Finley Issac Lawson, BA (hons), MRes, AFHEA

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Profile

Finley Lawson is a Lead Research Fellow at the LASAR educational Research Centre. He has oversight of the Centre's schools and outreach work including the strategic development of the centre's CPD strategy and initiating the use of Design-Based implementation and co-creation methodologies within the Centre. Finley completed his Theology PhD in 2022 alongside his Fellowship and has experience disseminating both humanities and social science research. He joined LASAR in 2017 having previously worked in schools for 10 years as an educational support worker and Religious Studies specialist. He is interested in the dialogue between STEM, Religion and the wider humanities, and how this can be fostered in school curricula. His current research examines the impact of developing students' epistemic insight through Informal Science Learning via philosophical questions. Finley is the Lead Researcher on HEFCE funded Inspiring Minds Project run with the School and College Engagement Team (DOI:10.13140/RG.2.2.12854.16964). The project won NEON Widening Access Initiative (Outreach) 2022 and has shown statistically significant shifts in student aspiration, with recent independent evalation identifying attainment shifts for participants (DOI:10.13140/RG.2.2.32986.82882). Finley has extensive experience of managing the recruitment and day-to-day delivery of co-creational research projects.

He has worked with teachers, HE academics, practitioners, and industry partners to develop learning programmes and curriculum interventions that enable students to achieve a range of learning outcomes and has experience of working to a brief and support others to develop their own sessions. He regularly presents on educational practice and is actively involved in researching HE learning and teaching.

Relevant Qualifications

Submitted **Sept 2022** *(viva date TBC)*	**PhD Theology PT** (Sup. Ralph Norman) **Thesis Title:** Christ, Creation, and the World of Science: Beyond Paradox	Canterbury Christ Church University
2013	**Master of Research in Philosophy (Merit)** **Dissertation Title:** Eternity and Time in Science: What Role Do the Theories of Relativity Play in the Formation of a Coherent Model of Eternity?	Heythrop College, London
2008	**BA (Hons) Philosophy & Theology (2:i)**	Heythrop College, London

2005   **A-Levels:** Religious Studies (A); Government & Politics (A); Geography (A); Biology (D)
2002/2003   **GCSEs:** English Literature (A*); Mathematics (A*); English Language (A); Geography (A); Religious Studies (A); French (A); Biology (A); Chemistry (A); Physics (B)

Learning Design and Teaching Experience (HE & Schools/Outreach)

Education

- UG (level 5) Design, development, & delivery of "Educational Research" option for Alternative Learning Experience Module - BA primary Ed. (20 credits) [2018-2022] online, hybrid and face-to-face
- Design and delivery of One-off/ short lecture series: including Schools Direct PGCE (level 7), Education module for Engineers (Level 5), BA Education Studies (level 5) [2018-2022]; synchronous online
- Curriculum design & delivery of Inspiring Minds (KS4-5) academic content [science and Big Questions outreach programme]
- CPD design, development & delivery for pre- and in-service teachers/tutors on pedagogy and content for teaching science and religion, and approaches to wider interdisciplinary learning.
- CPD design, development & delivery for in-service teachers on pedagogy, curriculum innovation & research-engaged practice
- CPD design, development & delivery for engineers involved in ISL activities (including pedagogy development and sessional content)

Theology & Philosophy of Religion

- UG (level 5) programme development & teaching "Religion & Science" Module (20 credits) [2019-2022]; online, hybrid and face-to-face
- Key Stage 5: A-Level and Pre-U: Philosophy & Theology; Study/Employability Skills & UCAS; Social Justice/ informal and digital learning development; synchronous online, and face-to-face
- Key Stage 3 & 4: Philosophy; Science, Technology and Religion (short courses & events)
- Key Stage 2: Philosophy; Science, Technology and Religion (short courses & events)
- Peer Reviewer Open Access Textbook "Introduction to Philosophy of Religion" https://press.rebus.community/intro-to-phil-of-religion/

