

Nicole Brown

PhD, MA HE, MTeach, MagPhil, PGCHE, DipTrans
SFHEA, UKCGE recognised supervisor

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I am a social researcher and author with special expertise in social research practice. I focus on the development and pragmatics of research methods and approaches for data analysis as well as dissemination. I conceptualise my work as sitting on the cusp of practice/teaching/research, thereby emphasising that each area of expertise intersects with and impacts on another.

My exploration of research paradigms, data collection methods, and data analysis therefore recognises the researchers' interactions with the field of study, the research participants, the research contexts, and settings, as well as the variety of practices involved in developing understanding and generating knowledge through thinking-doing-being.

In that sense, my creative practices as a fiction writer and poet as well as my activist work in response to, on the back of and as research represent an extension of my conceptualisation of research practice that interweaves practice/teaching/research.

One constant in the narrative of my work is to give voice to the unheard and empower the marginalised. I therefore focus on:

- Participatory, multi-sensory and immersive research, in particular through arts-based approaches, material and physical representations and metaphors
- Identity and identity construction in general, but more specifically in higher education including the identities of those in precarious positions and with disabilities and/or chronic conditions
- The performative and communicative role of the body

Current appointments

- 2023 – External Examiner for the MRes Programme at Plymouth Marjon University.
- 2022 – Hourly Paid Lecturer for the EdD Programme at London South Bank University.
- 2020 – Director of Social Research & Practice and Education Ltd.
- 2008 – Institute of Education, University College London. since 2021: Associate Professor

Roles and responsibilities

- 2023 – Member of the UCL Library Committee
- 2022 – IOE Head of Research Ethics and Integrity
- 2021 – Module Leader for Disability, Chronic Illness and Neurodivergence in Contemporary Society at UCL Arts and Sciences, London
- 2021 – Elected member of the UCL Education Committee
- 2020 – Member of the UCL Academic Board
- 2021 – 2022 Research Ethics Coordinator for the Department of Culture, Communication and Media
- 2020 – 2022 Module Leader for Researching Education and Society: Qualitative Methods at UCL Institute of Education, London
- 2020 – 2021 COVID19 pandemic-specific responsibilities: Covid mitigation coordinator, Equalities and remote working group, Equality, diversity and inclusion Gold strand.
- 2017 – 2022 Module Leader for Literacy, Language and Communication at UCL Institute of Education, London
- 2019 – 2020 Chair of working group for Student Inductions at UCL Institute of Education
- 2019 – 2020 Expert Adviser for the Careers Research and Advisory Centre project "Qualitative research on barriers to progression for disabled scientists" commissioned by the Royal Society.
- 2019 – 2020 Development of the online module "Introduction to Academic Integrity"
- 2018 – 2019 Chair of working group for Short Courses at UCL Institute of Education
- 2017 – 2020 Academic Head of Learning and Teaching in the department Culture, Communications and Media at UCL Institute of Education, London
- 2016 – 2019 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

- 2022 – Masters in Creative Writing at Teesside University.
- 2018 – 2020 Masters in Higher Education (MA HE) at University of Kent. Grade awarded: Distinction. Dissertation title: "Bodies and buildings: How the chronically ill or disabled experience buildings in academia"
- 2015 – 2020 PhD in Sociology at University of Kent (part-time with reduction of study time by 1 year) under supervisors Prof Iain Wilkinson and Dr Jennifer Leigh. Viva successfully passed on 13th January 2020. Thesis title: "The 'I' in fibromyalgia: The construction of academic identity under the influence of fibromyalgia"
- 2016 – 2018 Postgraduate Certificate in Higher Education (PGCHE) 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. Dissertation title: "What impact does a foreign language assistant for English have on teachers and students? "
- 1995 – 2001 Mag^a. Phil. (Anglistics and Americanistics and French) at Universität Wien, Austria. Dissertation title: "The presentation of landscape and cityscape in Michael Ondaatje's *In the Skin of a Lion* and *The English Patient*"

Teaching qualifications

- 06/2020 UKCGE Recognised Research Supervisor. Application no.: 43908-000050.
 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

Professional development

- 03/2021 UKCGE Application reviewer training
 03/2021 Cohort 72 of Shout mental health support.
 10/2020 Managing and promoting positive mental health and wellbeing. Registered i-act Manager. MMHE301003BD

Awards and nominations

- 04/2023 Winner of UCL Faculty Education Award in the category "Assessment and Feedback" and shortlisted for the UCL Provost's Education Award
 03/2023 Nomination for the Lifetime Contribution in Autoethnography Award
 02/2022 Nominated to become a Fellow of the Royal Society of Arts
 06/2020 Nominated for the One UCL Awards under the category Leadership Award for Outstanding Contribution honouring and recognising outstanding leadership qualities
 01/2020 Nominated for the Sarah Guise Award for Catalyst for Change as part of UCL's first Inclusion Awards
 07/2019 Winner of the International Journal of Social Research Methodology Early Career Researcher competition: <https://ijsrm.org/2019/08/07/the-winners-of-our-ecr-paper-competition-for-2018/>
 06/2019 Winner of the New Researchers Prize at Society for Research into Higher Education (SRHE): https://www.srhe.ac.uk/research/2019_prize_winners.asp
 03/2019 Allcorn Box Scholar, for the 3rd year running
 06/2018 Winner of the Social Sciences Postgraduate Research Prize 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 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 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.

Grants, funding, prize monies, bursaries and allowances (Total received 39,928 £):Bids under review

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| 2023 or 2024 | TBC | Co-Investigator (methodology) with Dr Pamela Sinicrope, Mayo Clinic, Mayo Foundation for Medical Education and Research, and Dr Priscilla Sanderson, Northern Arizona University | "Improving breast cancer screening in the Navajo community through the development of culture- sensitive and -specific information materials" |
| 2023 | TBC | Co-Investigator (methodology) with Prof. Iris Laner, Universität Mozarteum Salzburg, Austria | FWF Der Wissenschaftsfonds, Austria: "Joint responsibility, the strength of imagination and the emergence of communal action: Ecological crisis and the need to explore alternative ways of responsibly acting and imagining together in a post-human society." |
| 2022 | TBC | Co-Principal Investigator (methodology) with Prof. Iris Laner, Universität Mozarteum Salzburg, Austria | FWF Der Wissenschaftsfonds, Austria: "Investigating the possibilities and potentials of forming communal evaluative and critical judgments in the Art Education classroom." |
| 2022 | €1,199,971 | Co-Investigator with Prof. Sirpa Lappalainen, University of Eastern Finland | Research Council for Culture and Society, Finland: "Academic labour market citizenship and politics of belonging in Finnish university education" |

Unsuccessful bids

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| 2023 | £15,000 | Co-Principal Investigator with Dr Sara Young, UCL, UK | The British Academy: "Practice As Research across disciplines: understanding, principles and implications" |
| 2022 | €500,000 | Principal Investigator | Internationales Forschungszentrum Kulturwissenschaften, Kunstuniversität Linz in Wien, Austria: A Practice As Research framework for the cultural, social and human sciences. |

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| 2022 | £4,000,000 | Co-Investigator with Prof. Jemina Napier, Heriot-Watt University, UK | Economic and Social Research Council (ESRC, UKRI): "Digital Society Network Plus: exploring people's relationships with digital technologies" |
| 2022 | in excess of £1,000,000 | Co-Investigator with Prof. Jemina Napier, Heriot-Watt University | Centre for Doctoral Training: "SHAPE-ing Social Diversity, Inclusion & Justice" |
| 2022 | £500,000 | Co-Investigator (methodology) with Dr Martha Shaw, London South Bank University | Economic and Social Research Council (ESRC, UKRI): "Understanding the interplay between citizenship and worldviews in education and in the lives of students: Implications for policy and practice" |
| 2021 | €1,199,971 | Co-Investigator with Prof. Sirpa Lappalainen, University of Eastern Finland | Research Council for Culture and Society, Finland: "Academic labour market citizenship and politics of belonging in Finnish university education" |
| 2021 | £5,000 | Principal Investigator | Wellcome x Spread the Word, UK: "Ripples and Waves" |
| 2021 | £11,000 | Principal Investigator | Arts Council Project Grant (AHRC, UKRI): "Disabled, chronically ill and/or neurodivergent in higher education" |
| 2021 | £15,000 | Co-Principal Investigator with visual artist Alejandra Carles-Tolra | UCL Trellis 3 Public Art seedcorn funding Stage 2: "Representation of identity" |
| 2021 | £5,000 | Principal Investigator | Frequencies Project Foundation, UK: "Expressions and representations of collective identity" |
| 2020 | €1,199,971 | Co-Investigator with Prof. Sirpa Lappalainen, University of Eastern Finland | Research Council for Culture and Society, Finland: "Academic labour market citizenship and politics of belonging in Finnish university education" |
| 2017 | £100,000 | Co-Principal Investigator with Dr Jennifer Leigh, University of Kent | National Centre for Research Methods, UK: Research project: "Make and do: developing creative research methods to capture embodied learning and reflective practice" |

External research grants and funding (£14,795)

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| 2019 | £2,000 | Conservatoire for Dance and Drama Grant to finance a research project entitled: "Embodied academic identity within the Dance Conservatoire" |
| 2019 | £1,000 | Staff and Educational Development Association (SEDA) Small Grants Grant to finance the project "International students who teach: a creative approach to supporting them and evaluating this provision" |
| 2019 | £3,000 | Society for Research into Higher Education (SRHE) New Researchers Prize |

