

Invited Speakers

Professor Ronald Barnett



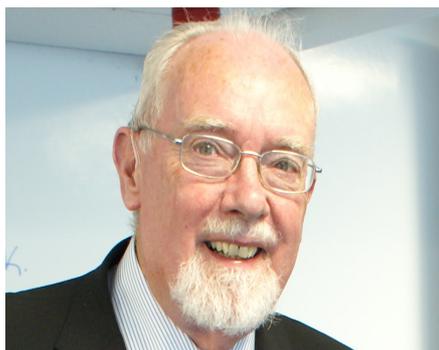
Ron is Emeritus Professor of Higher Education at the Institute of Education, University of London. He is a recognized authority on the conceptual and theoretical understanding of the university and higher education. He has held senior positions at the Institute of Education, including that of Pro-Director for Longer Term Strategy and was also, for seven years, a Dean. He is a past Chair of the Society for Research into Higher Education, and has recently served as a Special Adviser to the House of Commons Select Committee Inquiry into Universities and Students. He is a Fellow both of the Higher Education Academy and the Society for Research into Higher Education and is currently Senior Research Consultant with SCEPTRe. He has been awarded a higher doctorate of the University of London and was the recipient of the inaugural 'Distinguished Researcher' prize of the European Association for Institutional Research (EAIR). Three of his

many books, several of which have won prizes, *Realizing the University in an age of supercomplexity*, *Engaging the Curriculum in Higher Education* (with Kelly Coate, 2005) and *A will to Learn: being a student in an age of uncertainty* (2007) have had an important influence on SCEPTRe's work and the idea of life-wide learning and life-wide curriculum.

SCEPTRe Life Achievement Award 2010

SCEPTRe would like to acknowledge the enormous contribution that Professor Ron Barnett has made to developing understanding of what a higher education means and his visions of an engaging higher education curriculum that fosters the will to be and become.

Professor John Cowan



Professor John Cowan entered academia after a successful career as a structural engineering designer. His research at Heriot-Watt University, Edinburgh, where he was the first Professor of Engineering Education in the UK, latterly concentrated on student-centred learning and the learning experience. On moving to the Open University in Scotland, he encouraged innovative curriculum development and campaigned nationally for rigorous formative evaluation in higher education. His passion for and professional interest in student-centred learning now spans over 40 years. During that time he has placed

an ever increasing emphasis on preparing students to exercise stewardship over their life-wide development while at University, and in lifelong learning thereafter. He continues to share his wisdom with higher education teachers at Napier University.

John's collegial spirit is well known. In describing himself he says, *"it's best just to think of me as a part-time teacher nowadays, with personal history to draw on and a willingness to share with some colleagues, if they want to innovate in areas where I have some experience."*

SCEPTRe has benefited hugely from his willingness to share the wisdom he has gained from a lifetime of committed professional practice and personal and his own professional development (most recently in a set of iTunes podcasts).

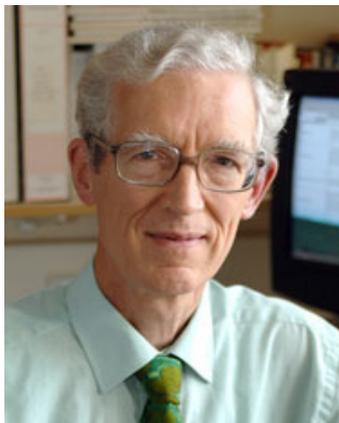
John has inspired many higher education teachers. In reviewing this book *Becoming and Innovative Teacher* Professor John Biggs wrote *"...a delightful and unusual reflective journey...the whole book is driven by a cycle of questions, examples, strategies and generalizations from the examples. In all, it is the clearest example of practise-what-you-preach that I have seen."*

This sums John up very well!

SCEPTrE Life Achievement Award 2010

SCEPTrE would like to acknowledge the significant contribution that John has made to the profession of higher education teaching and to his commitment to education that truly encourages and draws upon students' life-long and life-wide learning experiences.

