policy Press.

...at proposal stage

Brown, N. & Leigh, J. S. *A Practical Guide to Reflexivity*. Proposal to be submitted to Sage.

Panjwani, F. & Brown, N. (eds.) *Reimagining Education from the Peripheries*. Proposal to be submitted to UCL Press.

Research and collaborative projects

...in progress

The self in the classroom (with Dr Karen Ramlackhan, University of South Florida, United States).
Using creative methods with PhD students to enhance wellbeing and foster a sense of community (with Dr Jo Collins, University of Kent, UK).

...completed

Developing assessments that are directed at an audience (Connected Curriculum Strand 5; with UCL colleagues).
Make and do: developing creative research methods (with Dr Jennifer Leigh, University of Kent, UK and Phaedra Petsilas, Rambert School of Dance, UK).
ICT in the Primary Curriculum in the UK (with Dr Jung-Duk Ohn, Gyeongin National University of Education, South Korea).

Media presence and public engagement

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| 11/2018 | Article | Identity boxes: data collection through objects, <i>ESRC National Centre for Research Methods newsletter</i> . |
| 07/2018 | Article | What neurodiverse, chronically ill and disabled academics do to manage life in academia, <i>Chronically Academic</i> :
https://chronicallyacademic.blogspot.com/2018/07/what-neurodiverse-chronically-ill-and.html . |
| 07/2018 | Installation | Simulation of cognitive dysfunction, <i>Creating Diverse Coalitions for Equality in Neoliberal Times: Locating the Emancipatory City</i> , DeMontfort University, Leicester. |
| 02/2018 | Article | Academia needs to talk about “invisible” disabilities, <i>Times Higher Education</i> : https://www.timeshighereducation.com/blog/academia-needs-talk-about-invisible-disabilities . |
| 02/2018 | Visual | “I need duvet days”, <i>Translating Pain Anthology</i> :
http://wp.lancs.ac.uk/translatingpain/2018/02/20/i-need-duvet-days/ . |
| 01/2018 | Installation | Peace Treaty – an installation based on outcomes of fibromyalgia research, <i>Art is Something Much More Dangerous</i> , The Horsebridge Arts and Community Centre, Whitstable. |
| 07/2017 | Article | Everything is awesome? Using LEGO® to trigger reflection in Higher Education, <i>Higher Education Academy</i> :
https://www.heacademy.ac.uk/blog/everything-awesome-using-lego%C2%AE-trigger-reflection-higher-education . |

Invited contributions, presentations and workshops

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| 05/2019 | Seminar | Arts-based approaches to data collection and analysis within health research, <i>Qualitative Health Research Network</i> , UCL IOE. |
| 02/2019 | Workshop | Using creative methods to support wellbeing amongst clinical academic trainee, <i>British Medical Association Clinical Academic Trainees Conference 2019</i> , BMA House. |
| 01/2019 | Seminar | Ableism in higher education, <i>Professional Development Programme</i> , University of East London. |
| 09/2018 | Workshop | Preventing plagiarism – workshop for academics, <i>Professional Development Programme</i> , Society for Research into Higher Education. |
| 09/2018 | Workshop | Creative methods for research in Higher Education, <i>Professional Development Programme</i> , Society for Research into Higher Education. |