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| | | Grant to finance the project "Bodies and buildings: how chronically ill and disabled staff experience buildings in academia" |
| 2018 | £1,000 | British Sociological Association Grant to finance the project "The visual, sensory and embodied: a research method jam session" |
| 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 | £250 | The Headley Pitt Charitable Trust Allowance to support conference attendance |

Internal research grants and funding (£20,808)

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| 2021 | £2,000 | UCL Trellis Public Art seedcorn funding Stage 1 Grant to develop and explore collaboration on the research project "Representation of identity" |
| 2020 | £4,260 | UCL Institute of Education – Centre for Doctoral Education Seedcorn Funding Grant to finance the research project "Disclosure dances in doctoral education" |
| 2020 | £1,800 | UCL Institute of Education - Culture, Communication and Media Research allowance to attend and present at the <i>AAPOR 75th Annual Conference</i> , American Association for Public Opinion Research, Atlanta, Georgia, USA |
| 2019 | £3,000 | UCL seed funding Grant to finance the development of an online plagiarism resource |
| 2018 | £4,000 | UCL Grand Challenge grant Grant to finance the project "Ableism in academia: developing institutional approaches to inclusivity" |
| 2018 | £1,500 | UCL Institute of Education - Culture, Communication and Media Research allowance to attend and present at the <i>16th Qualitative Methods Conference</i> , International Institute for Qualitative Methodology, University of Alberta, Banff, Alberta, Canada |
| 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 | £720 | UCL Arena Connected Curriculum Research allowance to attend and present at SRHE conference |
| 2017 | £528 | UCL Institute of Education - Culture, Communication and Media Research allowance to attend and present at the HEA Annual Conference |

Prize monies, bursaries and allowances (£4,325)

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| 2019 | £750 | Training bursary <i>National Centre for Research Methods</i> to undertake the course <i>Mixing it up: Understanding and using mixed methods research in social sciences</i> at the University of Oxford |
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| 2019 | £350 | Winner of Early Career Research prize of the <i>International Journal of Social Research Methodology</i> |
| 2019 | £500 | Allcorn Box Scholarship |
| 2018 | £500 | Winner of Social Sciences Postgraduate Research Prize for 2018 at University of Kent |
| 2018 | £100 | Maximise Your Research Impact – Competition Runner-up |
| 2018 | £500 | Allcorn Box Scholarship |
| 2018 | £395 | University of Kent - Graduate School Research allowance to attend and present at the 3 rd UK Advising and Tutoring Annual Conference 2018, University of Derby, Derby, United Kingdom. |
| 2017 | £70 | Connecting Communities Bursary Bursary to attend and present at the PASAR conference, University of Greenwich |
| 2017 | £500 | Allcorn Box Scholarship |
| 2016 | £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 |

Publications

Currently in the review process

- Brown, N. & Young, S. (edited book). Ethics in Practice As Research: Interdisciplinary Perspectives. submitted to *UCL Press*.
- Brown, N. (article). Bodies and buildings: The lived experience of disability, chronic illness and/or neurodivergence in academia. submitted to *The Qualitative Report*.
- Brown, N. (article). Managing fibromyalgia in higher education. submitted to *International Journal of Disability and Social Justice*.

Books

- Brown, N., Ince, A. & Ramlackhan, K. (eds.). (2024). *Creativity in Education: International Perspectives*. UCL Press. ISBN: 9781800080638.
- Brown, N. (2024). *Photovoice Reimagined*. Policy Press. ISBN: 9781447369387.
- Brown, N. (2021). *Making the Most of Your Research Journal*. Policy Press. ISBN: 9781447360049.
- Leigh, J. S. & Brown, N. (2021). *Embodied Inquiry: Research Methods*. Bloomsbury. ISBN: 9781350118799.
- Brown, N. (ed.) (2021). *Lived Experiences of Ableism in Academia: Strategies for Inclusion in Higher Education*. Policy Press. ISBN: 9781447354116.
- Brown, N. & Leigh, J. S. (eds.) (2020). *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. UCL Press. ISBN: 9781787354975. [DOI: 10.2307/j.ctv13xprj](https://doi.org/10.2307/j.ctv13xprj)

Articles

- McAllister, Á. & Brown, N. (2023). Competition and collaboration in higher education: an (auto)ethnographic poetic inquiry. *Qualitative Inquiry*. [DOI: 10.1177/10778004231176278](https://doi.org/10.1177/10778004231176278). (Impact factor: 1.789).
- Brown, N. (2023). Doing action research ethically. *BERA Blog* [Series: Action research: Research into action]. <https://www.bera.ac.uk/blog/doing-action-research-ethically>.

- Brown, N. (2023). The consequences of non-disclosure in higher education. *BERA Blog* [Series: A new ecology of higher education: Disability, access, participation and belonging]. <https://www.bera.ac.uk/blog/the-consequences-of-non-disclosure-in-higher-education>.
- Brown, N. (2022). Research ethics in a changing social sciences landscape. *Research Ethics*, 19(2), 157-165. DOI: [10.1177/17470161221141011](https://doi.org/10.1177/17470161221141011).
- Brown, N. (2022). The social course of fibromyalgia: resisting processes of marginalisation. *International Journal of Environmental Research and Public Health*, 19(1) [Special Issue: Chronic Disease, Disability, and Community Care], 333-346. DOI: [10.3390/ijerph19010333](https://doi.org/10.3390/ijerph19010333). (Impact factor: 3.390).
- Brown, N., & Ramlackhan, K. (2022). Exploring experiences of ableism in academia: A constructivist inquiry. *Higher Education*, 83(6), 1225-1239. DOI: [10.1007/s10734-021-00739-y](https://doi.org/10.1007/s10734-021-00739-y). (Impact factor: 2.856)
- Leigh, J. S. & Brown, N. (2021). Researcher experiences in practice-based interdisciplinary research. *Research Evaluation*. DOI: [10.1093/reseval/rvab018](https://doi.org/10.1093/reseval/rvab018). (Impact factor: 2.571).
- Brown, N. & Collins, J. (2021). Systematic visuo-textual analysis: a framework for analysing visual and textual data. *The Qualitative Report*, 26(4), 1275-1290. DOI: [10.46743/2160-3715/2021.4838](https://doi.org/10.46743/2160-3715/2021.4838). (Impact factor: 0.334).
- Collins, J., Brown, N. & Leigh, J. (2021). Making sense of cultural bumps: Supporting international graduate teaching assistants with their teaching. *Innovations in Education and Teaching International*. DOI: [10.1080/14703297.2021.1919175](https://doi.org/10.1080/14703297.2021.1919175). (Impact factor: 0.993).
- Brown, N. (2021). Scope and Continuum of Participatory Research. *International Journal of Research and Method in Education*, 45(2), 200-211. DOI: [10.1080/1743727X.2021.1902980](https://doi.org/10.1080/1743727X.2021.1902980). (Impact factor: 1.250)
- Collins, J. & Brown, N. (2021). "Where's the validation?" The role of emotion work and validation for doctoral students. *Higher Education Research and Development*, 40(7), 1389-1402. DOI: [10.1080/07294360.2020.1833315](https://doi.org/10.1080/07294360.2020.1833315). (Impact factor: 2.006).
- Brown, N., Nicholson, J., Campbell, F. K., Patel, M., Knight, R. & Moore, S. (2020). COVID-19 Post-Lockdown: Perspectives, Implications and Strategies for Disabled Staff. *ALTER – European Journal of Disability Research, Revue Européenne de Recherche sur le Handicap*, 15(3), 262-269. DOI: [10.1016/j.alter.2020.12.005](https://doi.org/10.1016/j.alter.2020.12.005). (Impact factor: 0.335)
- Brown, N. (2019). Identity boxes: using materials and metaphors to elicit experiences. *International Journal of Social Research Methodology*, 22(5), 487-501. DOI: [10.1080/13645579.2019.1590894](https://doi.org/10.1080/13645579.2019.1590894). (Impact factor: 2.11).
- Brown, N. (2019). Partnership in learning: how staff-student collaboration can innovate teaching. *European Journal of Teacher Education*, 42(5), 608-620. DOI: [10.1080/02619768.2019.1652905](https://doi.org/10.1080/02619768.2019.1652905). (Impact factor: 2.286).
- Brown, N. (2019). Emerging researcher perspectives: Finding your people: My challenge of developing a creative research methods network. *International Journal of Qualitative Methods*, 18, 1-3. DOI: [10.1177/1609406918818644](https://doi.org/10.1177/1609406918818644). (Impact factor: 1.387).
- Brown, N. (2019). "Listen to your gut": a reflexive approach to data analysis. *The Qualitative Report*, 24(13), 31-43. <https://nsuworks.nova.edu/tqr/vol24/iss13/4/>. (Impact factor: 0.334).
- Brown, N. & Leigh, J. S. (2019). 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., Jafferani, A. & Pattharwala, V. (2019). Using drawing, model making and metaphorical representations to increase students' engagement with reflections. *RAISE: Student Engagement in Higher Education Journal*, 2(3), 26-33. <https://sehej.raise-network.com/raise/article/view/845>.

