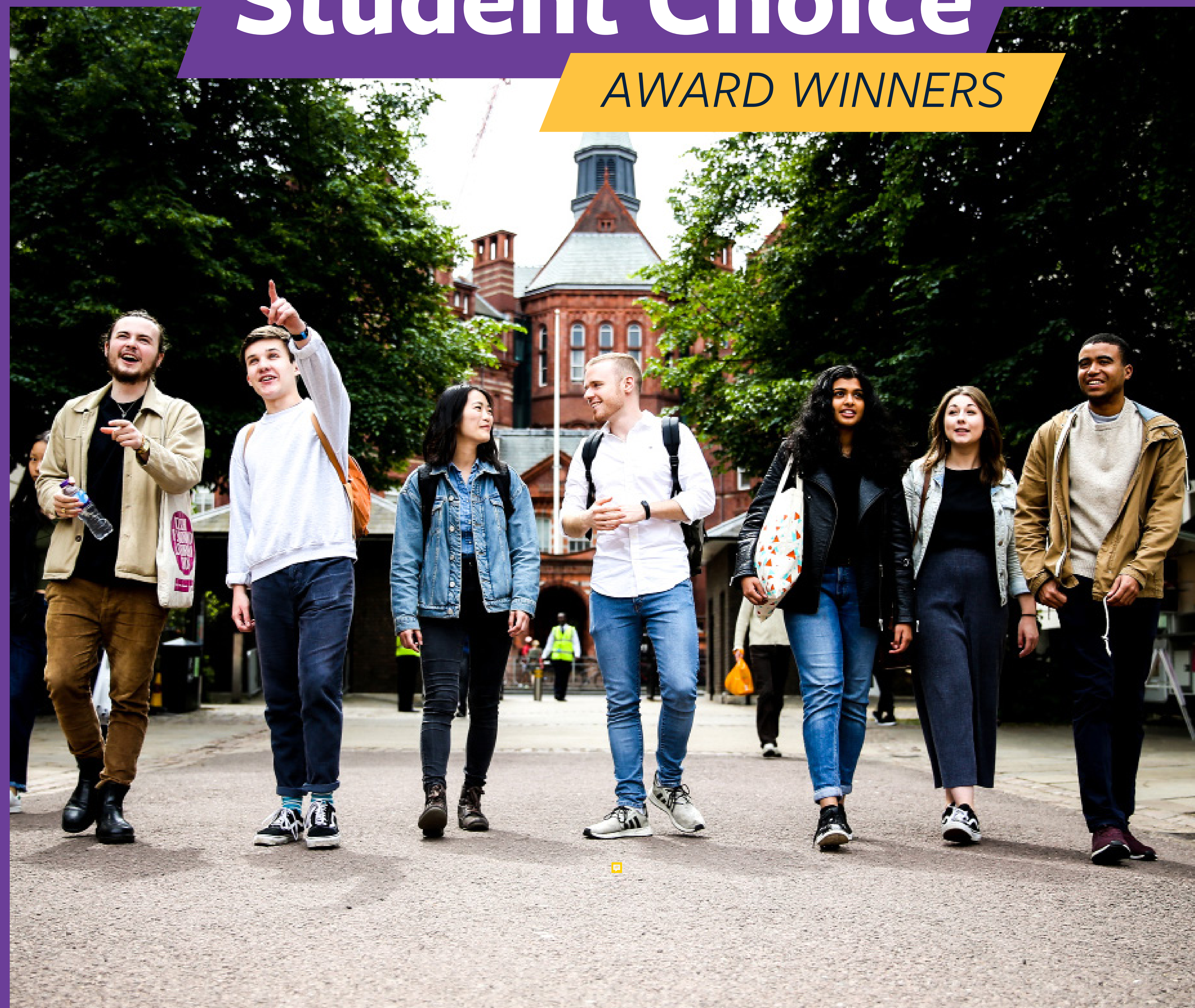


Student Choice

AWARD WINNERS



Excellent Personal Tutoring Award Winner

Gabriel Moshenska has been at UCL since he was an undergraduate, and is now Senior Lecturer in Public Archaeology. He works on the archaeology of the Second World War, the history of scientific studies of Egyptian mummies, and the public understanding of the past. He is active in promoting awareness of mental health issues in academia for both students and staff, and in challenging the silence and stigma that surround it. Gabriel's students describe him not just as caring and available, but as someone who "makes sure that we are doing what we are doing because we love it". He was commended for providing excellent advice, on both personal and academic matters. One student noted the incredible level of support provided by Gabriel after they were sexually assaulted, and experienced significant mental health challenges thereafter, noting simply that "Gabe saved my life".