09/2018	Presentation	Ableism in Academia, <i>Professional Development Programme</i> , Springer Nature.
07/2018	Presentation	Accessibility and inclusion in the curriculum, <i>Professional Development Programme</i> , London School of Economics.
07/2018	Paper	The embodied researcher and the role of reflexivity, <i>8th NCRM Research Methods Festival 2018</i> , University of Bath.
06/2018	Workshop	Using creative methods in research, <i>Doctoral School Development Programme</i> , UCL Institute of Education.
06/2018	Workshop	The PhD journey, <i>Doctoral School Development Programme</i> , UCL Institute of Education.
06/2018	Workshop	Building community with creative minds, <i>Postgraduate Festival</i> , University of Kent.
06/2018	Panellist	Ableism in academia, <i>Reclaim the University: Big Meeting</i> , UCL Institute of Education, London.
06/2018	Panellist	Accessibility in the Ivory Tower, Ableism and inclusion in academia, <i>UCL Festival of Culture</i> , UCL, London.
04/2018	Moderator	Ableism in academia, guest moderator for Twitter chat #LTHEchat.
02/2018	Panellist	Ableism in Academia, <i>Ableism in the Curriculum</i> , University of Westminster, London.
02/2018	Panellist	Ableism in Academia, <i>Liberating the Curriculum Myth busting event</i> , UCL, London.
01/2018	Installation	Peace Treaty – an installation based on outcomes of fibromyalgia research, <i>Art is Something Much More Dangerous</i> , The Horsebridge Arts and Community Centre, Whitstable.
01/2018	Workshop	Preventing plagiarism – workshop for academics, <i>Arena Exchange</i> , UCL, London.
01/2018	Workshop	Re-creating experiences: deepening student reflections through drawing activities, LEGO® models and material representations, <i>Arena Exchange</i> , UCL, London.
01/2018	Workshop	Preventing plagiarism – workshop for academics, <i>Professional Development Programme</i> , Society for Research into Higher Education.
2017–19	Module	Development of the module “Supporting staff with academic integrity” for an academic integrity course, <i>epigeum, Learning Solutions – Oxford University Press</i> .
11/2017	Workshop	Using creative methods in research, <i>Researcher Development Programme</i> , University of Kent.
10/2017	Workshop	Artefacts and representations as tools for reflections for researchers and participants, <i>Research Café for Postgraduate Students</i> , University of Kent
08/2017	Panellist	<i>Chronic Pain in the UK Today: Medical, Academic and Political Perspectives</i> , UCL Institute of Advanced Studies, London.
03/2017	Panellist	<i>From the Editor's Point of View: Ethnography in the 21st Century</i> , University of Kent, Canterbury.
10/2016	Paper	ICT in the primary curriculum in the UK, <i>2016 International Conference for KSSEE's 30th Anniversary: Future Tasks and Prospects of Elementary Education in the Era of Artificial Intelligence and Information Society</i> , Korean Society for the Study of Elementary Education, Seoul, South Korea
06/2016	Workshop	How to use turnitin and interpret turnitin reports, UCL Institute of Education, London

06/2016	Workshop	Preventing plagiarism and the role of integrity codes, UCL Institute of Education, London
06/2016	Workshop	Preventing plagiarism and the role of integrity codes, UCL, London
06/2016	Workshop	Socrative as an example for an audience-response system, UCL Institute of Education, London
06/2016	Workshop	Supervising and assessing MA reports, UCL Institute of Education, London
04/2016	Workshop	Socrative as an example for an audience-response system, UCL, London
03/2016	Workshop	How to use turnitin and interpret turnitin reports, UCL Institute of Education, London
06/2015	Workshop	Academic writing skills – essay structure, literature search and referencing, St Lawrence College, Ramsgate
07/2006	Workshop	Teaching and learning in England, bm:bwk and Österreich-Kooperation, Gmunden

Conference presentations

12/2018	Panellist	Inclusivity in academia – Ableism in academia: how inclusive is academia really?, <i>SRHE Annual Research Conference 2018</i> , Society for Research into Higher Education, Newport, South Wales.
12/2018	Workshop	Enhancing PhD students' wellbeing using creative methods, <i>SRHE Annual Research Conference 2018</i> , Society for Research into Higher Education, Newport, South Wales.
10/2018	Paper	"Listen to your gut": analysing messy data from creative data collection methods, <i>3rd World Conference on Qualitative Research</i> , Escola Superior de Enfermagem de Lisboa, Lisbon, Portugal.
10/2018	Workshop	Using creative methods to promote student wellbeing and develop future selves, <i>Researcher Education and Development Conference</i> , Coventry University.
09/2018	Paper	Identity and body work in academia – the present and the future, <i>International Academic Identities Conference</i> , Research Institute for Higher Education, Hiroshima University, Japan.
09/2018	Workshop	Supporting PGR mental wellbeing: initiatives at Universities of Kent and Liverpool, <i>Vitae Researcher Development International Conference</i> , Birmingham.
09/2018	Workshop	The self in the classroom: the visual and material in teacher education, <i>Visual Pedagogies: London 2018</i> , International Association for Visual Culture, London.
09/2018	Paper	Body work, ableism and abledment in academia, <i>9th Biannual Disabilities Studies Conference</i> , Lancaster University.
09/2018	Paper	Using creative methods to dis-entangle disabled and ill bodies, <i>21st Annual Dilemmas for Human Services International Research Conference</i> , University of Northampton.
09/2018	Paper	The ill and disabled body in academia – making the invisible visible, <i>Invisible Bodies: Race, Embodiment and the Life-Course</i> , British Sociological Association, University of Kent.
06/2018	Paper	The construction of academic identity under the influence of fibromyalgia, <i>Tea and Talks, Postgraduate Festival</i> , University of Kent.
06/2018	Poster	The construction of academic identity under the influence of fibromyalgia, <i>Postgraduate Festival</i> , University of Kent.