- Petsilas, P., Leigh, J. S., Brown, N. & Blackburn, C. (2019). Embodied reflection: exploring creative routes to teaching reflective practice within dance training. *Journal of Dance and Somatic Practices*, 11(2), 177-195. DOI: [10.1386/jdsp_00004_1](https://doi.org/10.1386/jdsp_00004_1). (Impact factor: 0.23).
- Petsilas, P., Leigh, J. S., Brown, N. & Blackburn, C. (2019). Creative and embodied methods to teach reflections and support students' learning. *Research in Dance Education*, 20(1), 19-35. DOI: [10.1080/14647893.2019.1572733](https://doi.org/10.1080/14647893.2019.1572733). (Impact factor: 0.55).
- Brown, N. (2018). Exploring the lived experience of fibromyalgia using creative data collection. *Cogent Social Sciences*, 4(1), 1447759. 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*. DOI: [10.4135/9781526441812](https://doi.org/10.4135/9781526441812).
- Brown, N. (2018). Identity boxes: data collection through objects. *NCRM MethodsNews*, 2018(2), 2.
- 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) (Impact factor: 1.212).
- Brown, N. & Collins, J. (2018). Using LEGO® to understand emotion work in doctoral education. *International Journal of Management and Applied Research*, 5(4), 193-209. DOI: [10.18646/2056.54.18-014](https://doi.org/10.18646/2056.54.18-014).
- 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., 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. & 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).

Book chapters

- Brown, N. (to be published in 2024). Object-work as a creative approach to data analysis in Embodied Inquiry. In: Kara, H., Mannay, D. & Roy, A. (eds.). *Handbook of Creative Data Analysis*.
- Brown, N. (to be published in 2024). Reflexivity in social research. In: Iosifidis, T. (ed.). *Elgar Concise Encyclopedia of Research Methods in the Social Sciences*.
- Brown, N., McAllister, A., Haggith, M., Buchanan, M., Katt, E. S., Kuri, E., Peterson-Hilleque, V.L., van der Aa, J., & Warner, L. (to be published in 2023). One in a group: silence and invisibility in the academy. In: van Rooyen, H., & Pithouse-Morgan, K. (eds.) *Voices and Silences: Poetry as Knowing and Learning in Social Research*.
- Brown, N. (2023). Research journaling to deal with vulnerabilities in research. In: Clift, B.C., Batlle, I. C., Bekker, S., Chudzickowski, K. (eds.). *Qualitative Researcher Vulnerability: Negotiating, Experiencing and Embracing*. Routledge. 43-57.
- Brown, N., Butcher, H., Febres-Cordero, B. & Wu, T. (2023). Experiential pedagogies in the online space. In: Nind, M. (ed.). *Handbook of Teaching and Learning Social Research Methods*. Edward Elgar Publishing.
- Brown, N. (2022). "It is..., it stands for..., it shows...": arts-based representations in data generation and analysis. In: Hinsliff-Smith, K., McGarry, J., & Ali, P. (eds.). *Arts Based Health Care Research: A Multidisciplinary Perspective*. SpringerNature. 15-29.
- Brown, N., & Morgan, C. (2021). Rhythmanalysis as a method to account for time in qualitative research. In: Clift, B.C., Gore, J., Gustafsson, S., Bekker, S., & Batlle, I. C. (eds.). *Temporality in Qualitative Inquiry: Theories, Methods, and Practices*. Routledge. 111-126.

- Brown, N. (2021). Deafness and hearing loss in higher education. In: Brown, N. (ed.) *Lived Experiences of Ableism in Academia: Strategies for Inclusion in Higher Education*. Bristol: Policy Press.
- Brown, N. (2021). Introduction: Being "different" in academia. In: Brown, N. (ed.) *Lived Experiences of Ableism in Academia: Strategies for Inclusion in Higher Education*. Bristol: Policy Press.
- Brown, N. (2021). Conclusion: Disability imaginary of the future. In: Brown, N. (ed.) *Lived Experiences of Ableism in Academia: Strategies for Inclusion in Higher Education*. Bristol: Policy Press.
- Brown, N. (2020). Disclosure in academia: A sensitive issue. In: Brown, N. & Leigh, J. S. (eds.) *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. London: UCL Press. [DOI: 10.2307/j.ctv13xprjr.9](https://doi.org/10.2307/j.ctv13xprjr.9).
- Brown, N. (2020). Introduction: Theorising ableism in academia. In: Brown, N. & Leigh, J. S. (eds.) *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. London: UCL Press. [DOI: 10.2307/j.ctv13xprjr.6](https://doi.org/10.2307/j.ctv13xprjr.6)
- Brown, N., & Leigh, J. S. (2020). Concluding thoughts: Moving forward. In: Brown, N. & Leigh, J. S. (eds.) *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. London: UCL Press. [DOI: 10.2307/j.ctv13xprjr.20](https://doi.org/10.2307/j.ctv13xprjr.20)
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- Brown, N. (2019). 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. (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. 97-98. Available at: <http://discovery.ucl.ac.uk/1558776/1/A-Connected-Curriculum-for-Higher-Education.pdf>.
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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 (149-162). Seoul, South Korea: Korean Society for the Study of Elementary Education.

Creative social sciences

Brown, N. (). We are bodies. In: Saunders, T. (ed.). *Anthology Health*.

Brown, N. (2023). Secret Santa. In: Saunders, T. (ed.). *Christmas and Easter: An Anthology of Poetry and Short Stories*. Tim Saunders Publications. ISBN: 9798852029379.

Brown, N. (2023). An academic lament. In: van Rooyen, H., D'Abdon, R., Hough, A., Ndlovu, D. S., Pithouse-Morgan, K., Peté, M., Prince, B., & Sliep, Y. (eds.). *Voices Unbound – Poems of the Eighth International Symposium on Poetic Inquiry*. Cape Town: African Sun Press. ISBN: 9781776306596. 43.

Brown, N. (2023). Poetic Inquiry. In: van Rooyen, H., D'Abdon, R., Hough, A., Ndlovu, D. S., Pithouse-Morgan, K., Peté, M., Prince, B., & Sliep, Y. (eds.). *Voices Unbound – Poems of the Eighth International Symposium on Poetic Inquiry*. Cape Town: African Sun Press. ISBN: 9781776306596. 42.

Brown, N. (2023). Career(ing) in Academia: Compete. In: van Rooyen, H., D'Abdon, R., Hough, A., Ndlovu, D. S., Pithouse-Morgan, K., Peté, M., Prince, B., & Sliep, Y. (eds.). *Voices Unbound – Poems of the Eighth International Symposium on Poetic Inquiry*. Cape Town: African Sun Press. ISBN: 9781776306596. 41-42.

Brown, N. (2023). Imagine. In: van Rooyen, H., D'Abdon, R., Hough, A., Ndlovu, D. S., Pithouse-Morgan, K., Peté, M., Prince, B., & Sliep, Y. (eds.). *Voices Unbound – Poems of the Eighth International Symposium on Poetic Inquiry*. Cape Town: African Sun Press. ISBN: 9781776306596. 40.

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Brown, N. (2021). Participatory research: Full ethical approval. *Journal of Participatory Research Methods*, 2(2). DOI: 10.35844/001c.25444.

Brown, N. (2021). This is just to say. *So Fi Zine*, 2021(9), 11.

https://sofizine.files.wordpress.com/2021/06/sfz9_read-online.pdf

Open educational resources

Brown, N. (2022). Doing "fieldwork" in the virtual space. SAGE research methods. <https://dx.doi.org/10.4135/9781529605853>

Brown, N. (2022). Equality, diversity, and inclusion in research [Position Paper]. <https://www.nicole-brown.co.uk/Downloads/PositionPaperEDI.pdf>.

Brown, N. & Quickfall, A. (2022). Sensitive topics and vulnerable groups [Position Paper]. <https://www.nicole-brown.co.uk/Downloads/PositionPaperSensitiveTopicsVulnerableGroups.pdf>.

Brown, N. (2021). Introduction to qualitative research. Moodle materials: <https://open-education-repository.ucl.ac.uk/581/>

Collins, J., Brown, N. & Leigh, J. (2021). Resources toolkit: Supporting international postgraduate teaching assistants: <https://open-education-repository.ucl.ac.uk//580/>

Brown, N. & Janssen, R. (2019). Workshop materials for the preventing plagiarism workshop: <https://open-education-repository.ucl.ac.uk//567/>

Book reviews

- Brown, N. (2021). Book Review: Ethical Practice in Participatory Visual Research With Girls: Transnational Approaches (Vol. 2). *Journal of Participatory Research Methods*, 2(2). <https://doi.org/10.35844/001c.25444>
- Brown, N. (2019). Book Review: Bates, C. Vital Bodies: living with illness. In: *Sociology of Health and Illness*. DOI: [10.1111/1467-9566.12949](https://doi.org/10.1111/1467-9566.12949).
- 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. (2016). Book Review: Against plagiarism – A guide for editors and authors. *Journal of Perspectives in Applied Academic Practice*, 4(3), pp. 38-39. DOI: [10.14297/jpaap.v4i3.236](https://doi.org/10.14297/jpaap.v4i3.236).