Gabriel Moshenska

Senior Lecturer
Institute of Archaeology

Diverse & Inclusive Education Award Winner

Prior to joining Scandinavian Studies at UCL Helga was the Head of the Nordic Studies Program at the University of Colorado. Her academic career has largely been teaching-focused, but she is now enjoying revisiting her research and preparing forthcoming publications.

Her current research looks at visual representations of the Nordic Region, especially within the framework of popular culture and social media. Helga has been nominated this year for her course on superhero films, which foregrounds discussions “*concerning gender, sexual orientation, disability, and race and how they are represented in the genre*”. She has made sure to develop a diverse watch-list, and her students have appreciated her encouragement of critical thinking and questioning towards “*whitewashing*” and “*colonialist and problematic elements in the portrayal of the rest of the world in these films*” throughout her module.



Helga Luthersdottir

Teaching Fellow
School of European Languages, Culture and Society



Brenda Parker

Lecturer
Department of Biochemical Engineering

Outstanding Research Supervision Award Winner

Dr David O. Scanlon is a Reader in Computational, Inorganic and Materials Chemistry. He was appointed to a Lectureship in 2013, and to Reader in 2016. He leads the Materials Theory Group, which is focused on computationally driven materials design at UCL,

especially within the remit of solid state materials for renewable energy applications. David’s research is sponsored by the EPSRC, the ERC, the Faraday Institution and Industry.

David is extremely popular in his (and other) research groups, and has been exceptional in establishing collaborative partnerships with his students and building their careers. He has been commended for the detailed personal attention he pays to each individual student, his enthusiasm in encouraging his groups to work with cutting-edge technologies, and his dedication to helping his students find and make the most of academic opportunities.

Brilliant Research-based Education Award Winner

Brenda’s doctoral research investigated how proteins could be artificially evolved for green chemistry. However her postdoctoral work at the University of Cambridge took her to a new shade of green: microalgae. Her research at UCL focuses on how we can use photosynthetic microorganisms for sustainable industrial biotechnology. Brenda is the Co-Director of a new course in Bio-Integrated Design in collaboration with the Bartlett School of Architecture, and also the Science and Engineering Pathway Rep for BASc.

Students have been particularly enthusiastic about the different ways in which Brenda draws on cutting edge research in academia and in industry through her teaching, including exciting collaborations with relevant guest speakers and linking her module content to new companies, processes and research. In particular, one student cited Brenda’s encouragement for her group to conduct original research, which she then organised to be presented to a panel of industry experts.



Andrew King
Programme Administrator
European Social & Political Studies

Amazing Support Staff Award Winner

Andrew King has been working as the European Social and Political Studies (ESPS) Programme Administrator for almost six years. He very much enjoys working in student-facing roles and gets a lot of satisfaction from providing support to students. ESPS is a multidisciplinary degree programme, resulting in some complex and challenging problems and queries to be dealt with but also makes the role very interesting and rewarding.

Students in the department have built up their own ‘fandom’ around Andrew, complete with memes. This is because of his amazing responsiveness “replying to emails quickly (sometimes within minutes!) with practical advice”, and enthusiasm for helping students to solve all kinds of practical problems on a complicated programme. Students know him as welcoming, supportive and passionate about the department, which “wouldn’t be the same without him!”



Alison Hicks

Lecturer
Department of Information Studies

Exceptional Feedback Award Winner

Alison Hicks is a Lecturer on the MA in Library and Information Science in the Department of Information Studies where she teaches and supervises dissertations on topics that relate to how people engage with information. With an MA in French and Spanish from St Andrews and an MSIS from the University of Texas, Austin, Alison’s research centres on information literacy and questions of transition

within intercultural settings. Alison’s feedback is described as “timely, detailed, specific and clear”, as well as highly tailored and containing the right amount of humour.

Students have welcomed her feedback as extremely constructive and encouraging of reflection, including ample suggestions for further reading that have expanded their horizons. Beyond feedback on course assessments, one student also describes Alison’s feedback and support in applying for a student award for a conference as “[giving] me confidence in my abilities and motivating me to apply”.