06/2018	Paper	Chronically ill and disabled academics: body work in academia, <i>Variabilities IV 2018</i> , Birkbeck, University of London and University of Winchester.
06/2018	Paper	"I can't describe what I'm going through" – roles and boundaries of research, arts and therapy, <i>Art, Materiality and Representation</i> , Royal Anthropological Institute/The Department of Africa, Oceania and the Americas of the British Museum and the Department of Anthropology at SOAS, British Museum/SOAS, London.
06/2018	Paper	"It makes me ill" – Body work in the changing HE sector, <i>7th Ethnography and Qualitative Research Conference</i> , University of Bergamo, Bergamo, Italy.
05/2018	Poster	Research impact of "The construction of academic identity under the influence of fibromyalgia", <i>Maximising Your Research Impact</i> , University of Kent.
05/2018	Paper	Challenges of using participatory and creative research methods within qualitative research, <i>16th Qualitative Methods Conference</i> , International Institute for Qualitative Methodology, University of Alberta, Banff, Alberta, Canada.
04/2018	Paper	Assessments: letting students decide what they want to do, <i>UCL Education Conference 2018</i> , UCL Institute of Education, London.
04/2018	Paper	Developing portfolios to become meaningful, external-facing assessments, <i>UCL Education Conference 2018</i> , UCL Institute of Education, London.
03/2018	Workshop	Using creative methods to support PhD students' wellbeing, <i>UK Advising and Tutoring Conference 2018</i> , University of Derby, UK.
01/2018	Paper	The "I" in fibromyalgia, <i>Qualitative Research Symposium 2018</i> , University of Bath, Bath.
01/2018	Video	Boundaries of creative methods – consideration of methods and ethics, <i>RECAP – Disrupting Research</i> , University of Coventry, Coventry.
12/2017	Paper	Academic identity: active identity and body work in academia, <i>SRHE Annual Research Conference 2017</i> , Society for Research into Higher Education, Newport, South Wales.
12/2017	Roundtable	The embodied researcher: reflexivity and creative methodologies, <i>SRHE Annual Research Conference 2017</i> , Society for Research into Higher Education, Newport, South Wales.
12/2017	Roundtable	Developing portfolios to become meaningful, external-facing assessments, <i>SRHE Annual Research Conference 2017</i> , Society for Research into Higher Education, Newport, South Wales.
11/2017	Paper	Challenges of using participatory and creative research methods, <i>Connecting Communities International Conference PASAR</i> , University of Greenwich and National Centre for Research Methods, Resources in London.
10/2017	Paper	Creative methods to explore academic identity, <i>Research Festival</i> , Centre for Studies in Higher Education (CSHE), University of Kent, Canterbury.
09/2017	Paper	Exploring the lived experience of fibromyalgia using Frank's narratives, <i>British Sociological Association 49th Medical Sociology Annual Conference 2017</i> , University of York, York.
07/2017	60 mins	Interactive breakout session

Recreating experiences: participatory qualitative research to develop student learning and experience, *HEA Annual Conference 2017 Generation TEF: Teaching in the Spotlight*, Manchester. This has led to an invitation to write a blog post for the HEA web site: <https://www.heacademy.ac.uk/blog/everything-awesome-using-lego%C2%AE-trigger-reflection-higher-education>

