



Teaching Awards 2025
Application Template
(Please refer to Guidance Notes for further details)

Please indicate if this is a Team or Individual application

Team

Individual

Strategic Themes: Applications should address at least one of the strategic themes. Please indicate below. See Guidance Notes for further details.

Transformative Student Experience

Examples of work within this theme would include supportive and inclusive practices that enhance the student journey, demonstrate responsiveness to the student voice, and foster student belonging, engagement and/or satisfaction.

Education for the Future:

Examples of work within this theme would include curriculum review and design reform, the development of effective assessment approaches, the development of flexible, inclusive pathways to improve student engagement, attainment and achievement, and the effective and appropriate use of AI in Education.

Contact Details:

Name and email address of **individual or Team Contact** (including Title): Dr. Chen-En Ho;
c.ho@qub.ac.uk

Names of team members, if applicable: N/A

School/Department: School of Arts, English and Languages

Number of years working in higher education (level of experience will be taken into account by the assessors. For teams, this should be the number of years of the most experienced member of the team.)

7 years and 10 months

Please select **one format** for your submission that best allows you to highlight the reach, value and impact of your work.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Reflective Commentary | 900 words, plus 100 words of introduction |
| <input type="checkbox"/> Narrative Presentation | 9 minutes, plus 1 minute of introduction |
| <input type="checkbox"/> Video link | 9 minutes plus, 1 minute of introduction |

Introduction (approx. 100 words) — 99 words

I convene MA Interpreting, leading a teaching team to deliver transformative, student-centred experience that helps PGT and PGR students become adaptable, reflective future practitioners and/or lecturers, and autonomous learners. Interpreting as a profession (and teaching it) has never faced more uncertainty in the AI era. Having gone through the traditional apprentice-style training myself, I'm dedicated to redesigning our teaching practices, accompanied by gamified feedback spreadsheets I developed and progressive levels of real-life simulations, which immerse students in challenging but manageable tasks, to ensure they develop reflective, feedback, and self-guiding skills to adapt to the ever-changing professional and educational landscapes.

Written Case Study

900 words total across the five sections below

Insert link to recorded material here. The video or presentation should address the sections listed below and be no longer than 10 minutes in total, to include 1 minute of introductory material.

Impact (include evidence of this impact through reach and value) — 315 words

I have reoriented MA Interpreting towards reflective, autonomous, and lifelong learning and global talent development by addressing 10 SDGs in our curriculum, while creating a learning community to benefit both MA and PhD students with a student-centred, dialogic feedback environment, which acknowledges emotion in the feedback loop and gives more agency to feedback receivers. I also focus equally on synchronous and asynchronous learning by designing new feedback/assessment spreadsheets (drawing on gamification and skill development models) for all students inside and outside class, including the work placement I designed to complement the curriculum, offering a well-rounded learning ecosystem. Meanwhile, I coach the teaching team by co-designing learning activities and co-teaching with them, which in turn creates a consistent and supportive learning environment.

My efforts led to improved teaching, feedback, and assessment practices “that encourage students to improve, without hurting their feelings” (Zou) and help students “enjoy the learning process”, which “has extraordinary impact on students’ willingness to participate actively...boosts their morale, and consequently, positively affects their performance, and retention” (Othmani). This in turn led to improved sense of belonging as a “warm and tight-knit” community, which makes the students and teaching team feel “engaged and proud to be part of” (Zou). As a student commented, “I genuinely enjoy group discussion...we brainstorm, we provide feedback, we improve together. More importantly, it is sweet that I feel I belong to somewhere” (Xiao). Student testimonials again substantiate the ethos of collaborative working and teamwork, saying that our programme has much “stronger connection and collaboration” (Sun) than other communities.

The main benefits include holistic development, focusing on not just domain knowledge but also the know-how and the people involved, plus the awareness of the rationale behind the approach. Improved employability has also often been mentioned, acclaiming that the complementary work placement I created “enriches students’ CVs and...their competitiveness during job applications” (Yang) and allow “for self-development and problem-solving experience” (Martinez).

Outcomes — 111 words

Changes in the teaching, feedback, and assessment practices foster a supportive student-centred environment. These are done by co-designing and co-delivering the curriculum with the teaching team, which improves the overall collaborative dynamic, found to be “very encouraging” (Othmani), and, in turn, the quality of educational offerings. The said changes further improved student attitude, i.e., students see the merit of reflecting regularly on their learning and being involved in others’ learning: “It’s not easy...But I find it really helpful...Feedback for others...also takes some effort to adjust, but I like the focus on simple format and phrasing” (Zhu).

All positive improvements have been reflected in my TEQs (4.9 on average) throughout the years.

Outputs/activities — 111 words

I embedded the 180-degree feedback practices into class sessions, self-guided study, and exams and designed two gamified feedback/assessment spreadsheets for the students and teaching team.

My practices were further shared via publications, conference presentations, invited lectures, and workshops organised by the Ministry of Culture of Saudi Arabia and Taiwanese and Chinese universities. I have also designed and delivered training to lecturers from Shih Chien University as their consultant for four consecutively years, including annual 10-day training on Queen’s campus and lectures/workshops on Shih Chien campus. I further completed the quality assurance scheme for Shih Chien in May 2025 by observing their teaching and offering dialogic feedback to help improve teaching quality.

Inputs — 103 words

I attended domain-specific and pedagogical CPD activities regularly, including sessions on industry developments and technology, coaching and mentoring, gamification and simulation, motivation psychology and engagement, inclusive instructional design, feedback and assessment practices, workflow automation, and project management (Agile SCRUM). I also use my time for research to test and develop evidence-based materials and teaching practices. Knowledge in gamification helps with designing the feedback/assessment spreadsheets and learning tasks, while the project management know-how helps me lead and guide the teaching team to holistically revamp the teaching, feedback, and assessment practices, which in turn have influenced how the teaching team consistently provide guidance to students.

Describe your influence — 260 words

The scale of impact has expanded from my immediate circle, including MA Interpreting students and my teaching team (some of whom were my PhD students) to the wider teaching community, as I have been invited to share my practices in Saudi Arabia, China, and Taiwan to 400+ lecturers, receiving positive feedback, with some mentioning they had made plans to “adopt such concepts to design learning activities and improve classroom interaction.” The reach also extends to learning communities in other universities, as suggested by previous TAs who are now lecturers at four universities in the UK and China: “[n]ow working at a different institution, many of the techniques, skills, and attitudes I learned from Ted...settle me at the new job” (Tian).

Through participatory mentoring and dialogic feedback practices, the students and teaching team have reported impacts on knowledge, e.g., on how to learn and domain-specific technicalities), beliefs, e.g., growth mindset and adaptability), and actual behaviours, including effective and autonomous learning and feedback practices. For example, as students comment on the usefulness of situated learning and that giving and receiving feedback is “not easy...but really helpful” and motivating (Zhu), a TA reflected that “teaching is not like the teacher’s conference presentation or staged performance. Instead, the students are the centre of the teaching and learning process and the teacher should be flexible and open enough to all the issues and problems and adjust the teaching accordingly,” (Yao). Meanwhile, another said she “learnt that it is important to involve students in the assessment process...to build self-efficacy and reflect critically on their progress” (Othmani).