

Nicole Brown, PhD, MTeach, MagPhil, PGCHE, DipTrans, SFHEA

Lecturer in Education, Academic Head of Learning and Teaching

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The underlying principle for my work is that research, teaching and social activism are inextricably interconnected. As a consequence, my personal practices in research, teaching and dissemination are also interwoven.

The constant in the narrative of my work is to give voice to the unheard and empower the marginalised. I aim to provide those with quieter voices with means and tools to explore the unexplored and express the in-expressible. I therefore focus on:

- Participatory, multi-sensory and immersive research, in particular through arts-based approaches, material and physical representations and metaphors
- Student experiences and learning
- Teacher education and development in the primary, secondary and tertiary sector
- 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

Academic appointment

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

Roles and responsibilities

2020 – Member of the UCL Academic Board

2017 – Academic Head of Learning and Teaching in the department Culture, Communications and Media at UCL Institute of Education, London

2017 – Module Leader for Literacy, Language and Communication at UCL Institute of Education, London

2016 – Assessor for Fellowship applications at UCL Arena

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.

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

Special roles

Chair of working group for inductions

Chair of working group for short courses
 Introduction for Academic Integrity module
 Covid Mitigation Coordinator
 Equalities and remote working group
 EDI Gold strand

Higher education

- 2020 – Diploma in Cognitive Behavioural Therapy (DipCBT) at Glasgow Caledonian University.
- 2018 – Masters in Higher Education (MAHE) at University of Kent. 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.
- 11/2016 Senior Fellow of the Higher Education Academy; SFHEA recognition reference: PR116661
- 03/2016 Fellow of the Higher Education Academy; FHEA recognition reference: PR101633
- 2001 – 2002 Teaching English as a Foreign Language course (Grade A)
- 07/2001 Qualified Teacher Status; DfES reference number: RP01/1028

Awards and nominations

- 06/2020 Nominated for the UCL One Leadership Award for Outstanding Contribution to honour and recognise 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 2 nd 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 37,128 £):

External research grants and funding (14,795 £)

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 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 (18,808 £)

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 £)

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
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 <i>3rd UK Advising and Tutoring Annual Conference 2018</i> , University of Derby, Derby, United Kingdom.
2017	70 £	Connecting Communities Bursary Bursary to attend and present at the PASAR conference, University of Greenwich
2017	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 <i>3rd International Symposium of the Qualitative Health Research Network</i>
2016	60 £	Academy of Social Sciences Travel bursary to attend the Social Media Research Conference

Open educational resources

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

Articles

- 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., Morea-Ghergu, D. & Onwuka, N. (2020). Assessments: letting students decide. In: Mawani, S., & Mukadam, A. (eds). *Student Empowerment in Higher Education: Reflecting on Teaching Practice and Learner Engagement*. Vol. 2. Berlin: Logos Verlag. 487-498.
- Panjwani, F. & Brown, N. (2020). Teaching for 3 Cs: centring imagination in teacher education. In: Nolan, K. & Tupper, J. (eds.). *Social Theory for Teacher Education Research: Beyond the Technical-Rational*. Bloomsbury.
- Brown, N. (2019). The embodied academic: body work in teacher education. In: Leigh, J. S. (ed.). *Conversations on Embodiment across Higher Education: Teaching, Practice and Research*. London: Routledge, 86-95.
- Brown, N. (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>.
- Brown, N. (2017). The construction of academic identity under the influence of fibromyalgia. In: Henderson, H., Pennant, A. L. & Hand, M. (eds.). *Papers from the Education Doctoral Research Conference Saturday 26 November 2016. School of Education*. Birmingham: University of Birmingham. 18-25. http://epapers.bham.ac.uk/2979/1/Full_Book_Research_conference_November_2016.pdf
- Brown, N. (2017). Nicole Brown: teacher, teacher trainer, learner. In: Lorst, P., Swennen, A. & White, E. (eds.). *Teacher Educators Pathways to Becoming Research Active*. Utrecht: HU University of Applied Sciences Utrecht. 10-13. https://issuu.com/hogeschoolutrecht/docs/teacher_educators_pathways_to_becom
- Brown, N. (2016). ICT in the Primary Curriculum in the UK. In *Future Tasks and Prospects of Elementary Education in the Era of Artificial Intelligence and Information Society*. Paper presented at 2016 International Conference for KSSEE's 30th Anniversary: Future Tasks and Prospects of Elementary Education in the Era of Artificial Intelligence and Information Society, Kintex, Seoul, South Korea, 22 October (149-162). Seoul, South Korea: Korean Society for the Study of Elementary Education.

