

I'm writing in support of Fiona's CMALT application.

I've worked closely with Fiona since my arrival at the University of Brighton in 2014. At the core of our relationship has been our collaborative work drawing upon the pedagogic and practical teaching interests of my role at the Learning and Teaching Hub and her technological, design and accessibility roles within IS, although this 'splitting' of roles underplays the close nature of our collaboration. We worked initially on the Digital Literacies Framework, and a series of Blended Learning seminars that ran over several years. We have co-presented at a wide range of external events including for Jisc and Inside Gov on the Digital Literacies Framework as well as internally on a variety of topics at e.g. the University's Annual Learning and Teaching conferences. We have continued this collaboration in developing Digitally Enabled Learning, where her ideas and resources have made a substantial contribution to the My Studies CPD materials, for example, in the Well Organised Learning topic which draws on her work in UX and information architecture. Fiona is a member of the Athena Swan Academic Staff Working Group which I Chair, and is a fellow member of the Centre for Digital Media Cultures Steering Group.

She consistently produces innovative and well thought through session plans and runs engaging sessions that value participant contribution. She pitches at the right level of technical and practical advice, combining this with a range of approaches drawn from her research, that help participants find their way to understanding and applying information to their own practice. She has a really creative approach to making staff development materials and developing sessions, taking a truly design led approach to communicate information effectively, beautifully, accessibly and engagingly – in particular her work on our VLE, but also design work, animations, and video. I should add here that she has an immense commitment to this – I know that her passion to do this well means that she often goes above and beyond expectations.

She has a detailed knowledge of assessment processes and procedures and how they intersect with technologies, and how these have to align with PSRB requirements, for example her work on Mahara based ePortfolios.

Underpinning all of her work is a long term commitment to accessibility and inclusive practice, and to the role of technology in opening up new forms of equality, drawing on her technical knowledge, her own experiences and a strong sense of compassion and fairness. Her application showcases the care she takes in nurturing individual staff to engage with technology and her drive to increase inclusivity, both in learning technology but also through her broader equalities work with Athena Swan.

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