Professor Michael Eraut



Michael is Emeritus Professor of Education at the Sussex Institute of the University of Sussex. He is a world expert and the UK's leading researcher into how professionals learn in work place settings. His pioneering research has found that most learning occurs informally during normal working processes and that there is considerable scope for recognising and enhancing such learning. His books include the highly acclaimed *Developing Professional Knowledge and Competence*. In 2007 he completed an ESRC-funded five year study of how professionals learn in the early part of their careers and Michael is working with SCEPTrE to help transfer and adapt some of this research knowledge to the professional work placement context in order to improve students' experiences. But in this conference we are inviting him to look

to the life-wide dimension of learning and to see what can we learn about the process of transferring and integrating knowledge and insights gained in one context to another.

SCEPTrE Life Achievement Award 2009

Michael received our Life Achievement Award in recognition of the enormous contribution he has made to our understanding of learning in professional work environments and for his willingness to try to improve higher education students' experiences by applying his knowledge to the placements.

Dr Richard Hall



Richard is the e-Learning Co-ordinator for De Montfort University, Leicester and a National Teaching Fellow (2009). He is responsible for the academic implementation of e-learning with the aim of enhancing the student learning experience, and as such he works to build networks of e-Learning Co-ordinators and Champions across the University. His favourite work involves teaching first-year historians and supervising research students in technology-enhanced learning [TEL].

He manages several national projects that are focused on the staff and student experience of TEL, and its impact on participation and co-governance in the curriculum. He was the Project Manager for DMU's e-Learning Pathfinder Project, which investigated mainstreaming Web 2.0 technologies across the institution in academic and academic-related departments. He also project

managed our HEA-funded CoTIL project, which is a partnership with the National Institute for Adult and Continuing Education investigating the relationships between social media and transitions. He is the project lead at DMU for the JISC-funded MoRSE, curriculum delivery project, which looks at the role of social media in supporting placement students. Richard is part of a team that has recently won funding from JISC to evaluate deliberative approaches to building users' involvement in greening ICT, through the DUALL project.

Richard's research interests include the impact of new media on pedagogic practice and institutional structures, and more importantly upon learner-empowerment, agency and participation. He is interested in issues tied to the post-digital and framing a resilient education. He is also concerned about Green ICT, and the impact of technology on climate change and energy sufficiency.

Dave Snowden



Dave is one of the leading figures in the movement towards integration of humanistic approaches to knowledge management with appropriate technology and process design. A native of Wales, he was formerly a Director in the IBM Institute for Knowledge Management where he led programmes on complexity and narrative. He pioneered the use of narrative as a means of knowledge disclosure and cross-cultural understanding. He is a leading keynote speaker at major conferences around the world and is known for his iconoclastic style, pragmatic cynicism and extensive use of stories to communicate what would otherwise be difficult concepts.

He is Director of the *Cynefin Centre for Organisational Complexity* which focuses on the development of the theory and practice of social complexity. The Cynefin framework is recognized as one of the first practical applications of complexity theory to management science and builds on earlier pioneering work in Knowledge

Management. He regularly consults at the board level with some of the world's largest companies as well as to Government and NGOs and was recently appointed as an advisor on sense making to the Singaporean Ministry of Defence. In addition he sits on a number of advisory and other bodies including the British Standards Institute committee on standards for Knowledge Management.

Tom Norton



Tom is Director of Internal Policy Development, at the 1994 Group of Universities. He joined the 1994 Group in January 2006, and has responsibility for working with member institutions to develop the Group's positions on key areas of national policy. He has produced a number of external reports on behalf of the Group, including *Beyond the Curriculum: Opportunities to enhance employability and future life choices* (Nov 2009), *Postgraduate Provision at 1994 Group Universities* (Jan 2010), and the Group's *Student Experience Policy Statement* (Nov 2007), as well as producing the Group's submissions to major consultations and reviews. Tom has an MA in Modern History from the University of Reading and a BA (Hons) in Comparative American Studies from the University of Warwick.