Forthcoming publications

- Brown, N. & Leigh, J. S. (eds.) (2020). *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. London: UCL 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.
- 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.
- 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.
- Finesilver, C., Leigh, J. S., & Brown, N. (2020). Invisible disability: Unacknowledged diversity. In: Brown, N. & Leigh, J. S. (eds.) *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. London: UCL Press.

- Leigh, J. S., & Brown, N. (2020). Internalised ableism: Of the political and the personal. In: Brown, N. & Leigh, J. S. (eds.) *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. London: UCL Press.
- Brown, N. (ed.) (2021). *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). 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). 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., & 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.

Publications in the process of resubmission

- Leigh, J. S. & Brown, N. Interdisciplinary research groups. Submitted to *Small Group Research*. (Impact factor: 1.163)
- Collins, J. & Brown, N. "Where's the validation?" – the role of emotion work and validation for doctoral students. Submitted to *Higher Education Research and Development*. (Impact factor: 2.006).

Publications under review

Publications in draft stage

- Brown, N. The social course of fibromyalgia: resisting processes of marginalisation. Submitted to *Sociology of Health and Illness* (Impact factor: 2.662).
- Brown, N. Managing the ill body in higher education. Submitted to *Work, Employment and Society*. (Impact factor: 2.364).
- Brown, N. & Ramlackhan, K. Experiences of ableism: voices of the disabled in academia. Submitted to *Critical Education*.
- Brown, N. Blurred boundaries: towards an immersive research approach. Submitted to *The Qualitative Report*. (Impact factor: 0.334).
- Brown, N. & Leigh, J. S. Considering ethics in participatory research using creative methods. To be submitted to *Qualitative Inquiry*.
- Leigh, J. S. & Brown, N. Morality of using creative research methods. To be submitted to *Philosophy and Phenomenological Research*.

Publications in progress

- Brown, N. The self in the classroom. To be submitted to *Journal of Teacher Education*.
- Brown, N. Ableism in academia. To be submitted to *Teaching in Higher Education*.
- Brown, N. Inter-institutional collaboration in times of commercialisation. To be submitted to *Teaching in Higher Education*.
- Leigh, J. S. & Brown, N. Academic identity and biographical disruption: the impact of invisible illness on academic identity. To be submitted to *British Journal of Sociology of Education*.
- Leigh, J. S. & Brown, N. Make and do: applying creative methods to Higher Education research. To be submitted to *Educational Researcher*.

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

Books with publishing contract agreed

Brown, N. (ed.) *Lived Experiences of Ableism in Academia: Strategies for Inclusion in Higher Education*. Bristol: Policy Press.

Brown, N. & Leigh, J. S. (eds.) *Ableism in Academia: Theorising Experiences of Disabilities and Chronic Illnesses in Higher Education*. London: UCL Press.

Leigh, J. S. & Brown, N. *What is Embodied Inquiry?* Bloomsbury.

Books at proposal stage

Brown, N. *How to Make the Most of Your Research Journal*. Submitted to Policy Press.

Brown, N. *Disability and Chronic Illness in Higher Education*. Submitted to Emerald.

Collins, J., Brown, N. & Leigh, J. S. *Supporting International Graduate Teaching Assistants with Teaching*. Submitted to UCL Press.

Brown, N., Ramlackhan, K. & Ince, A. (eds.). *Creativity in Teacher Education*. Submitted to UCL Press.