Inspiring Teaching Delivery Award Winner

Dr Yordanka Velkova is a Lecturer in Bulgarian Language, Literature and Culture at UCL, and a Lecturer at The Faculty of Slavonic Studies at Sofia University, Bulgaria. Yordanka is also a teacher of Bulgarian at The Bulgarian Cultural Institute London. She has co-authored 6 textbooks of Bulgarian for Foreigners and has published many research papers linked to her academic interests in the field of (Morpho) Phonology, Morphology, Dialectology and Colloquial Speech. Yordanka loves sunny days and smiley people. Yordanka has cultivated a great deal of enthusiasm for Bulgarian amongst her students through her passionate teaching, creative ideas for teaching activities, and the way in which she constantly steeps her class in “real world” Bulgarian culture. Students have praised her for selecting engaging topics for language discussion, adapting to students’ individual interests, and for her varied and innovative ways of involving her students in Bulgarian culture both in and out of the classroom, including audio-visual and literary current affairs texts, restaurant visits and links with the Bulgarian Cultural Institute in London.

Individual

AWARD WINNERS



Award Winner

Since joining UCL in 2015, Lizzie has led a project to reform UCL's disparate academic regulations into a single, clear set of regulations which are easy to navigate and fair for students.

Thanks to Lizzie, we now have a regulatory regime that is actually under control a unified and easily accessible Academic Manual with everything in one place, clear and precise regulatory language, and very substantial progress on major regulatory reform projects going right to the heart of academic regulations (award, classification, progression, reassessment). UCL's now vastly improved EC policy is worth singling out as a highlight. Lizzie's work is recognised nationally, she has been invited to speak at national conferences, lead workshops and provided expert advice on the development of assessment regulations and practice.

"Lizzie has brought about transformation of the student experience by bringing clarity, fairness & consistency to the academic regs; challenging existing practice and leading innovation."

Lizzie Vinton

**Assessment Regulations and Governance
Manager**
Academic Services

Award Winner

Of many of her achievements, Geraldine worked to convert the SELCS Writing Lab from a temporarily funded occasional individual tutorial support system for SELCS UG students to a Faculty-wide entity, offering a range of targeted writing workshops in addition to tutorials, and available to undergraduate and postgraduate students throughout the academic year. Her continued involvement in the UCL ChangeMakers programme is further evidence of her desire to get students and staff to reflect jointly on teaching and learning.

Geraldine has also done crucially important behind-the-scenes work relating to student support and the advancement of best teaching practice. Geraldine is a brilliant example of a UCL academic totally committed to excellence in teaching, research and student support.

“Geraldine has a track record of transforming the teaching and learning environment for her students and colleagues, at institutional and individual levels.”



Geraldine Brodie

Senior Lecturer

Centre for Translation Studies (CenTraS), Centre for Multidisciplinary and Intercultural Inquiry (CMII), School of European Languages, Culture and Society (SELCS)

Award Winner

David Walker has made an enormous contribution to education at UCL and beyond. He set up a pioneering distance learning MSc programme within the division that brings together a Faculty of more than 60 leading International experts and a group of UCL Education colleagues. Together they have grown the portfolio of Perioperative Medicine learning to 129 countries across the world and more than 8,000 students.

He has been a constant champion of teaching excellence and has actively promoted Arena activities and reflected on his own practice to deliver outstanding teaching. He excels in many areas, including encouraging students to get involved with research early, providing detailed and much-appreciated feedback and designing meaningful, skills-focused assessments. Through his commitment to the educational community at UCL, his innovation in building links across the globe and his pioneering use of digital learning, David’s work has made a lasting impact on his faculty.

“David is a pioneer in online learning and advocate for change in Perioperative Medicine, is nominated for @UCL #Education Awards by @UCLDivofSurgery.”

Award Winner

The educational strategy of the department is dependent on the work of exceptionally dedicated Postgraduate Teaching Assistances, such as Gonzalo.

Colleagues in the department reported that he knows the material better than anyone else in the room, but also that he knows and anticipates the problems that students are going to have with the material, and how to deal with such problems. The module convenor sends

him the weekly assignments to check before making them public. Gonzalo never misses a difficulty, an ambiguity or a mistake and deals with them immediately. The same is true of exams.

Gonzalo’s level of carefulness, empathy and deep regard for the teaching activity in someone that is also a researcher in training, and a very good one at that, makes him a model for all PGTA’s at UCL and well beyond.