Research and collaborative projects

- 2023-2025: Developing culturally sensitive approaches to teaching historical links to eugenics in higher education (with UCL ARENA and the Eugenics working group; Helen Knowler and Tor Wright)
- 2022/23: Research with people outside of the University system and research ethics (with UCL Engagement and the Coproduction Collective; Helen Craig, Jade Davies, Emeline Han and Lynn Laidlaw)
- 2022: Guidance on using images of people in UCL Press publications (with Pat Gordon-Smith)
- 2022: Research integrity and transparency in ethics: young people's experience (with Sveta Mayer, Leda Kamenopoulou, Effrosyni Argyri and Matt Somerville)
- 2021-23: Creativity in education: international perspectives (with colleagues from the UK, the US, South Korea, Spain and Sweden)
- 2018-2021: Ableism in academia: developing institutional approaches to inclusivity (with UCL colleagues)
- 2018-2021: The visual, sensory and embodied: developing research methods (with colleagues from a range of universities)
- 2018-2020: Using creative methods with PhD students to enhance wellbeing and foster a sense of community (with Dr Jo Collins, University of Kent, UK).
- 2018-2020: The self in the classroom (with Dr Karen Ramlackhan, University of South Florida, USA).
- 2016-2018: Developing assessments that are directed at an audience (Connected Curriculum Strand 5; with UCL colleagues).
- 2016-2018: Make and do: developing creative research methods (with Dr Jennifer Leigh, University of Kent, UK and Phaedra Petsilas, Rambert School of Dance, UK).
- 2016: ICT in the Primary Curriculum in the UK (with Dr Jung-Duk Ohn, Gyeongin National University of Education, South Korea).

Publications on reading lists

- Brown, N. (2021). *Making the Most of Your Research Journal*. Bristol: Policy Press. ISBN: 9781447360049. – On MASc Creative Health for the module Research Methods in Arts and Sciences, Level 7, University College London.
- Brown, N. & Leigh, J. S. (2019). 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/S2056-37522018000004005](https://doi.org/10.1108/S2056-37522018000004005). – On PGCert in Creative Courses (incl. FHEA accreditation), Level 7, Ravensbourne University London.

- Brown, N. (ed.) (2021). *Lived Experiences of Ableism in Academia: Strategies for Inclusion in Higher Education*. Bristol: Policy Press. <https://policy.bristoluniversitypress.co.uk/lived-experiences-of-ableism-in-academia> – On MA Academic Practice, City University of London.
- Brown, N. & Leigh, J. S. (eds.) (2020). *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. London: UCL Press. [DOI: 10.2307/j.ctv13xprjr](https://doi.org/10.2307/j.ctv13xprjr) – On MA Academic Practice, City University of London.

Media presence and public engagement

Research Methods

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|---------|-----------|---|
| 01/2023 | Podcast | On journaling. L&T Chatshow. https://anchor.fm/landtchatshow/episodes/S2E14---Nicole-Brown-on-Journaling-e1t2tc2 |
| 01/2023 | Video | Letting students decide on their assessments. Digital Assessment at UCL. https://reflect.ucl.ac.uk/digital-assessment/2023/01/09/letting-students-decide-on-their-assessments/ |
| 12/2022 | Video | Assessments: Letting students choose. UCL MicroCPD. https://www.ucl.ac.uk/teaching-learning/case-studies/2022/dec/assessments-letting-students-choose |
| 05/2022 | Blog post | Reflexivity and positionality in social sciences research. The SRA Blog. https://the-sra.org.uk/SRA/Blog/ReflexivityandPositionalityinSocialSciencesResearch.aspx |
| 05/2022 | Blog post | How to keep a research journal. Lex Academic Blog. https://www.lexacademic.com/blog/how-to-keep-a-research-journal/ |
| 04/2022 | Blog post | 5 ways to become an innovator in higher education. Times Higher Education Campus. https://www.timeshighereducation.com/campus/5-ways-become-innovator-higher-education |
| 03/2022 | Article | Creative methods in qualitative research. Research Matters. https://www.the-sra.org.uk/common/Uploaded%20files/Research%20Matters%20Magazine/sra-research-matters-march-2022-edition.pdf |
| 11/2021 | Blog post | Keeping a research journal that works for you. LSE Impact Blog. https://blogs.lse.ac.uk/impactofsocialsciences/2021/11/04/keeping-a-research-journal-that-works-for-you/ |
| 03/2021 | Podcast | Reflective journalling for the PhD process with Nicole Brown. The PhD Life Raft Podcast. https://www.youtube.com/watch?v=38pDTamhrnU |
| 03/2021 | Webinar | Systematic Visuo-Textual Analysis: A framework for analysing visual and textual data. Photovoice Worldwide. https://www.youtube.com/watch?v=W7_uHXA4x9c |
| 03/2021 | Video | Choosing creative methods: Conversation with Nicole Brown. Sage MethodSpace Interview. https://www.methodspace.com/choosing-creative-methods-conversation-with-nicole-brown/ |
| 11/2020 | Podcast | Participatory Research Methods with Identity Boxes, Photographs and Legos. NVivo Podcast – Between the Data. Episode 13. https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/resources/nvivo-podcasts |
| 04/2020 | Podcast | Object and metaphors in journaling. Pure Arts Group Crowdcast Live Session. https://www.crowdcast.io/e/pure-weekly-live- |

- [session/4?fbclid=IwAR0HJN2FUKns5PghabbV1ncj_fXRj26XBaqhclpM39ned3ounMY7-xhJ04M](https://www.researchmethods.ac.uk/session/4?fbclid=IwAR0HJN2FUKns5PghabbV1ncj_fXRj26XBaqhclpM39ned3ounMY7-xhJ04M)
- 11/2018 Article Identity boxes: data collection through objects, ESRC National Centre for Research Methods newsletter.
- 07/2018 Installation Simulation of cognitive dysfunction. Creating Diverse Coalitions for Equality in Neoliberal Times: Locating the Emancipatory City. DeMontfort University, Leicester.
- 02/2018 Visual "I need duvet days", Translating Pain Anthology.
<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. Art is Something Much More Dangerous. The Horsebridge Arts and Community Centre, Whitstable.
- 07/2017 Guest post Everything is awesome? Using LEGO® to trigger reflection in Higher Education. Higher Education Academy.
<https://www.heacademy.ac.uk/blog/everything-awesome-using-lego%C2%AE-trigger-reflection-higher-education>.
- Ableism
- 11/2022 Podcast Experiences of individuals with disabilities in STEM and Academia. Westcoast Women in Engineering, Science and Technology. University of British Columbia.
<https://wwest.libsyn.com/episode-8-experiences-of-individuals-with-disabilities-in-stem-and-academia-wdr-naheda-sahtout-dr-nicole-brown>
- 11/2021 Blog post What COVID-19 should teach us about being disabled, chronically ill and/or neurodivergent in higher education. LSE Impact Blog.
<https://blogs.lse.ac.uk/impactofsocialsciences/2021/11/25/what-covid-19-should-teach-us-about-being-disabled-chronically-ill-and-or-neurodivergent-in-higher-education/>
- 11/2021 Blog post Making higher education more accessible. LSE HE Blog.
<https://blogs.lse.ac.uk/highereducation/2021/11/01/making-higher-education-more-accessible/>
- 04/2021 Podcast Confronting ableism in eugenics. UCL Podcast What does eugenics mean for us? <https://soundcloud.com/ucl-arts-social-science/what-does-eugenics-mean-to-us-episode-4>
- 03/2021 Podcast Science diversified: tackling an "ableist" culture in research. Nature Careers. DOI: [10.1038/d41586-021-00317-3](https://doi.org/10.1038/d41586-021-00317-3) or <https://www.nature.com/articles/d41586-021-00317-3>.
- 03/2021 Contribution Disabled scientists' networks call for more support. Nature 591, 34 (2021). DOI: [10.1038/d41586-021-00544-8](https://doi.org/10.1038/d41586-021-00544-8) or <https://www.nature.com/articles/d41586-021-00544-8>
- 01/2021 Article "Textbook case" of disability discrimination in grant applications. nature index. <https://www.natureindex.com/news-blog/textbook-case-of-disability-discrimination-in-research-grant-applications>
- 12/2020 Blog post Invisible disabilities: Ableism in education. BERA blog.
<https://www.bera.ac.uk/blog/invisible-disabilities-ableism-in-education>
- 10/2020 Guest post Creating a sense of belonging. Supervising PhDs.
<https://supervisingphds.wordpress.com/2020/10/29/creating-a-sense-of-belonging/>

- 10/2020 Guest post Dealing with "atypical" students. Supervising PhDs.
<https://supervisingphds.wordpress.com/2020/10/13/dealing-with-atypical-students/>
- 09/2020 Guest post Conference "disabled style". Conference Inference: Blogging the World of Conferences.
<https://conferenceinference.wordpress.com/2020/07/13/conferencing-disabled-style-nicole-brown/>
- 07/2019 Article Barriers to entry – How to organize a conference that's open to everyone. Nature, 571, S46-47. DOI: [10-1038/d41586-019-02253-9](https://doi.org/10.1038/d41586-019-02253-9)
- 05/2019 Video Exploring the lived experience of fibromyalgia. Faculti.net video.
<https://faculti.net/exploring-the-lived-experience-of-fibromyalgia/>
- 05/2019 Video Where are the disabled and ill academics. Faculti.net video.
<https://faculti.net/where-are-the-disabled-and-ill-academics/>
- 07/2018 Guest post What neurodiverse, chronically ill and disabled academics do to manage life in academia. Chronically Academic.
<https://chronicallyacademic.blogspot.com/2018/07/what-neurodiverse-chronically-ill-and.html>.
- 07/2018 Installation Simulation of cognitive dysfunction. Creating Diverse Coalitions for Equality in Neoliberal Times: Locating the Emancipatory City. DeMontfort University, Leicester.
- 02/2018 Article Academia needs to talk about "invisible" disabilities. Times Higher Education. <https://www.timeshighereducation.com/blog/academia-needs-talk-about-invisible-disabilities>.
- 02/2018 Visual "I need duvet days". Translating Pain Anthology.
<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. Art is Something Much More Dangerous. The Horsebridge Arts and Community Centre, Whitstable.