Book reviews

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

...in progress

Creativity in teacher education (with colleagues from the UK, the US, South Korea, Spain and Sweden)

...completed

Ableism in academia: developing institutional approaches to inclusivity (with UCL colleagues)

The visual, sensory and embodied: developing research methods (with colleagues from a range of Universities)

Using creative methods with PhD students to enhance wellbeing and foster a sense of community (with Dr Jo Collins, University of Kent, UK).

The self in the classroom (with Dr Karen Ramlackhan, University of South Florida, United States).

Developing assessments that are directed at an audience (Connected Curriculum Strand 5; with UCL colleagues).

Make and do: developing creative research methods (with Dr Jennifer Leigh, University of Kent, UK and Phaedra Petsilas, Rambert School of Dance, UK).

ICT in the Primary Curriculum in the UK (with Dr Jung-Duk Ohn, Gyeongin National University of Education, South Korea).

Publications on reading lists

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). – On PGCert in Creative Courses (incl. FHEA accreditation), Level 7, Ravensbourne University London.

Media presence and public engagement

- 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
- 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/>
- 11/2018 Article Identity boxes: data collection through objects, *ESRC National Centre for Research Methods newsletter*.
- 07/2018 Article 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.
- 07/2017 Article 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>.

Invited contributions, presentations and workshops

- 03/2020 Workshop Tools for teaching: Assessment and feedback, *Graduate School*, University of Kent, Canterbury.
- 02/2020 Workshop Tools for teaching: Questioning techniques, *Graduate School*, University of Kent, Canterbury.
- 01/2020 Workshop Tools for teaching: Engaging students in discussions, *Graduate School*, University of Kent, Canterbury.
- 12/2019 Workshop Creative methods in social science research *Social Research Association (SRA) 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, <i>Graduate School</i> , University of Kent, Canterbury.
09/2019	Workshop	Emotions in research, <i>Training and Events Programme</i> , National Centre for Research Methods, The London School of Economics and Political Science, London.
09/2019	Workshop	Preventing plagiarism – workshop for academics, <i>Professional Development Programme</i> , Society for Research into Higher Education.
07/2019	Panellist	New ways of seeing: social research in a digital, visual age, <i>Social Research Association (SRA) Summer Event</i> , Westminster, London.
06/2019	Seminar	"I don't have any role models" How accessible is academia?, <i>Professional Development Programme</i> , University of Reading.
05/2019	Seminar	Arts-based approaches to data collection and analysis within health research, <i>Qualitative Health Research Network</i> , UCL, London.
03/2019	Workshop	Creative methods in higher education research (advanced session), <i>Professional Development Programme</i> , Society for Research into Higher Education, London.
03/2019	Workshop	Fostering wellbeing through creative reflective practice for PhD students and supervisors, <i>Postgraduate Issues Network</i> , Society for Research into Higher Education, London.
02/2019	Workshop	Creative methods for research in higher education, <i>Professional Development Programme</i> , Society for Research into Higher Education, London.
02/2019	Panellist	Disabled and chronically ill in academia, <i>Jornada d'Investigadors Predoctorals Interdisciplinària</i> (7 th Conference of Interdisciplinary Predoctoral Researchers), Barcelona, Spain.
02/2019	Workshop	Using creative methods to support wellbeing amongst clinical academic trainee, <i>British Medical Association Clinical Academic Trainees Conference 2019</i> , BMA House, London.
01/2019	Seminar	Ableism in higher education, <i>Professional Development Programme</i> , University of East London, London.
09/2018	Workshop	Preventing plagiarism – workshop for academics, <i>Professional Development Programme</i> , Society for Research into Higher Education, London.
09/2018	Workshop	Creative methods for research in higher education, <i>Professional Development Programme</i> , Society for Research into Higher Education, London.
09/2018	Presentation	Ableism in Academia, <i>Professional Development Programme</i> , Springer Nature, London.
07/2018	Keynote	Ableism in Academia, <i>Annual Conference of the National Association of Disabled Staff Networks</i> , UCL, London.
07/2018	Presentation	Accessibility and inclusion in the curriculum, <i>Professional Development Programme</i> , London School of Economics, London.
07/2018	Paper	The embodied researcher and the role of reflexivity, <i>8th NCRM Research Methods Festival 2018</i> , University of Bath, Bath.
06/2018	Workshop	Using creative methods in research, <i>Doctoral School Development Programme</i> , UCL Institute of Education, London.
06/2018	Workshop	The PhD journey, <i>Doctoral School Development Programme</i> , UCL Institute of Education, London.