- 06/2017 Paper Engaging students in research - Recreating experiences: participatory qualitative research to develop student learning and experience, *Connecting Higher Education: International perspectives on research-based education*, UCL, London.
- 01/2017 Paper Re-creating experiences, *TQR 8th Annual Conference*, The Qualitative Report, Nova Southeastern University, Fort Lauderdale, Florida, USA.
- 12/2016 Poster The 'I' in fibromyalgia: How does fibromyalgia shape academic identity?, *SRHE Newer and Early Career Researchers Conference 2016*, Society for Research into Higher Education, Newport, South Wales.
- 11/2016 Paper The construction of academic identity under the influence of fibromyalgia, *Doctoral Research Conference*, University of Birmingham, Birmingham.
- 11/2016 Poster The 'I' in fibromyalgia: How does fibromyalgia shape academic identity?, *Doctoral Research Conference*, University of Birmingham, Birmingham.
- 11/2016 3 min thesis The 'I' in fibromyalgia: How does fibromyalgia shape academic identity?, *3 minute thesis competition*, University of Kent, Canterbury.
- 11/2016 Paper Partnership for learning: collaboration between staff and students to develop innovative approaches to teaching and learning, *21st Annual SEDA Conference: Surviving and Thriving – Effective Innovation and Collaboration in the New Higher Education*, SEDA (Staff and Educational Development Association), Brighton.
- 07/2016 Poster The 'I' in fibromyalgia: How does fibromyalgia shape academic identity?, *Research Methods Festival*, National Centre for Research Methods, University of Bath, Bath.
- 07/2016 Poster The 'I' in fibromyalgia: How does fibromyalgia shape academic identity?, *Encountering Pain*, UCL, London.
- 06/2016 Paper Partnership for learning: the STEP programme as an example of collaboration between staff and students in developing innovative approaches to teaching and learning, *Enhancing the Student Learning Through Innovative Scholarship Conference*, UCL, London.
- 05/2016 Poster The 'I' in fibromyalgia: How does fibromyalgia shape academic identity?, *Postgraduate Research Festival PGFes2016*, University of Kent, Canterbury.
- 04/2016 PechaKucha Interacting and connecting in a pluralistic world, *UCL Teaching and Learning Conference*, UCL Institute of Education, London.
- 04/2016 Workshop Preventing plagiarism and the role of integrity codes, *UCL Teaching and Learning Conference*, UCL Institute of Education, London.
- 04/2016 PechaKucha Interacting and connecting in a pluralistic world, *Islam and Peaceful Relations Conference*, Coventry University, Coventry.

Professional activities and memberships

Founding member of the Peripheries Research group

Co-chair of the University of Kent research cluster: Visual and sensory approaches to doing research

Member of the Centre for Imaginative Ethnography
 Member of the British Sociological Association
 Member of the Society for Research into Higher Education
 Member of University of Kent EDI (Equality, Diversity and Inclusion) group
 Member of Enable@UCL
 Member of the UCL Disability Self-Assessment Team
 Reviewer for *International Journal for Educational Integrity*
 Reviewer for *British Educational Research Journal*
 Reviewer for the UCL IOE ethics committee
 Reviewer for *Forum: Qualitative Sozialforschung*
 Reviewer for *Student Engagement in Higher Education Journal*
 Reviewer for *Innovations in Education and Teaching International*
 Reviewer for *Journal of Perspectives in Applied Academic Practice*
 UCL mentor, University College London
 UCL Arena mentor, University College London
 UCL Connected Curriculum: Connecting Post Graduate Taught Students, University College London
 UCL Teaching and Learning Portal – Resource discovery focus group, University College London
 UCL Institute of Making
 Graduate Studies Committee, University of Kent
 Staff/Student Liaison Committee, University of Kent

Professional development courses and training

08/09/2018 UCL: GDPR online training
 11/06/2018 UCL: Women in Leadership Forum
 21/06/2017 University of Kent: Annual Teaching and Learning Conference focussing on Assessment
 19/05/2017 University of Kent: Gender, sexuality and the sensory
 28/02/2017 UCL Arena: Visualising teaching – student-produced artefacts to represent pedagogic practice
 23/02/2017 University of Kent: Wellcome Trust at Kent – writing grant bids for the Wellcome Trust
 03/02/2017 University of Kent: Postgraduate funding
 19/01/2017 University of Kent: The PhD journey
 28/11/2016 UCL Arena: Introduction to MyFeedback
 30/06/2016 University of Kent: Quality papers – how to write papers for publications
 19/05/2016 UCL Arena: Simple steps to using online collaboration and e-learning tools
 18/05/2016 UCL Arena: Giving quicker feedback
 20/04/2016 UCL Arena: Mentoring scheme
 31/03/2016 Diversity in the workplace
 18/03/2016 University of Kent: Measuring research impact
 15/01/2016 University of Kent: Approaches to teaching – developing seminar teaching

Postgraduate Supervision

since 2013 supervision of Master's level reports and dissertations

Postgraduate Teaching Experience

Professional Development Portfolio 1 (PDP1):

The PDP1 is an independent module, which requires teachers to review professional learning at the start of their Master of Teaching journey by showcasing a range of their teaching practice and by

providing evidence of reflection and evaluation. The portfolio consists of a philosophical statement, a critical appraisal of a journal article, a piece of reflective analytical writing and three pieces of evidence to illustrate professional development.