Keynotes and panel discussions

Research Methods

- 07/2023 Masterclass Sensitive topics and vulnerable participants. Annual Conference. Social Research Association, London, UK.
- 06/2023 Keynote speaker Participatory research and creative methods in data collection. European Educational Research Association Summer School 2023 themed "Participatory research in educational research". University of Porto, Porto, Portugal.
- 02/2022 Keynote speaker How to use your research journal to deal with vulnerabilities in research. Qualitative Research Symposium. University of Bath, Bath, UK.
- 07/2019 Panellist New ways of seeing: social research in a digital, visual age. Social Research Association Summer Event. Westminster, London.
- 03/2017 Panellist From the Editor's Point of View: Ethnography in the 21st Century. University of Kent, Canterbury.
- 10/2016 Keynote speaker ICT in the primary curriculum in the UK. 2016 International Conference for KSSEE's 30th Anniversary: Future Tasks and Prospects of Elementary Education in the Era of Artificial Intelligence and Information Society. Korean Society for the Study of Elementary Education. Seoul, South Korea.

Ableism

- 06/2022 Keynote speaker Ableism in Academia: Strategies for inclusion in higher education. University of Vienna, Austria.
- 04/2022 Panellist Approaches to the Inclusion of Disabled Students. CIVICA and LSE workshop. London School of Economics, UK.
- 01/2022 Keynote speaker Ableism in academia: Being disabled in higher education. NOG PhD Council and Accessible Academia. Maastricht University, The Netherlands.
- 11/2021 Panellist "It's the diversity, stupid! A sustainable future requires all of its best research talents". 16th Berlin Debate on Science and Science Policy. Robert Bosch Stiftung, Berlin, Germany.
- 08/2021 Keynote speaker Making academia more accessible: Strategies for inclusion in higher education. Trinity College Dublin, Republic of Ireland.
- 06/2021 Keynote speaker (In)visibilities in Academia and Higher Education. Exploring Links between (In)visibility and Social Inequality. Leibniz Universität Hannover, Germany.
- 03/2021 Keynote speaker "It's all in your head": The experience of disabled women in academia. International Women's Day. University of Manchester, Manchester, UK.
- 02/2021 Keynote speaker Zu krank und/oder behindert für die Universität. Technische Universität Wien, Austria.
- 01/2021 Keynote speaker Trotz Fleiß kein Preis? Diversität im Hochschulkontext. Johannes Kepler Universität Linz, Austria.
- 07/2020 Panellist COVID-19 post-lockdown: Perspectives, implications and strategies for disabled staff. Society for Research into Higher Education.
- 07/2020 Panellist Safe(r) for staff? Equality implications for "re-opening" university and college campuses in the age of Covid-19. AdvanceHE. <https://www.advance-he.ac.uk/news-and-views/equality-implications-re-opening-he-campuses-covid-era>.
- 06/2020 Panellist Ableism and EDI in academia. Association of Research Managers and Administrators (ARMA).
- 02/2019 Panellist Disabled and chronically ill in academia, Jornada d'Investigadors Predoctorals Interdisciplinària (7th Conference of Interdisciplinary Predoctoral Researchers). Barcelona, Spain.
- 07/2018 Keynote speaker How accessible is academia?. Annual Conference of the National Association of Disabled Staff Networks. University College London, London, UK.
- 06/2018 Panellist Ableism in academia. Reclaim the University: Big Meeting. University College London, London, UK.
- 06/2018 Panellist Accessibility in the Ivory Tower. Ableism and inclusion in academia. UCL Festival of Culture, University College London, London, UK.
- 02/2018 Panellist Ableism in Academia. Ableism in the Curriculum. University of Westminster, London, UK.
- 02/2018 Panellist Ableism in Academia. Liberating the Curriculum myth busting event. University College London, London, UK.
- 08/2017 Panellist Chronic Pain in the UK Today: Medical, Academic and Political Perspectives. UCL Institute of Advanced Studies, University College London, London, UK.

Invited contributions, presentations and workshopsResearch Methods

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| 06/2023 | Course | Reflexivity and positionality in practice. methods@manchester Summer School. University of Manchester, Manchester, UK. |
| 06/2023 | Workshop | Introduction to Embodied Inquiry. Talking Bodies Conference. Institute of Gender Studies. University of Chester, Chester, UK. (Unfortunately, not taken up). |
| 06/2023 | Workshop | Reflexivity and positionality in research. University of Leicester, Leicester, UK. |
| 05/2023 | Workshop | Participatory research and creative methods in data collection. Creative Methods Workshop. Centre for Social Justice and Global Responsibility. London South Bank University, London, UK. |
| 04/2023 | Course | Creative methods in data collection and creative data analysis. Bespoke training course. De Montfort University, Leicester, UK. |
| 03/2023 | Workshop | Making the most of your research journal. Graduate School Researcher Seminar Series. Professional Academic Communication in English. The Open University, UK. |
| 03/2023 | Workshop | Analysing data from creative methods. Social Research Association. |
| 03/2023 | Workshop | Introduction to creative methods in qualitative research. Professional Development Research Lab. London South Bank University, London, UK. |
| 02/2023 | Workshop | Preventing plagiarism. Graduate School Training Series. Brunel University, London, UK. |
| 02/2023 | Workshop | Creative methods in qualitative research. Social Research Association. |
| 01/2023 | Workshop | Creative methods in qualitative research. Social Research Association. |
| 06/2022 | Course | Reflexivity and positionality in practice. methods@manchester Summer School. University of Manchester, Manchester, UK. |
| 06/2022 | Workshop | Using LEGO® in qualitative research. London South Bank University, London, UK. |
| 06/2022 | Workshop | Analysing data from creative methods. Social Research Association. |
| 05/2022 | Workshop | Introduction to Embodied Inquiry. Social Research Association. |
| 05/2022 | Workshop | Creative methods in qualitative research. Social Research Association. |
| 03/2022 | Workshop | Doing social science fieldwork online. Social Research Association. |
| 02/2022 | Workshop | Preventing plagiarism. Graduate School Training Series. Brunel University, London, UK. |
| 02/2022 | Workshop | Reflexivity in qualitative research. Social Research Association. |
| 02/2022 | Workshop | Analysing data from creative methods. Social Research Association. |
| 01/2022 | Workshop | Doing social science fieldwork online. methods@manchester, University of Manchester, Manchester, UK. |
| 01/2022 | Workshop | Doing social science fieldwork online. Social Research Association. |
| 01/2022 | Workshop | Creative methods in qualitative research. Social Research Association. |
| 12/2021 | Seminar | Creative Methods in Practice As Research. University of Staffordshire, Stoke-on-Trent, UK. |
| 10/2021 | Workshop | Remote, but in person: doing social sciences fieldwork online. National Centre for Research Methods eFestival. |
| 07/2021 | Workshop | Train the Trainer. Experiential learning. National Centre for Research Methods. |
| 06/2021 | Workshop | Emotions and the role of reflexivity in qualitative research. National Centre for Research Methods. |

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| 06/2021 | Workshop | Key themes in Photovoice Research: Emotions and the role of reflexivity in photovoice research. Photovoice Worldwide. |
| 05/2021 | Workshop | Key themes in Photovoice Research: Analysing data that has been collected using creative research methods. Photovoice Worldwide. |
| 05/2021 | Workshop | Creative methods in qualitative research. American Association for Public Opinion Research. |
| 05/2021 | Workshop | Creative methods in qualitative research. Social Research Association. |
| 05/2021 | Workshop | Reflexivity and emotions in qualitative research. Society for Research into Higher Education. |
| 05/2021 | Workshop | Creative methods in qualitative research. Grazer Methodenkompetenzzentrum. University of Graz, Austria. |
| 04/2021 | Seminar | Participatory research and creative methods: a match made in heaven?. PhDMidwives. |
| 04/2021 | Workshop | Key themes in Photovoice Research: Using creative methods for data collection. Photovoice Worldwide. |
| 04/2021 | Workshop | Reflexivity in qualitative research. Social Research Association. |
| 03/2021 | Webinar | Systematic Visuo-Textual Analysis. Photovoice Worldwide. |
| 03/2021 | Workshop | Creative methods in qualitative research. Social Research Association. |
| 02/2021 | Workshop | Engaging students in online classrooms. Graduate and Researcher College. University of Kent, Canterbury, UK. |
| 01/2021 | Workshop | Creative methods in qualitative research. Social Research Association. |
| 11/2020 | Workshop | Reflexivity in qualitative research. Social Research Association. |
| 10/2020 | Workshop | Creative methods in qualitative research. Social Research Association. |
| 09/2020 | Workshop | Preventing plagiarism. Professional Development Programme. Society for Research into Higher Education. |
| 07/2020 | Workshop | Creative methods in qualitative research. Social Research Association. |
| 03/2020 | Workshop | Tools for teaching: Assessment and feedback. Graduate School. University of Kent, Canterbury, UK. |
| 02/2020 | Workshop | Tools for teaching: Questioning techniques. Graduate School. University of Kent, Canterbury, UK. |
| 01/2020 | Workshop | Tools for teaching: Engaging students in discussions. Graduate School. University of Kent, Canterbury, UK. |
| 12/2019 | Workshop | Creative methods in social science research. Social Research Association Annual Research Conference. Westminster, London. |
| 11/2019 | Workshop | Creative methods in higher education research (advanced session). Professional Development Programme. DeMontfort University, Leicester, UK. |
| 11/2019 | Workshop | Tools for teaching: Becoming a teacher. Graduate School. University of Kent, Canterbury, UK. |
| 09/2019 | Workshop | Emotions in research. Training and Events Programme. National Centre for Research Methods. The London School of Economics and Political Science, London, UK. |
| 09/2019 | Workshop | Preventing plagiarism – workshop for academics. Professional Development Programme. Society for Research into Higher Education. London, UK. |
| 05/2019 | Seminar | Arts-based approaches to data collection and analysis within health research. Qualitative Health Research Network. University College London, London, UK. |

