

# Distinguished Achievement Awards

29 June 2012

## Teachers of the Year 2012

The nominations were judged against the following criteria:

"The nominee should be an individual whose teaching over the past year has been outstanding. S/he should demonstrate an ability to communicate ideas effectively, be able to motivate and stimulate students to learn, whilst at the same time showing a commitment to innovation (for example, in e-learning) and excellence in education."

### **Dr Jill Barber, School of Pharmacy and Pharmaceutical Sciences, Faculty of Medical and Human Sciences**

Dr Jill Barber from the School of Pharmacy and Pharmaceutical Sciences, in the Faculty of Medical and Human Sciences, is described by one of her students as being *"an excellent lecturer who takes the time to provide very useful feedback on a regular basis at the times when it is most useful to us"*.

Jill's lectures are noted for their clarity and humour. She has, however, never been satisfied with conventional good teaching. Jill recognized the School's relatively poor performance under "Feedback" in the annual National Student Survey, and with her colleague, has developed several widely applicable methods of providing regular feedback on students' performance, large classes notwithstanding. These include the Global Feedback Tool, which gives detailed personalized advice to students based on their performance in class assessments, and is now being applied to several other modules. The Chemotherapy and Phytotherapy, on which Jill teaches, the Unit Evaluation Questionnaire shows an average of 4.42, with a staggering 4.69 for Feedback; Jill's personal score was 4.62.

### **Dr David Butler, School of Arts, Histories and Cultures, Faculty of Humanities**

Dr David Butler, a lecturer in Screen Studies in Drama in the Faculty of Humanities, is described as being excellent in all aspects of his teaching including his detailed written and verbal feedback. This is borne out by the outstanding results he consistently receives in student questionnaires.

His results place his teaching in the top tier for the entire School of Arts, Histories and Cultures, and they build on a track record over the past several years. In fact David was asked by the School to report on the reasons for these units' success so his best practice could be more widely applied.

He is deeply committed to enhancing opportunities for personalised learning. He has innovated new forms of assessment, encouraging students to work on practice-based research, enabling them to acquire and enhance skills that will benefit them in the job market.

### **Professor Andrew Loudon, Faculty of Life Sciences**

Professor Andrew Loudon from the Faculty of Life Sciences is considered as being a perfect example of someone who combines a considerable research profile with a dedicated approach to teaching and inspiring students.

His enthusiasm and love of teaching is evident to all. For example, lectures in animal physiology include personal stories of bear and reindeer research, complete with experimental details. His Hormones and Behaviour unit, which he delivers entirely himself, is one of the Faculty's most popular, scoring a perfect 2.0 for teaching excellence and attracting student comments such as "*... the best lecturer I have had the privilege to listen to in the past 3 years*", and "*I was strongly recommended this unit by previous students, and I am so glad I chose it*".

### **Dr John Latham, School of Computer Science, Faculty of Engineering and Physical Sciences**

Dr John Latham, from the School of Computer Science in the Faculty of Engineering and Physical Sciences, is thought to be one of the School's most talented lecturers and communicators.

His unique motivational lecturing style is considered inspiring, dynamic, humorous, full of insight and genuinely memorable.

He has worked tirelessly over a number of years to develop a highly-successful Introduction to Computer Programming course taken by all first year undergraduates. This course is critical to the School, and the successful progression of its students, so it has to be as appealing as possible. John has striven to ensure that it has a hugely positive impact on students' first year experience.

John is also responsible for the infrastructure that makes the School's large-scale undergraduate activities possible. One of his most influential innovations was the introduction of one-to-one marking and feedback of students' work by laboratory demonstrators. He devised and implemented the Arcade laboratory assessment management system which is fundamental to the organisation and management of all Undergraduate laboratory and coursework assessment in the School.