“Gonzalo is an outstanding teacher, a dependable and supportive guide for junior PGTA’s and an invaluable contributor to the learning innovation process in Econ1001.”



Gonzalo Paz Pardo

Teaching Assistant
UCL Economics

Award Winner

Tim Beasley-Murray has been nominated for his outstanding work and leadership on the Global Citizenship Programme. Tim was the Academic Director of the programme from 2013 to 2017, and under his influence the venture has grown from a pilot involving 100 students to seeing 800 students each year. The programme consistently receives extremely positive feedback from those who attend. Students on the programme choose between five ‘Grand Challenges’ to approach, creating fantastic opportunities to get involved with new and exciting research in areas as diverse as pharmacy, law and Slavonic and Eastern European studies, embracing the driving principles of UCL’s Connected Curriculum.

Tim is now leading a second key project relating to UCL’s Education Strategy, the Introductory Programme. This online course for pre-entry students has been developed to locate UCL’s intellectual and cultural traditions firmly within the campus landscape, and to bring together academic principles with pastoral guidance in a way that helps to welcome new starters and supports them in establishing themselves in a new learning environment. Tim’s enthusiasm and intellectual rigour have contributed hugely to the success of these innovative programmes. “Under Tim’s ambitious and thoughtful leadership, the Global Citizenship Programme has grown to become a highlight of the UCL academic year.”

Award Winner

Elisabete Cidre actively supports enterprises that enhance the student learning experience and engage students as active researchers such as the UCL ChangeMakers and Meet Your Researcher initiatives. She also initiates and develops specialist workshops for our BSc Year 1 students that aim to facilitate their transition into university study and to develop specialist skills and knowledge.

She has been instrumental in driving the undergraduate offer forward, completely reshaping it and improving all aspects of content and delivery. She continually strives for improvement and seeks out opportunities for innovation, introducing new ways of teaching and helping the students get the most from their time at UCL.

“Elisabete is inspired by a student-led ethos that listens to their needs and aspirations to foster an enhanced student experience.”



Award Winner

Priti’s passion for education is noted by both colleagues and students. She was selected to be part of the exhibition that profiles 24 women from across UCL who inspire those around them. Priti embraces the principles of UCL’s Connected Curriculum and engaged closely with the Global Engagement Strategy, UCL grand challenges and has adhered to key principles of UCL 2034.

Priti has made a ground breaking contribution to engineering and development teaching in her department and her contribution to student experience in Engineering, facilitating over 100 students to engage with international organisations through volunteer placements at UCL and has forged a partnership with Royal Academy of Engineers which will now see students working closely with entrepreneurs in Africa on funded placements.

Award Winner

Since joining UCL in 2010, Lysie has previously won three School of Management awards. Amongst Lysie's other achievements, she manages a UK national award winning business simulation, Icarus.

Student and tutor feedback has been full in its praise. Icarus was nominated for an award at the 2017 UK National Learning Technology Awards. In November 2017 it received Gold Award for Best Simulation, receiving extensive national IT and learning related press and social media coverage, with Lysie and UCL regularly cited.

"Lysie's nomination for this Award reflects her passion for and abilities in education and scholarship, enriching both face to face and online learning experiences."



Lysie Chew

Senior Teaching Fellow
School of Management

Award Winner

Rachel Rees has been nominated for her consistent display of leadership and innovation. In her role as Programme Director, she has introduced a range of educational innovations. These include peer-assisted learning schemes, the introduction of behaviour change theory into the curriculum, and the addition of cross-curricular teaching and assessments. These have strengthened the programme and produced strong alignment with the principles of UCL's Connected Curriculum.

Awarded Senior Fellow of the Higher Education Academy in 2015, Rachel also contributes to UCL Arena events, UCL ChangeMaker projects and teaching and learning toolkits for the wider UCL community.

She displays a track record of outstanding educational leadership of both staff and students, together with innovations in education that show impact not only at course level, but across UCL and, increasingly, nationally.

"Rachel is an inspirational leader of students and staff, innovator of educational practice, with a real passion for quality in education."

Award Winner

As part of his course teaching and in his role as Head of Teaching at the Department of Political Science, **Christian Schuster** has pushed the frontier on connecting the department's public policy teaching with the policy workplace. The number of public-policy competitors in

the UK has mushroomed in recent years, putting a premium on competitive teaching programmes to attract students – and this increasingly includes teaching that links class insights to practice.