Funding and Awards

Year	Description	Amount
2022	NEON (National Education Opportunities Network) Widening Access Initiative (Outreach) Award Winner - Inspiring Minds Programme (at CCCU)	
2022 – 2023	**INSBS Seed Funding Grant**: Developing early career teachers' engagement with science and religion through exploring sustainability issues in a learning community (1 of 3 co-authors; PI: Prof. Berry Billingsley)	£9,810
2018 – 2022	**Canterbury Christ Church University** Faculty MPhil/PhD Part-time Scholarship	£11,424
2019 – 2022	**Templeton World Charitable Foundation**: The Epistemic Insight Initiative (co-authored proposal & Lead Research Fellow: Outreach & Schools' Partnerships; PI: Prof. Berry Billingsley)	£1,200,000
2018 - 2021	**All Saints Educational Trust**: Raising the profile of RE through teacher education, whole school & policy engagement with the importance of RE in addressing Big Questions raised by our technological world. (co-authored 80% proposal; PI: Prof. Berry Billingsley)	£39,725
2018	**Canterbury Christ Church University** postgraduate research Bursary	£250
2018	**RAE Ingenious Award**: "Working with Engineers to Teach Children to Think Like Engineers" (co-authored 80% proposal & Lead Research Fellow; PI: Prof. Berry Billingsley)	£26,892
2016	**ESSSAT Conference** Participation Scholarship	€450
2015	**King's Theological Trust** Research Grant	£1,300
2015	**The Sidney Perry Foundation** Research Grant	£800

Relevant Professional Memberships

- Society for Research in Higher Education [SRHE] (full member since 2022)
- Associate Fellow of the Higher Education Academy (since 2021)
- Science and Religion Forum [SRF] (full member since 2015; committee member since 2018)

Conference Presentations (On education)

July 2022   *Inspiring Minds Research-Engaged STEAM Outreach: Affecting attitudinal and attainment change through interdisciplinary* outreach: Presented with Stefan Colley at University College London, 10th European Conference on Education

June 2022   *Insightful teaching – what role is there for research co-creation as professional development?:* Presented at CCCU Faculty of Arts, Humanities and Education conference

June 2022   *Inspiring Minds Research-Engaged STEAM Outreach: Affecting Attitudinal and Attainment Change Through Interdisciplinary Outreach*: Presented at St Mary's University Twickenham: "Transforming interdisciplinary learning through epistemically insightful curricula"

June 2022   *A Case Study of how research co-creation is supporting the development of 'Epistemically Insightful' curriculum transformation in English Secondary Schools.* Presented with Michelle Lawson at St Mary's University Twickenham: "Transforming interdisciplinary learning through epistemically insightful curricula"

June 2022   *Inspiring Minds Research-Engaged STEAM Outreach: How we can and should change our practice:* Presented with Stefan Colley at Keele University: NEON (National Education Opportunities Network) Symposium

June 2022   *Re-imaging STEAM Outreach: The Role of Interdisciplinarity in (Re)Engaging Underrepresented Students:* Presented at CCCU Interdisciplinary Learning and Research Conference "Tackling the Big Challenges Together"

May 2022   *Insightful teaching – what role is there for research co-creation as professional development?*: Presented with Michelle Lawson online at TEAN (Teacher Education Advancement Network) Annual Conference

June 2021   *(Re-) Evaluating the role of digital technologies in democratizing seminar discussion and developing students' critical thinking*: Presented at CCCU Learning and Teaching Conference, "Lessons learnt: the future of blended learning and student engagement"

July 2019   *Epistemic Insight: Teaching Students about the Nature of Knowledge, Science, Religion and Beyond*; Presented with Berry Billingsley at the First Annual Conference of International Network for the Study of Science and Belief in Society

July 2019   *Supporting Students to Navigate Discipline Boundaries: The Epistemic Insight Initiative: Equipping Students Through Collaboration*; Presented at Canterbury Chartered College of Teaching "Teachmeet"

June 2019   *Inspiring Minds through Informal Science Learning*; Presented with Stefan Colley & Megan Hunt at Lancaster University: NEON (National Education Opportunities Network) Summer Symposium