Understanding Teaching (UT):

The module aims to enhance teachers' understanding of pedagogical practice. The module emphasises group discussion which provides participants with the opportunity to share their experiences and understanding of relevant pedagogical literature. Learners explore aspects of teaching, such as differentiation, assessment, special educational needs but also examine the relevance of the educational context and learn to apply evaluation strategies in their practice.

Leading Learning (LL):

The LL module aims to develop students' understanding of their own learning, the learning of others, and the teacher's role in maximising both. It focuses on narrative approaches to educational research, including the use of vignettes to inform the process of practitioner enquiry. Readings and related discussion focus on teachers and students as partners in learning and explore the concept of leadership in teaching and learning, with participants reviewing their own understandings of leadership in both their UK mainstream and religious educational settings.

Research and Professional Practice (RPP):

The module provides participants with the opportunity to explore the relationship between research and professional practice, the nature of "evidence" and what it means to be "research literate". Participants work together to construct a sharper understanding of what counts as research as well as what the contribution of research to educational practice might be. This is achieved through discussion, both online and in the classroom, and through critical engagement with research on teaching and learning. RPP provides teachers with research skills and the opportunity to develop their own proposal for a small-scale practice based enquiry.

Practice-Based Enquiry (PBE):

The PBE module gives participants an opportunity to undertake a piece of classroom research and thus to explore in depth a question that arises out of their personal classroom experience. At the heart of this module is a focus on practice and the benefits of using research to explore and to improve practice. The basis of the PBE module is the conducting of an enquiry and its writing up as either a report of 10,000 words (for 30 credits) or a dissertation of 20,000 words (for 60 credits). The skills learnt in this module can be a foundation for a range of further study in education or cognate social sciences.

Undergraduate Teaching Experience

Literacy, Language and Communication:

The purpose of this module is to introduce students to a range of disciplinary perspectives on learning-related literacy practices in formal and informal educational settings, including digital environments. It aims to provide students with key ideas in studies of literacy and language that explore the potentials of contemporary forms of communication for learning and working in diverse linguistic, culture and social contexts.

Development of University Programme and Module

Secondary Teacher Education Programme (STEP):

Following a programme review the STEP programme needed severe restructuring to be better fit for the specific needs of the international students whose initial degree would not necessarily have

been an education degree. As part of this review I suggested, developed and ensured the successful validation of a two-year PGDip course with the potential of an M Level upgrade in the third year. The new PGDip provides increased teaching practice throughout the two years of the course, there are professional teaching standards for the students to work towards, an entirely new module called "Learning, teaching and reflective practice (LTRP)" ensures that students have enough opportunities to reflect on their placement experiences and existing modules are contextualised more clearly within the specific religious education context of the STEP programme.

Learning, Teaching and Reflective Practice (LTRP):

The LTRP module is designed to help those relatively new to the profession connect their teaching experience closely with theoretical learning and to provide practical strategies to engage in professional development beyond the course. Teachers are introduced to a range of reflective models that they are applying in their everyday teaching practice in order to become more critical and reflective in a systematic way. Theoretical input relates to learning theories, effective learning, and the relevance of context, what makes a good teacher, but also teacher wellbeing and health care to ensure the levels of commitment and dedication will be maintained for the long-term.

Creation of Teacher Training and Professional Development Sessions

Teacher Training and Reflections Sessions:

Plagiarism workshop:

<http://www.nicole-brown.co.uk/plagiarism/>

<http://www.nicole-brown.co.uk/types-of-plagiarism/>

Classroom management combined with the use of the audience response system Socrative:

<http://www.nicole-brown.co.uk/classroom-management/>

<http://www.nicole-brown.co.uk/audience-response-systems/>

Challenging students – lesson on pluralism combined with questioning techniques:

<http://www.nicole-brown.co.uk/challenging-students/>

<http://www.nicole-brown.co.uk/pluralism-lesson/>