The linkages Christian has established with the world of practice in his teaching are exemplary. This includes assessments for policy clients such as Lambeth Council, as well as numerous guest speakers from the policy world, which directly link to a week's classroom teaching. This outstanding effort to link our teaching to the world of practice is more than deserving of UCL's education award, and could serve as a model for other departments.

"Policy impact with classroom learning! Students advising @ Lambeth_council on policies to keep troubled youth out of care and with families."

Award Winner

Jane Rendell has been nominated for her long-term work on ethics in built environment teaching, research and professional practice, from colleagues from a cross-faculty group who have worked closely with Jane as she has initiated and led the Ethics in Built Environment Research project (2014-15), the Bartlett Ethics Working Group (2015-17) and the Bartlett Ethics Commission (2015-18).

Jane has transformed the student learning experience, supported colleagues and built environment professionals by expanding understanding, raising awareness and collectively developing approaches of ethical practice. This has been achieved through conferences, workshops, working groups, guidance documents, reports, procedures, protocols and policy proposals. The department believes it is precisely this sort of unsung but vital work that merits recognition. She is a real star!

“Jane’s pioneering ethical inquiry inspires reflexive, supportive, creative education of our future built environment practitioners.”

Award Winner

It has been noted that **Mark Lake** has contributed more to the sustained development of teaching at the UCL Institute of Archaeology than anyone else and has also been influential in supporting teaching innovation and high educational standards across UCL.

Mark has an exceptional track-record of teaching innovation and excellence, but his nomination centres around his leadership in curriculum development, which is widely cited as an exemplar of the connected curriculum, and his development of the module ARCL3097 Archaeology in the World, which has been used across UCL as a case study in research-based education and digital learning.

“Mark’s curriculum design and modules provide exemplars of the connected curriculum, research-based education and digital learning.”

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Team

AWARD WINNERS



UCL Public International Law Pro Bono Project

Academics, students and research participants, Laws:

Kimberley Trapp, Alex Mills, Luis Viveros, Chris O'Meara, Ed Robinson and Niko Pavlopoulo

The UCL Public International Law Pro Bono Project ('PILPBP') enables current UCL Laws PhD and LLM students, under the direction of UCL Laws Faculty members, to engage in cutting edge legal research, analysis and advice to assist leading international organisations in addressing some of the world's most pressing and difficult challenges.

It was established to provide LLM and PhD students the opportunity to work, individually and collaboratively and to make a positive contribution to the world. In the relatively short period of time, the project has proved to be resoundingly successful and its impact and value to the students and staff involved, and also to the external stakeholders, has exceeded expectations. "London's global university #UCL Laws PhD and LLM students collaborating in innovative research to address international human rights and security challenges."

BSc Biomedical Sciences

Life Sciences:

Professor Leslie Dale, Dr Tom Hawkins, Dr Pam Houston, Dr Margaret Mayston, Dr Julie Pitcher, Mrs Nidhi Rathod, Dr Richard Tunwell, Professor Talvinder Sihra

The team has been instrumental in the improvements and day-to-day delivery of what is now the flagship degree programme of the Division of Biosciences, the BSc in Biomedical Sciences. This degree has been recognised by several external examiners as probably being the best biomedical sciences degree in the UK. However, getting to this stage was not easy, as smooth organisation of a highly interdisciplinary degree poses myriad practical and academic challenges. The team has therefore done outstanding work in collaborating to create a series of programme diets and building a world-class programme that maintains rigorous academic standards and achieves high levels of student satisfaction. The team has demonstrated excellence in a wide range of ways, including their thoughtful approach to organisation, academic integrity and responsiveness to student experience. "A stellar example of the teamwork required to create an exceptional interdisciplinary degree programme with a fantastic student experience."

Centre for Teaching and Learning in Economics

Social and Historical Sciences:

The Centre for Teaching and Learning in Economics was set up in 2015 to foster a great teaching ethos, encourage pedagogical innovation and to link the UCL Connected Curriculum to further research-based education within the Department of Economics. The team has developed a holistic approach to integrating research-based education very strongly into the department culture, comprising faculty, students and the admin team. They have developed a series of initiatives and innovation to jump-start the culture, and then used the example to embed research in the curriculum as a whole. Their approach will be rolled out next year to embed a throughline of active research and innovation across all modules.

“CTaLE: revolutionizing how economists educate and are educated, via First Year Challenge, Explore Econ conference, Skills Lab workshops and beyond.”

