

ANN PADLEY

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WORK EXPERIENCE

Learning & Innovation Consultant Self-employed: Ann Padley, LLC	2016 - present
External Examiner London Interdisciplinary School (UK)	2021 - present
Honorary Senior Lecturer	2021 - present
Undergraduate Programme Director	2020 - 2021
Senior Lecturer in Design Thinking	2020 - 2021
Deputy Undergraduate Programme Director	2019 - 2021
Teaching Fellow in Design Thinking University of Bristol (UK)	2019 - 2020
Centre for Innovation and Entrepreneurship	2016 - 2019
Marketing and Design Thinking Consultant	2015 - 2016
Associate Marketing Consultant Blue Door Consulting (Wisconsin, USA)	2010 - 2015
Director of Communication Services	2007 - 2010
Concierge	2006 - 2007
Event coordinator Choice Bank (Wisconsin, USA)	2006 - 2006

ACADEMIC QUALIFICATIONS

Fellow of the Higher Education Academy (FHEA) Advance HE, previously Higher Education Academy	2018
Master of Business Administration (MBA) Service Innovation and Design Laurea University of Applied Sciences (Espoo, Finland)	2017
Thesis: <i>Designing a student-centered learning experience: The Digital Wellbeing Sprint</i>	
Bachelor of Arts (BA) Art History; Italian University of Wisconsin Milwaukee (USA)	2005

AWARDS, HONOURS AND DISTINCTIONS

Collaborative Award for Teaching Excellence (CATE) Team award, Advance HE, UK	2019
Higher Education Team Enterprise Award Team award, National Enterprise Education Awards, UK	2018
University Educational Initiative Award Team award, University of Bristol, UK	2017
Vice-Chancellor's Award for Education Team award, University of Bristol, UK	2017
Educational Leadership Award Oshkosh Chamber of Commerce, Wisconsin, USA	2010

AWARD NOMINATIONS

Innovation in Education Award (highly commended) Team award, National Enterprise Network, UK	2020
Institutional Nomination: Collaborative Award for Teaching Excellence (CATE) Team award, Advance HE, previously Higher Education Academy	2018
Student Nomination: Best lecturer of TB2 University of Bristol, Geography Department	2018

RESEARCH AND THOUGHT LEADERSHIP

I work to inspire and support innovative initiatives and embody an entrepreneurial mindset of open collaboration. My work explores how the tools, methods and mindset of designed in industry and taught in the classroom can be adapted and applied to the design of the learning experience asking, how might design educators better practice what we preach?

PUBLICATIONS

Padley, A. (2021), Agile ethics process: An oxymoron or new paradigm in education? Industry and Higher Education. May 2021. doi:10.1177/09504222211015606

Padley, A. & Piironen, A.K. (2017), Redesigning for student centricity: a four-step process, UAS Journal 3/2017, Rectors' Conference of Finnish Universities of Applied Sciences (Arene), ISSN:1799-6848, <https://uasjournal.fi/in-english/redesigning-for-student-centricity/>

Piironen, A., Padley, A., Saastamoinen, K. (2018). Student-centered learning in CDIO framework. Proceedings of the 14th International CDIO Conference, Kanazawa Institute of Technology, Kanazawa, Japan, June 28 - July 2, 2018, ISSN: 17969964, <http://www.cdio.org/knowledge-library/documents/student-centered-learning-cdio-framework>

Padley, A. (2017). Designing a student-centered learning experience: The Digital Wellbeing Sprint. MBA. Service Innovation and Design. Laurea University of Applied Sciences. <http://www.theseus.fi/handle/10024/128728>

PRESENTATIONS AND WORKSHOPS

Panelist, "Mind The Gap: Opportunities for engagement with the creative industries", Creative Industry May Festival, Oxford Brookes University, Online, 13 May 2021

Facilitator, Big Leadership Adventure, Big Education Trust, 2020 (London, UK) & 2021 (online)

Presenter, "Reimagining a physical place in virtual space", Tales from the Digital Classroom: Teaching in Uncertain Times, Bristol Institute of Teaching and Learning (BILT) conference at the University of Bristol, Bristol, England, 2 July 2020

Keynote, "Innovating the student experience", Evolve Conference at Oxford Brookes University, Oxford, England, 23 January 2020

Panel, "The Future of Education - Is the system fit for purpose?", Springwise sessions at the Ivy Club, London, England, 1 October 2019

Presenter, "A model for collaborative project-based learning", Enhancing Student Learning Through Innovative Scholarship (ESLTIS) Conference, Bristol, England, 12 July 2018

Co-presenter, "An enterprising mindset for employability", Employability symposium, Advance HE, York, England, 15 June 2018

Co-presenter, "When design thinking meets enterprise education", Enterprise Exchange Event, Entrepreneurship Educators UK (EEUK), Bristol, England, 18 April 2018

Workshop organiser and mentor, "Introduction to Design Thinking", Bristol Sustainability Jam, Bristol, England, 10 November 2017

Workshop co-organiser, "Our infrastructure futures: learning, sharing, connecting, building", Open Living Lab Days, Krakow, Poland, 31 August 2017

Presenter and mentor, “Pledge design workshop”, Catalyst Bootcamp, Bristol, England, 24 August 2017

Workshop co-organiser and mentor, “Brainstorming and concept design”, Digital Wellbeing Sprint, Laurea, Metropolia Haagia-Helia Universities of Applied Sciences (UAS Alliance), Espoo, Finland, 30 May – 3 June 2016

EDUCATIONAL LEADERSHIP ROLES

Centre Undergraduate Programme Director
Centre Deputy Undergraduate Programme Director
Centre Senior Management Team
Centre Education Committee
Centre Student Staff Liaison Committee
Centre Education Action Plan (EAP) working group

University Digital Champion
University Engaged Learning Community member

Temple Quarter Enterprise Campus staff support expert working group
Temple Quarter Enterprise Campus partnership working advisory panel

EDUCATIONAL DESIGN AND DELIVERY

I have successfully designed and delivered new units at both undergraduate and postgraduate levels. My focus has been on designing student-centered learning experiences; developing learning progressions that support practical application of skills through project-based learning; piloting innovative teaching, peer review and assessment methods; and sharing my practice with others across the Centre, University and wider education community.