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| 03/2019 | Workshop | Creative methods in higher education research (advanced session), Professional Development Programme. Society for Research into Higher Education. London, UK. |
| 03/2019 | Workshop | Fostering wellbeing through creative reflective practice for PhD students and supervisors. Postgraduate Issues Network. Society for Research into Higher Education. London, UK. |
| 02/2019 | Workshop | Creative methods for research in higher education. Professional Development Programme. Society for Research into Higher Education. London, UK. |
| 02/2019 | Workshop | Using creative methods to support wellbeing amongst clinical academic trainee. British Medical Association Clinical Academic Trainees Conference 2019. BMA House, London, UK. |
| 09/2018 | Workshop | Preventing plagiarism – workshop for academics. Professional Development Programme. Society for Research into Higher Education. London, UK. |
| 09/2018 | Workshop | Creative methods for research in higher education. Professional Development Programme. Society for Research into Higher Education. London, UK. |
| 07/2018 | Paper | The embodied researcher and the role of reflexivity. 8 th NCRM Research Methods Festival 2018. University of Bath, Bath, UK. |
| 06/2018 | Workshop | Using creative methods in research. Doctoral School Development Programme. Institute of Education, University College London, London, UK. |
| 06/2018 | Workshop | The PhD journey. Doctoral School Development Programme. Institute of Education University College London, London, UK. |
| 06/2018 | Workshop | Building community with creative minds. Postgraduate Festival. University of Kent, Canterbury, UK. |
| 01/2018 | Workshop | Preventing plagiarism – workshop for academics. Arena Exchange. University College London, London, UK. |
| 01/2018 | Workshop | Re-creating experiences: deepening student reflections through drawing activities, LEGO® models and material representations. Arena Exchange. University College London, London, UK. |
| 01/2018 | Workshop | Preventing plagiarism – workshop for academics, Professional Development Programme. Society for Research into Higher Education. London, UK. |
| 2017–19 | Module | Development of the module "Supporting staff with academic integrity" for an academic integrity course. Epigeum. Learning Solutions – Oxford University Press. |
| 11/2017 | Workshop | Using creative methods in research. Researcher Development Programme. University of Kent, Canterbury, UK. |
| 10/2017 | Workshop | Artefacts and representations as tools for reflections for researchers and participants. Research Café for Postgraduate Students. University of Kent, Canterbury, UK. |
| 06/2016 | Workshop | How to use turnitin and interpret turnitin reports. Institute of Education, University College London, London, UK. |
| 06/2016 | Workshop | Preventing plagiarism and the role of integrity codes. Institute of Education. University College London, London, UK. |
| 06/2016 | Workshop | Preventing plagiarism and the role of integrity codes. University College London, London, UK. |

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

Ableism

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| 12/2023 | Presentation | Ableism in Academia: Strategies for inclusion in higher education. Grand Rounds. Yale University, USA. |
| 06/2023 | Presentation | Ableism in Academia: Strategies for inclusion in higher education. Sociology Higher Education and Inequality Seminar Series. Durham University, Durham, UK. |
| 04/2023 | Presentation | Ableism in Academia: Strategies for inclusion in higher education. Indiana University-Purdue University Indianapolis, USA. |
| 02/2023 | Presentation | Ableism in Academia: Strategies for inclusion in higher education. University of Edinburgh, Scotland, UK. |
| 07/2022 | Presentation | Ableism in Academia. University of Huddersfield, UK. |
| 06/2022 | Presentation | Teaching with disabilities in higher education. Bloomsbury Learning Environment, UK. |
| 05/2022 | Presentation | Ableism in Academia. Professional development. Arts and Humanities Research Council, UK. |
| 12/2021 | Presentation | Ableism and inclusive futures in higher education. Oxford Brookes University, Oxford, UK. |
| 12/2021 | Presentation | Disclosure Dances: The experience of PhD students with invisible disabilities in higher education. University of Liverpool, Liverpool, UK. |
| 12/2021 | Presentation | It's not going to be an easy day: on being an ally and advocate in higher education. University of Hull, UK. |
| 11/2021 | Presentation | Ableism in academia: Where are the disabled and ill academics and educators? International Disability Rights Affirmation Conference. Virtual Ability Inc. Delivered in SecondLife. |
| 11/2021 | Presentation | Ableism in academia: They hear, but they don't listen. University of York, York, UK. |
| 11/2021 | Presentation | Disability post-lockdown: What's changed? University of Leeds, Leeds, UK. |
| 11/2021 | Presentation | Strategies for inclusion in higher education. University Strathclyde, Scotland, UK. |
| 09/2021 | Presentation | Ableism in academia: The reality of accessibility and inclusion. James Hutton Research Institute, Scotland, UK. |
| 08/2021 | Presentation | Making academia more accessible: Strategies for inclusion in higher education. Royal College of Surgeons in Ireland, Dublin, Republic of Ireland. |

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| 08/2021 | Presentation | Disability action network: strategies for inclusion in higher education. University of West Scotland, UK. |
| 06/2021 | Paper | Disclosure Dances: The experience of PhD students with invisible disabilities in higher education. Institute of Education, Centre for Doctoral Education, University College London, London, UK. |
| 06/2021 | Workshop | Disability in higher education: strategies for inclusion. University of Toronto, Ontario, Canada. |
| 04/2021 | Workshop | Disability in higher education: Developing EDI strategies. Emory University, Atlanta, Georgia, USA. |
| 08/2020 | Presentation | Ableism in Academia. Staff Disability Network of the University of Reading, Reading, UK. |
| 08/2020 | Presentation | Ableism in Academia. Neurodiversity and/or Creative methods group of the University of Reading, Reading, UK. |
| 06/2019 | Seminar | "I don't have any role models" How accessible is academia?. Professional Development Programme. University of Reading, Reading, UK. |
| 01/2019 | Seminar | Ableism in higher education. Professional Development Programme. University of East London, London, UK. |
| 09/2018 | Presentation | Ableism in Academia. Professional Development Programme. Springer Nature, London, UK. |
| 07/2018 | Presentation | Accessibility and inclusion in the curriculum. Professional Development Programme. London School of Economics, London, UK. |
| 04/2018 | Moderator | Ableism in academia, guest moderator for Twitter chat #LTHEchat. |
| 01/2018 | Installation | Peace Treaty – an installation based on outcomes of fibromyalgia research. Art is Something Much More Dangerous. The Horsebridge Arts and Community Centre, Whitstable. |

Conference presentations

Research Methods

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| 02/2024 | Paper | Connecting and transforming through Social Fiction. The Qualitative Report's 15 th Annual Conference (TQR2024). Nova Southeastern University, Fort Lauderdale, Florida, USA. |
| 09/2023 | Workshop | Object-work as a creative approach to data analysis in embodied inquiry. International Creative Research Methods Conference. Manchester, UK. |
| 07/2023 | Paper | Research ethics in a changing social sciences landscape. Research Ethics Conference 2023. Research Ethics Association. University of Bath, Bath, UK. |
| 04/2023 | Roundtable | Artificial Intelligence in teaching: is it ethical? UCL Education Conference. University College London, London, UK. |
| 06/2022 | Workshop | A bridge from research to publication: Maximising the power of a research journal. 34 th Annual Textbook and Academic Authoring Conference. Textbook and Academic Authors Association. Indianapolis, USA. |
| 05/2022 | Paper | Imagine! Different in academia. 8 th International Symposium on Poetic Inquiry. Cape Town, South Africa. |
| 05/2022 | Paper | One in a group: Silence and invisibility in the academy. 8 th International Symposium on Poetic Inquiry. Cape Town, South Africa. |