06/2018	Workshop	Building community with creative minds, <i>Postgraduate Festival</i> , University of Kent, Canterbury.
06/2018	Panellist	Ableism in academia, <i>Reclaim the University: Big Meeting</i> , UCL Institute of Education, London.
06/2018	Panellist	Accessibility in the Ivory Tower, Ableism and inclusion in academia, <i>UCL Festival of Culture</i> , UCL, London.
04/2018	Moderator	Ableism in academia, guest moderator for Twitter chat #LTHEchat.
02/2018	Panellist	Ableism in Academia, <i>Ableism in the Curriculum</i> , University of Westminster, London.
02/2018	Panellist	Ableism in Academia, <i>Liberating the Curriculum Myth busting event</i> , UCL, London.
01/2018	Installation	Peace Treaty – an installation based on outcomes of fibromyalgia research, <i>Art is Something Much More Dangerous</i> , The Horsebridge Arts and Community Centre, Whitstable.
01/2018	Workshop	Preventing plagiarism – workshop for academics, <i>Arena Exchange</i> , UCL, London.
01/2018	Workshop	Re-creating experiences: deepening student reflections through drawing activities, LEGO® models and material representations, <i>Arena Exchange</i> , UCL, London.
01/2018	Workshop	Preventing plagiarism – workshop for academics, <i>Professional Development Programme</i> , Society for Research into Higher Education.
2017–19	Module	Development of the module "Supporting staff with academic integrity" for an academic integrity course, <i>epigeum, Learning Solutions – Oxford University Press</i> .
11/2017	Workshop	Using creative methods in research, <i>Researcher Development Programme</i> , University of Kent.
10/2017	Workshop	Artefacts and representations as tools for reflections for researchers and participants, <i>Research Café for Postgraduate Students</i> , University of Kent
08/2017	Panellist	<i>Chronic Pain in the UK Today: Medical, Academic and Political Perspectives</i> , UCL Institute of Advanced Studies, London.
03/2017	Panellist	<i>From the Editor's Point of View: Ethnography in the 21st Century</i> , University of Kent, Canterbury.
10/2016	Keynote	ICT in the primary curriculum in the UK, <i>2016 International Conference for KSSEE's 30th Anniversary: Future Tasks and Prospects of Elementary Education in the Era of Artificial Intelligence and Information Society</i> , Korean Society for the Study of Elementary Education, Seoul, South Korea
06/2016	Workshop	How to use turnitin and interpret turnitin reports, UCL Institute of Education, London
06/2016	Workshop	Preventing plagiarism and the role of integrity codes, UCL Institute of Education, London
06/2016	Workshop	Preventing plagiarism and the role of integrity codes, UCL, London
06/2016	Workshop	Socrative as an example for an audience-response system, UCL Institute of Education, London
06/2016	Workshop	Supervising and assessing MA reports, UCL Institute of Education, London
04/2016	Workshop	Socrative as an example for an audience-response system, UCL, London
03/2016	Workshop	How to use turnitin and interpret turnitin reports, UCL Institute of Education, London
06/2015	Workshop	Academic writing skills – essay structure, literature search and referencing, St Lawrence College, Ramsgate

07/2006 Workshop Teaching and learning in England, bm:bwk and Österreich-Kooperation, Gmunden

Conference presentations

07/2020 Workshop Belonging and identity work amongst international postgraduates who teach: where can GTA developers make a difference?, *UKCGE Annual Conference 2020*, Moved online due to Covid-19 pandemic.