UNDERGRADUATE UNITS

Transdisciplinary Group Project 3: Doing Something Completely New 2019-21
University of Bristol Centre for Innovation and Entrepreneurship

Students: 45 (2019/20), 56 (2020/21)

Curriculum: Year three, 40 credits

Programme: Innovation degrees, four-year integrated master’s degree programme

Responsibility: Unit co-director

- Unit redesign including content and assessment
- Introduction of a futures thinking approach to project and team formation
- Pilot of new assessment methods including a combined reflective and critical essay model and futures-thinking based news of the future piece

Transdisciplinary Group Project 2: Solving Someone's Problem 2017-19
University of Bristol Centre for Innovation and Entrepreneurship

Students: 45 (2017/18), 50 (2018/19)

Curriculum: Year two, 20 credits

Programme: Innovation degrees, four-year integrated master's degree programme

Responsibility: Teaching fellow

- Development of a suite of engaged learning materials designed to recruit and collaborate with external partners
- Co-development of the Centre's first model for engaged learning which has involved collaboration with more than 14 external partners and growing
- Pilot of a peer marking scheme designed to increase student engagement with marking criteria and develop an understanding of the marking criteria
- Redevelopment of the Centre's ethics approval process for engaged learning projects

Design and Systems Thinking for Innovation 2016/17
University of Bristol Centre for Innovation and Entrepreneurship

Students: 45

Curriculum: Year one, 20 credits

Programme: Innovation degrees, four-year integrated master's degree programme

Responsibility: Unit co-director

- Co-design of the Centre's visual model and principles for design thinking which became a model for the programme-level values adopted by the Centre
- Co-design of the 'equity share,' a system of peer assessment designed to promote teamwork and collaboration which is now being used as a standard across the Centre and as a model for other departments

POSTGRADUATE UNITS

Team Challenges 2: Client Led Briefs 2018-2021
University of Bristol Centre for Innovation and Entrepreneurship

Students: 6 (2018), 23 (2019), 14 (2020)

Curriculum: Teaching block two, 20 credits

Programme: One-year MSc in Innovation and Entrepreneurship

Responsibility: Unit director

- Overall design of the learning experience including content delivery and assessment
- Development of a learning progression for design thinking within the curriculum
- Engagement with industry partners including Guide Dogs UK, the UK Department of Environment Food and Rural Affairs (DEFRA), and a local quantity surveying firm

Tools and Methods for Innovation: Design and Systems Thinking

2017-2020

University of Bristol Centre for Innovation and Entrepreneurship

Student numbers: 7 (2017), 23 (2018), 14 (2019)

Curriculum: Teaching block one, 20 credits

Programme: One-year MSc in Innovation and Entrepreneurship

Responsibility: Unit director

- Initial design and ongoing iteration of the learning experience including content delivery and assessment
- Pilot of a new individual reflection assessment, modelled after a speculative job application, designed to further bridge classroom learning with real-world application

COLLABORATIVE EDUCATION PROJECTS

ReThinking Assessment

2021 - present

An initiative by the UK Educational Trust Big Education

Member of a working group aiming to rethink the current assessment system in the UK by creating workable solutions, practical ideas and approaches that will be piloted in schools and offered as real alternatives to the existing system.

Guest Lecturer in Teamwork, Innovation and Design Thinking

2016-2019

Swansea University International Centre

Students: 35-55 per cohort

Curriculum: Undergraduate, mixed years; six contact hours per cohort

Programme: Entrepreneurial Leadership

Responsibility: Guest lecturer

An entrepreneurship and cultural exchange programme with students from 20 different universities and colleges across China. Content is delivered alongside a translator and has required a high level of adaptability in navigating differences in cultural understanding. Students on the course have given positive feedback about the learning style and student

engagement in the classroom and said the class left them inspired to be more open minded to new perspectives.

Quality Improvement (QI) Innovation Summer School Pilot

2018

Collaboration with Bristol Medical School

Students: 5

Curriculum: Summer of year 1, 30 contact hours over three weeks

Programme: Bristol Futures, extra-curricular

Responsibility: Course director

Pilot exploring how the medical school might equip future clinical staff with a greater range of tools for managing complexity and empowering significant positive change from the inside.

- Design of the course structure, content and overall student experience
- Delivery of a series of practical design workshops
- Coordination of guest speakers, lecturers and site visits to offer varied perspectives on aspects of design and quality improvement
- Collaboration with the clinical teaching team to plan practical hospital visits and observations

“It has been truly inspiring to see how great minds work and more importantly how they bring their ideas to life! The summer scheme would not have been the same without your enthusiastic spirit.” – QI Summer School Student

[Read more](#)

Tough Mudder Challenge

2017

Students: 13

Curriculum: Year one, eight contact hours

Programme: Innovation degrees extra-curricular

Responsibility: Teaching fellow

An extra-curricular design challenge was sponsored by Tough Mudder.

- Co-design and delivery of a series of practical workshops and final showcase with feedback for student teams delivered by Tough Mudder executives.
- Development of press brief and media kit to share with journalists and visitors to the final showcase.

The challenge was well-received by students as a good way to deepen their design skillset and the project was featured in The Times education section, providing national press attention for the Centre for its creative approach to education and close collaboration with industry.