Fiona is a published poet writing under a pseudonym – Katrine Ritchie. She discovered poetic transcription at a workshop and was inspired to develop an innovative arts-based pedagogy which brings individuals together to create poetic forms as the basis for group-based reflection. Poetic transcription with a twist is a unique approach resulting in national/international papers to conference and publications.


Fiona led the development of the digital dissertation in the MSc Blended and Online Education working with the programmer leader to promote its potential to tell the full story of researcher endeavour, and not the sanitised version.


Leading up to getting the digital dissertation approved through university processes, Fiona had imagined the possibility that the process of its curation might alter the supervisor-supervisee relationship. This has proved true in at least one instance resulting in a joint publication with a former student and her peer which enabled them to delve deeper into how digital media might enhance authentic learning.


External interest in the digital dissertation as an innovative pedagogy resulted in Fiona being sought out by Blackburn College to partner with it in successfully securing a HEFCE Catalyst Bid c.£24,000, resulting in the presentation of the project to the Innovation in Learning and Teaching Projects: End of Programme Workshop in March 2018.
Shoes for the Shoemakers' Children

Fiona was invited to join a Canadian-UK collaboration which sought to create an international course for early career educational developers. To date, the course has run in pilot-form twice and generated the following outputs.

- Parker P., Popovic C. and Smart, F. (2018) ‘Educational Development – is this the career for me?’ 23rd SEDA Conference, Birmingham

Fiona’s scholarship in respect of the contested nature of educational development led to the invitation to be a keynote speaker in China.

- Smart, F. (2018) ‘Supporting Teaching Innovation: The Role of Educational Development’. Xi’an Jiaotong-Liverpool University, China

Fiona’s critical reflections on the role of the educational developer highlighted a long-standing tension, exacerbated by changes in HE funding in England and Wales and the Teaching Excellence Framework. She was asked to join QAA (Scotland) Cluster Fund Project with two colleagues, one Scotland-based, the other English to examine three questions:

- What ‘intangibles’ are key to the success of higher education we offer and, in turn, are key to teaching quality and student success?
- How might the impact of these ‘intangibles’ be evidenced?
- What are the potential implications for HE policy and practice at both national and sectoral levels?

With two colleagues Fiona devised the research methodology, leading on the design of the tool used in the workshops to gather the data from colleagues across the sector in our two countries. The project is entering its final write-up phase (May 2019).
Fiona’s curiosity in respect of what counts led her to instigate a research study with six colleagues based in the UK and Australia. They sought to answer the questions focused on the impact of Fellowship recognition and their institution. To date, they have presented the findings to conference.


Fiona initiated a research study and sourced project funding enabling a two-site investigation of the reasons why individuals choose a dialogic review option over a documentary approach.