05/2020 Paper The benefits and challenges of participatory research methods, *AAPOR 75th Annual Conference 2020*, American Association for Public Opinion Research, Atlanta, Georgia, USA. Moved online due to Covid-19 pandemic.

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.

01/2020 Paper Rhythmanalysis to account for time in qualitative research, *Qualitative Research Symposium*, University of Bath, Bath, UK.

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.

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, *5th 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.

05/2019 Paper Whose voice, whose story?: activism through arts-based research, *15th International Congress of Qualitative Inquiry*, International Institute for Qualitative Inquiry, Champaign-Urbana, Illinois, USA.

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*, UCL Institute of Education, University College London, London, UK.

04/2019 Paper Strategies to enhance students' wellbeing, *UCL Education Conference 2019*, UCL Institute of Education, University College London, London, UK.

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	Panellist	Inclusivity in academia – Ableism in academia: how inclusive is academia really?, <i>SRHE Annual Research Conference 2018</i> , Society for Research into Higher Education, Newport, South Wales.
12/2018	Workshop	Enhancing PhD students' wellbeing using creative methods, <i>SRHE Annual Research Conference 2018</i> , Society for Research into Higher Education, Newport, South Wales.
10/2018	Paper	"Listen to your gut": analysing messy data from creative data collection methods, <i>3rd World Conference on Qualitative Research</i> , Escola Superior de Enfermagem de Lisboa, Lisbon, Portugal.
10/2018	Workshop	Using creative methods to promote student wellbeing and develop future selves, <i>Researcher Education and Development Conference</i> , Coventry University, UK.
09/2018	Paper	Identity and body work in academia – the present and the future, <i>International Academic Identities Conference</i> , Research Institute for Higher Education, Hiroshima University, Japan.
09/2018	Workshop	Supporting PGR mental wellbeing: initiatives at Universities of Kent and Liverpool, <i>Vitae Researcher Development International Conference</i> , Birmingham, UK.
09/2018	Workshop	The self in the classroom: the visual and material in teacher education, <i>Visual Pedagogies: London 2018</i> , International Association for Visual Culture, London, UK.
09/2018	Paper	Body work, ableism and abledment in academia, <i>9th Biannual Disabilities Studies Conference</i> , Lancaster University, UK.
09/2018	Paper	Using creative methods to dis-entangle disabled and ill bodies, <i>21st Annual Dilemmas for Human Services International Research Conference</i> , University of Northampton, UK.
09/2018	Paper	The ill and disabled body in academia – making the invisible visible, <i>Invisible Bodies: Race, Embodiment and the Life-Course</i> , British Sociological Association, University of Kent, Canterbury, UK.
06/2018	Paper	The construction of academic identity under the influence of fibromyalgia, <i>Tea and Talks, Postgraduate Festival</i> , University of Kent, Canterbury, UK.
06/2018	Poster	The construction of academic identity under the influence of fibromyalgia, <i>Postgraduate Festival</i> , University of Kent, Canterbury, UK.
06/2018	Paper	Chronically ill and disabled academics: body work in academia, <i>Variabilities IV 2018</i> , Birkbeck, University of London and University of Winchester, UK.
06/2018	Paper	"I can't describe what I'm going through" – roles and boundaries of research, arts and therapy, <i>Art, Materiality and Representation</i> , Royal Anthropological Institute/The Department of Africa, Oceania and the Americas of the British Museum and the Department of Anthropology at SOAS, British Museum/SOAS, London, UK.
06/2018	Paper	"It makes me ill" – Body work in the changing HE sector, <i>7th Ethnography and Qualitative Research Conference</i> , University of Bergamo, Bergamo, Italy.