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| 02/2022 | Stream lead | Practice As Research: Making the case for PAR in social sciences. European Congress Qualitative Inquiry. European Network for Qualitative Inquiry. KU Leuven, Leuven, Belgium. |
| 12/2021 | Paper | The relationship between creative methods and participatory research. International Visual Methods Conference. Cape Town, South Africa. |
| 12/2021 | Paper | Systematic Visuo-Textual Analysis: a framework for analysing visual and textual data. International Visual Methods Conference. Cape Town, South Africa. |
| 09/2021 | Paper | Systematic Visuo-Textual Analysis: a framework for analysing visual and textual data. NVivo Virtual Conference. |
| 06/2021 | Paper | Collaborate, compete, repeat: Career(ing) in higher education. 7 th International Irish Narrative Inquiry Conference. Dublin City University, Dublin, Republic of Ireland. |
| 06/2021 | Paper | The relationship between creative methods and participatory research. MPE/MeCCSA Practice Network Symposium 2021. Solent University, Southampton, UK. |
| 06/2021 | Paper | Online, alone in a group: experiences of collaboration, co-construction and independent study in the online space. International Teaching Online Symposium. University of Windsor, Ontario, Canada. |
| 01/2021 | Paper | Systematic Visuo-Textual Analysis: a framework for analysing visual and textual data. The Qualitative Report 12 th Annual Conference. Virtual Conference. |
| 09/2020 | Paper | Identity boxes: an arts-based approach at distance. Qualitative Research in a Changing World. NVivo Virtual Conference. |
| 09/2020 | Paper | Making the implicit explicit: supporting international Graduate Teaching Assistants. Learning and Teaching Symposium 2020. University of East London, London, UK. |
| 07/2020 | Workshop | Belonging and identity work amongst international postgraduates who teach: where can GTA developers make a difference?. UKCGE Annual Conference 2020. |
| 05/2020 | Paper | The benefits and challenges of participatory research methods. AAPOR 75 th Annual Conference 2020. American Association for Public Opinion Research, Atlanta, Georgia, USA. |
| 01/2020 | Paper | Rhythmanalysis to account for time in qualitative research. Qualitative Research Symposium. University of Bath, Bath, UK. |
| 12/2019 | Panel | "Playing" with research, SRHE Annual Research Conference 2019. Society for Research into Higher Education. Newport, South Wales. |
| 07/2019 | Paper | Embodied reflection – exploring somatic narratives with dance training. 5 th International Dance and Somatic Practices Conference. University of Coventry, Coventry, UK. |
| 06/2019 | Paper | Building confidence for Graduate Teaching Assistants. GTA Developers' Forum 2019. Bristol Doctoral College. The University of Bristol, Bristol, UK. |
| 05/2019 | Paper | "Listen to your gut": making data analysis a transparent act of data manipulation. AAPOR Annual Conference 2019. American Association for Public Opinion Research, Toronto, Canada. |

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| 05/2019 | Paper | Whose voice, whose story?: activism through arts-based research. 15 th International Congress of Qualitative Inquiry. International Institute for Qualitative Inquiry, Champaign-Urbana, Illinois, USA. |
| 04/2019 | Paper | Embodied communication – using arts-based approaches to express and represent experiences. Talking Bodies. Institute of Gender Studies, University of Chester, Chester, UK. |
| 01/2019 | Paper | "Listen to your gut": analysing messy data from creative data collection methods. Qualitative Research Symposium 2019. University of Bath, Bath, UK. |
| 12/2018 | Workshop | Enhancing PhD students' wellbeing using creative methods. SRHE Annual Research Conference 2018. Society for Research into Higher Education. Newport, South Wales. |
| 10/2018 | Paper | "Listen to your gut": analysing messy data from creative data collection methods. 3 rd World Conference on Qualitative Research. Escola Superior de Enfermagem de Lisboa, Lisbon, Portugal. |
| 10/2018 | Workshop | Using creative methods to promote student wellbeing and develop future selves. Researcher Education and Development Conference. Coventry University, Coventry, UK. |
| 09/2018 | Paper | Identity and body work in academia – the present and the future. International Academic Identities Conference. Research Institute for Higher Education, Hiroshima University, Japan. |
| 09/2018 | Workshop | Supporting PGR mental wellbeing: initiatives at Universities of Kent and Liverpool. Vitae Researcher Development International Conference. Birmingham, UK. |
| 09/2018 | Workshop | The self in the classroom: the visual and material in teacher education. Visual Pedagogies: London 2018. International Association for Visual Culture, London, UK. |
| 09/2018 | Paper | Using creative methods to dis-entangle disabled and ill bodies. 21 st Annual Dilemmas for Human Services International Research Conference. University of Northampton, Northampton, UK. |
| 06/2018 | Paper | "I can't describe what I'm going through" – roles and boundaries of research, arts and therapy. Art, Materiality and Representation. 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, UK. |
| 05/2018 | Paper | Challenges of using participatory and creative research methods within qualitative research. 16 th Qualitative Methods Conference. International Institute for Qualitative Methodology, University of Alberta, Banff, Alberta, Canada. |
| 04/2018 | Paper | Assessments: letting students decide what they want to do. UCL Education Conference 2018. Institute of Education, University College London, London, UK. |
| 04/2018 | Paper | Developing portfolios to become meaningful, external-facing assessments. UCL Education Conference 2018. Institute of Education, University College London, London, UK. |
| 03/2018 | Workshop | Using creative methods to support PhD students' wellbeing. UK Advising and Tutoring Conference 2018. University of Derby, Derby, UK. |

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| 01/2018 | Video | Boundaries of creative methods – consideration of methods and ethics. RECAP – Disrupting Research. University of Coventry, Coventry, UK. |
| 12/2017 | Roundtable | The embodied researcher: reflexivity and creative methodologies. SRHE Annual Research Conference 2017. Society for Research into Higher Education. Newport, South Wales, UK. |
| 12/2017 | Roundtable | Developing portfolios to become meaningful, external-facing assessments. SRHE Annual Research Conference 2017. Society for Research into Higher Education. Newport, South Wales, UK. |
| 11/2017 | Paper | Challenges of using participatory and creative research methods, Connecting Communities International Conference PASAR. University of Greenwich and National Centre for Research Methods. Resources in London, London, UK. |
| 10/2017 | Paper | Creative methods to explore academic identity. Research Festival. Centre for Studies in Higher Education, University of Kent, Canterbury, UK. |
| 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. University College London, London, UK. |
| 01/2017 | Paper | Re-creating experiences. TQR 8 th Annual Conference. The Qualitative Report. Nova Southeastern University, Fort Lauderdale, Florida, USA. |
| 11/2016 | Paper | Partnership for learning: collaboration between staff and students to develop innovative approaches to teaching and learning. 21 st Annual SEDA Conference: Surviving and Thriving – Effective Innovation and Collaboration in the New Higher Education. Staff and Educational Development Association, Brighton, UK. |
| 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. University College London, London, UK. |
| 04/2016 | PechaKucha | Interacting and connecting in a pluralistic world. UCL Teaching and Learning Conference. Institute of Education, University College London, London, UK. |
| 04/2016 | Workshop | Preventing plagiarism and the role of integrity codes. UCL Teaching and Learning Conference. Institute of Education, University College London, London, UK. |
| 04/2016 | PechaKucha | Interacting and connecting in a pluralistic world. Islam and Peaceful Relations Conference. Coventry University, Coventry, UK. |
| <u>Ableism</u> | | |
| 08/2023 | Paper | Disclosure dances in doctoral education. EERA European Conference on Educational Research. University of Glasgow, Scotland, UK. |

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| 06/2021 | Paper | Strategies for Inclusion in Higher Education. Advance HE, Disability Colloquium. |
| 03/2021 | Workshop | Challenging unconscious bias: developing awareness and providing effective training regarding equality, diversity and inclusion in higher education. Advance HE Equality, Diversity and Inclusion Conference 2020. |
| 03/2020 | Workshop | Challenging unconscious bias: developing awareness and providing effective training regarding equality, diversity and inclusion in higher education, Advance HE Equality, Diversity and Inclusion Conference 2020, Edinburgh, UK. Cancelled due to Covid-19 pandemic. |
| 12/2019 | Paper | The lived experience of being ill and/or disabled in academia. SRHE Annual Research Conference 2019. Society for Research into Higher Education. Newport, South Wales, UK. |
| 04/2019 | Paper | "I don't have any role models" – experiences of chronically ill, neurodiverse or disabled students in Higher Education. UCL Education Conference 2019. Institute of Education, University College London, London, UK. |
| 04/2019 | Paper | Strategies to enhance students' wellbeing. UCL Education Conference 2019. Institute of Education, University College London, London, UK. |
| 12/2018 | Panellist | Inclusivity in academia – Ableism in academia: how inclusive is academia really?. SRHE Annual Research Conference 2018. Society for Research into Higher Education. Newport, South Wales, UK. |
| 09/2018 | Paper | Body work, ableism and abledment in academia. 9 th Biannual Disabilities Studies Conference. Lancaster University, Lancaster, UK. |
| 09/2018 | Paper | The ill and disabled body in academia – making the invisible visible, Invisible Bodies: Race, Embodiment and the Life-Course. British Sociological Association. University of Kent, Canterbury, UK. |
| 06/2018 | Paper | The construction of academic identity under the influence of fibromyalgia. Tea and Talks - Postgraduate Festival. University of Kent, Canterbury, UK. |
| 06/2018 | Poster | The construction of academic identity under the influence of fibromyalgia. Postgraduate Festival. University of Kent, Canterbury, UK. |
| 06/2018 | Paper | Chronically ill and disabled academics: body work in academia, Variabilities IV 2018. Birkbeck, University of London and University of Winchester, London, UK. |
| 06/2018 | Paper | "It makes me ill" – Body work in the changing HE sector. 7 th Ethnography and Qualitative Research Conference. University of Bergamo, Bergamo, Italy. |
| 05/2018 | Poster | Research impact of "The construction of academic identity under the influence of fibromyalgia". Maximising Your Research Impact. University of Kent, Canterbury, UK. |
| 01/2018 | Paper | The "I" in fibromyalgia. Qualitative Research Symposium 2018. University of Bath, Bath, UK. |
| 12/2017 | Paper | Academic identity: active identity and body work in academia. SRHE Annual Research Conference 2017. Society for Research into Higher Education. Newport, South Wales, UK. |

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| 09/2017 | Paper | Exploring the lived experience of fibromyalgia using Frank's narratives. British Sociological Association 49 th Medical Sociology Annual Conference 2017. University of York, York, UK. |
| 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, UK. |
| 11/2016 | Paper | The construction of academic identity under the influence of fibromyalgia. Doctoral Research Conference. University of Birmingham, Birmingham, UK. |
| 11/2016 | Poster | The 'I' in fibromyalgia: How does fibromyalgia shape academic identity?. Doctoral Research Conference. University of Birmingham, Birmingham, UK. |
| 11/2016 | 3 min thesis | The 'I' in fibromyalgia: How does fibromyalgia shape academic identity?. 3-minute thesis competition. University of Kent, Canterbury, UK. |
| 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, UK. |
| 07/2016 | Poster | The 'I' in fibromyalgia: How does fibromyalgia shape academic identity?. Encountering Pain. University College London, London, UK. |
| 05/2016 | Poster | The 'I' in fibromyalgia: How does fibromyalgia shape academic identity?. Postgraduate Research Festival PGFes2016. University of Kent, Canterbury, UK. |

Professional activities and memberships

Academic Board

Education Committee

Library Committee

Menopause Task and Finish Group

Digital Assessment Group

Editorial board for [Disability and Society](#)

Editorial board for [The Qualitative Report](#)

Editorial board for [Journal of Participatory Research Methods](#)

Founding member of the Peripheries Research group

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

Co-chair of the UCL Disability Equality Steering Group

Research and Development Committee, Society for Research into Higher Education

Member of the Centre for Imaginative Ethnography

Member of the British Sociological Association

Member of the Society for Research into Higher Education

Member of the Social Research Association

Member of the American Association for Public Opinion Research

Member of University of Kent EDI (Equality, Diversity and Inclusion) group

Member of Enable@UCL

Member of the UCL Disability Self-Assessment Team

Expert panellist for the UKRI Future Research Assessment Programme

Expert witness for Eugenics inquiry at University College London

Reviewer for *Policy Press*

Reviewer for *Journal of Constructivist Psychology*

Reviewer for *Scandinavian Journal of Disability Research*

Reviewer for *International Journal of Research and Method in Education*
 Reviewer for *International Journal for Educational Integrity*
 Reviewer for *British Educational Research Journal*
 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*
 Reviewer for the UCL IOE ethics committee
 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

Invited reviewer roles

Reviewer for *Wellcome* Legacy grants
 Reviewer for *National Science Center, Poland* grants

Professional development courses and training

June 2023 Advance HE Professional Development Course for External Examiners
 Spring 2023 "How to Write a Novel: Structure & Outline" via The University of British Columbia, Canada.
 06/03/2023 UCL: Introduction to EDI
 13/01/2023 UCL: Research ethics and integrity
 13/12/2022 UCL: Prevent
 23/11/2022 UCL: Cyber safety
 03/11/2022 UCL: Data protection and Freedom of information
 29/06/2022 UCL: Sustainability
 15/03/2022 UCL: Safety induction
 12/03/2022 UCL: Fire safety
 10/11/2021 UCL Arena: Introduction to Examining doctorates
 30/07/2021 UCL: Conflict of interest
 30/07/2021 UCL: Intellectual property
 27/06/2020 Workshop Systematische Metaphernanalyse. Grazer Methodenkompetenzzentrum, Universität Graz. Led by Prof. Rudolf Schmitt, Hochschule Zittau/Görlitz.
 Spring 2020 University of Oxford: Short course "Learning to Look at Visual Arts" (Marked at; 10 CATS points)
 Spring 2020 Open University courses: "An introduction to material culture", "Emotion: an introductory picture", "Composition and improvisation in cross-cultural perspective", "Art and visual culture: medieval to modern", "Studying the arts and humanities", "Commemoration: visual texts", "Looking at, describing and identifying objects"
 April 2020 The Museum of Modern Art: MOOC course "Modern Art and Ideas" (Marked at 100%)
 Autumn 2019 University of Oxford: Short course "Mixing it up: Understanding and using mixed methods research in social sciences" (Marked at Distinction; 20 CATS points)
 20/11/2019 UCL: Unconscious bias
 20/11/2019 UCL: Online diversity
 03/07/2019 UCL: Doctoral supervision training, ARENA

02/07/2019 UCL: Doctoral supervision online training
 08/09/2018 UCL: GDPR
 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

Supervision and examining

Methodological advisor at doctoral level

Alison Finch, Katie O'Donoghue, Charlotte Wilcox, Alexandra Lee, Áine McAllister

Methodological advisor at post-doctoral level

Dr Marth Shaw (ESRC Fellowship), Dr Lynsey Burke (funded research)

Supervision

since 2013 supervision of Master's level reports and dissertations (in excess of 60)

since 2019 supervision of Doctoral students (4)

Hugh Kilmister

Dahn Bee Park: Support for tertiary education for students with disabilities in South Korea

Jo Tulloch

Corinne Morgan

since 2020 supervision of undergraduate dissertations (3)

Lindsey Allen: The construction of bodily and environmental restoration

Julie Cavalera: Attention-Deficit Hyperactivity Disorder: An analysis of marginalisation through normative and pathological approaches to neurodiversity

Alyssa George: Improving accessibility to adaptive fashion

Internal examining

IFS report:

Sethu Sundari: How do nurse academics at a UK university attend to the learners' diverse needs in a health professional's programme?

EdD:

Christos Charitou: Re-thinking bullying prevention: Exploring the perceptions of Cypriot professionals on interdisciplinary learning.

Tracy Robinson: Becoming a Reading Teacher: understanding primary education student teachers' reading histories, identity, and development during Initial Teacher Education.

Zey Suka-Bill: Student engagement and decolonisation in the arts education: policies, processes and decision-making.

PhD:

Charlotte Clark: Exploring the lived experiences of UK students with dyslexia: Theorising the relationships between institutional classification, student identity and stigma.

June Siew: A multiple case study: the development of Allied Educators (Learning and Behavioural Support) in Singapore mainstream primary schools.

External examining

PhD:

Marco Valero Sanchez: Inklusion von Akademiker*innen mit unsichtbaren Behinderungen an deutschen Universitäten – Eine qualitative Studie zur Selektivität und Un-/Sichtbarkeit in der Wissenschaft. Gottfried Wilhelm Leibniz Universität Hannover, Germany.

Vina Puspita: Meaningful youth engagement in Indonesia. University of Lincoln, United Kingdom.

Neetha Joy: "The advantage of disadvantage": A study on lived experiences of disabled teachers. University of Birmingham, United Kingdom.

Belen Febres Cordero: Sensing Wellbeing and Health: A Linguistic-Affective Approach. Simon Fraser University, British Columbia, Canada.

Cheryl Siewierski: Policies that enable student access in South African private higher education: a social realist approach. University of Pretoria, South Africa.

EdD:

Gayle Brewer: The lived experience of academics with conditions that limit energy levels and/or impact on cognitive function. University of Chester, United Kingdom.

M-Level dissertation:

Freddie (Joanne) Copson. Were disabled university students failed by government and universities in the pandemic? Investigating the social and academic impact of the COVID-19 pandemic on disabled university students in the UK. University of Lincoln, United Kingdom.

Jamie Spies: Exploring teacher experiences of subjective well-being during a pandemic. University of Pretoria, South Africa.

Kerri Heng Yi Ping: Marked identities within unmarked work practices: Revealing a nuanced hierarchy of disability in Singapore's employment context. Nanyang Technological University, Singapore.

UKCGE Applications

Postgraduate Teaching Experience

Professional Development Portfolio 1

This 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

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

This 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

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

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.

Disability, Chronic Illness and Neurodivergence in the Contemporary Society:

Despite recent societal changes, people with disabilities, chronic illnesses and/or neurodivergence are still underrepresented in society, popular culture, medical and academic disciplines. Lack of understanding of and intellectual engagement with disabilities, chronic illnesses and/or neurodivergence reinforce stereotypes and barriers. In this module, students take an autoethnographic, reflexive approach to exploring disabilities, chronic illnesses and neurodivergence in society in general, and more specifically in the contexts of the studies of film,

media and literature; law; geography and architecture; business, enterprise and economy; and disability studies, medicine and sociology. The module introduces key theoretical concepts of and approaches to equality, disability and inclusion, but also helps develop research skills and techniques through autoethnographic and reflexive enquiry into contemporary, public settings.

Development of University Programmes and Modules

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" 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:

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.

Diversity in the Contemporary Society (specifically developed for BA Education Studies students):

Despite recent societal changes, there are still population groups in society that are largely marginalised and starkly underrepresented in society, popular culture, medical and academic disciplines. Lack of understanding of and intellectual engagement reinforce stereotypes and barriers. In this module, students take an autoethnographic, reflexive approach to exploring race, gender, class, disabilities, chronic illnesses and neurodivergence in society in general, and more specifically in the contexts of education and learning settings by drawing on studies of film, media and literature; law; geography and architecture; business, enterprise and economy; and disability studies, medicine and sociology.

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/>