05/2018	Poster	Research impact of "The construction of academic identity under the influence of fibromyalgia", <i>Maximising Your Research Impact</i> , University of Kent, Canterbury, UK.
05/2018	Paper	Challenges of using participatory and creative research methods within qualitative research, <i>16th Qualitative Methods Conference</i> , International Institute for Qualitative Methodology, University of Alberta, Banff, Alberta, Canada.
04/2018	Paper	Assessments: letting students decide what they want to do, <i>UCL Education Conference 2018</i> , UCL Institute of Education, London, UK.
04/2018	Paper	Developing portfolios to become meaningful, external-facing assessments, <i>UCL Education Conference 2018</i> , UCL Institute of Education, London, UK.
03/2018	Workshop	Using creative methods to support PhD students' wellbeing, <i>UK Advising and Tutoring Conference 2018</i> , University of Derby, UK.
01/2018	Paper	The "I" in fibromyalgia, <i>Qualitative Research Symposium 2018</i> , University of Bath, Bath, UK.
01/2018	Video	Boundaries of creative methods – consideration of methods and ethics, <i>RECAP – Disrupting Research</i> , University of Coventry, Coventry, UK.
12/2017	Paper	Academic identity: active identity and body work in academia, <i>SRHE Annual Research Conference 2017</i> , Society for Research into Higher Education, Newport, South Wales.
12/2017	Roundtable	The embodied researcher: reflexivity and creative methodologies, <i>SRHE Annual Research Conference 2017</i> , Society for Research into Higher Education, Newport, South Wales.
12/2017	Roundtable	Developing portfolios to become meaningful, external-facing assessments, <i>SRHE Annual Research Conference 2017</i> , Society for Research into Higher Education, Newport, South Wales.
11/2017	Paper	Challenges of using participatory and creative research methods, <i>Connecting Communities International Conference PASAR</i> , University of Greenwich and National Centre for Research Methods, Resources in London, UK.
10/2017	Paper	Creative methods to explore academic identity, <i>Research Festival</i> , Centre for Studies in Higher Education (CSHE), University of Kent, Canterbury, UK.
09/2017	Paper	Exploring the lived experience of fibromyalgia using Frank's narratives, <i>British Sociological Association 49th Medical Sociology Annual Conference 2017</i> , University of York, York, UK.
07/2017	60 mins	Interactive breakout session Recreating experiences: participatory qualitative research to develop student learning and experience, <i>HEA Annual Conference 2017 Generation TEF: Teaching in the Spotlight</i> , 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, <i>Connecting Higher Education: International perspectives on research-based education</i> , UCL, London, UK.

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

Professional activities and memberships

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
 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

Professional development courses and training

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 training

20/11/2019 UCL: Online diversity training

03/07/2019 UCL: Doctoral supervision training, ARENA

02/07/2019 UCL: Doctoral supervision online training

08/09/2018 UCL: GDPR online training

11/06/2018 UCL: Women in Leadership Forum

21/06/2017 University of Kent: Annual Teaching and Learning Conference focussing on Assessment

19/05/2017 University of Kent: Gender, sexuality and the sensory

28/02/2017 UCL Arena: Visualising teaching – student-produced artefacts to represent pedagogic practice

23/02/2017 University of Kent: Wellcome Trust at Kent – writing grant bids for the Wellcome Trust

03/02/2017 University of Kent: Postgraduate funding

19/01/2017 University of Kent: The PhD journey

28/11/2016 UCL Arena: Introduction to MyFeedback

30/06/2016 University of Kent: Quality papers – how to write papers for publications

19/05/2016 UCL Arena: Simple steps to using online collaboration and e-learning tools

18/05/2016 UCL Arena: Giving quicker feedback

20/04/2016 UCL Arena: Mentoring scheme

31/03/2016 Diversity in the workplace

18/03/2016 University of Kent: Measuring research impact

15/01/2016 University of Kent: Approaches to teaching – developing seminar teaching

Postgraduate Supervision

since 2013 supervision of Master's level reports and dissertations

since 2019 supervision of a Doctoral student

Postgraduate Teaching ExperienceProfessional 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 ExperienceLiteracy, Language and Communication

The purpose of this module is to introduce students to a range of disciplinary perspectives on learning-related literacy practices in formal and informal educational settings, including digital

environments. It aims to provide students with key ideas in studies of literacy and language that explore the potentials of contemporary forms of communication for learning and working in diverse linguistic, culture and social contexts.

Development of University 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.

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.

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 SessionsTeacher 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/>