June 2019   *Opportunities and Possibilities Raised by Teaching Science and Religion in the Digital Age*; <u>Invited Speaker</u> at University of Edinburgh Conference: Religion Meets Science (Research for Secondary Religious Education)

April 2019   *Inspiring Minds: Widening Participation Opportunities with Big Questions on Identity and STEM*; Presented at Science and Religion Forum Annual Conference: "AI and Robotics: The Science, Opportunities and Challenges"

Feb 2019   *Shattering the Subject Silo: Radical Curriculum Transformation and Enhanced Insight Through Co-Created Research*; Presented with Lee Hazeldine at CCCU Joint Faculty 3rd Annual Learning and Teaching Conference and Scholarship Day

Oct 2018	*"Religion and Worldviews" – How can Students Navigate Discipline Boundaries?: Understanding the Place of RE in the Wider Curriculum;* Presented at 20:20 RE: "Practice, Policy and Powerful Knowledge"
May 2018	*Teaching Science and Religion in the Digital Age;* Presented with Dr Mehdi Nassaji at University of Edinburgh (Eidyn) Conference: Online Pedagogy

Publications (on education)

2022 (in press)	**F.I. Lawson**, Stefan Colley and Berry Billingsley, Approaching Steam via Inquiry-Based Responses to Big Questions: How "Epistemic Insight" Changes Informal Science Learning, in *Children's Engagement with Learning, Climate Action and Conservation* [Margareta Thompson Ed.]
2022	**F.I. Lawson** and M. Lawson, A Case Study Overview of How Research Cocreation is Supporting The Development of "Epistemically Insightful" Curriculum Transformation in English Secondary Schools, *Epistemic Insight Digest Vol 5. Autumn 2022* (https://repository.canterbury.ac.uk/item/92911/the-epistemic-insight-digest-issue-autumn-2022)
2021	**F.I. Lawson,** S. Colley, D. Harvey, 2021. NEON Innovation Series Evaluation Report Inspiring Minds through Informal Science Learning: NEON Innovation Series evaluation report. An evaluation of the impact when targeted outreach is delivered to increase science learning in schools. https://doi.org/10.13140/RG.2.2.12854.16964
2020	**F. Lawson**, M. Hunt, D. Goodwin & S. Colley, 'Inspiring Minds: How Big Questions can build students' epistemic insight and improve attitudes towards STEM', in *School Science Review*, vol 378
2020	M. Oh & **F. Lawson**, 'Engineering Ed: Dealing with Failure and the Robotic Future – Engaging Students in Multidisciplinary STEM Learning', in *School Science Review*, vol 376
2019	**F.I. Lawson**., M. Hunt, D. Goodwin, S. Colley, 2019. Inspiring Minds through Informal Science Learning: Interim evaluation report. Informing research to increase science learning in schools. https://doi.org/10.13140/RG.2.2.33624.93448
2018	Billingsley, B., Nassaji, M., Fraser, S., **Lawson F**. 'A Framework for Teaching Epistemic Insight in Schools', *Research in Science Education*, Vol. 48, Issue 6, (pp 1115–1131) [Open Access] https://doi.org/10.1007/s11165-018-9788-6

Blogs and general audience articles (Education)

2022	**F. Lawson** Research co-creation may be the key to impact; SRHE Blog 19/12/22:

A detailed list of all conferences and publications, including those related to my theological research is available on request.

Selected Employment History

September 2017 – Present   CANTERBURY CHRIST CHURCH UNIVERSITY
Substantive experience of funding-bid and ethics approval writing as part of a team on a successful £1.2m grant over 3 years and as a substantive co-author for successful bids (approx. £76,000).

Jan 2019 – current: Lead Research Fellow Outreach and Schools' Partnership, LASAR Research Centre
- Design and delivery of instructional training and education lectures within CCCU and with External HEI partners face-to-face, hybrid and online formats.
- Design and delivery of synchronous, asynchronous and mixed-use instructional sessions including subject specific content, and sessions on teaching and learning, pedagogy and research.
- Leadership responsibility for a team of 3-5 research and professional services staff, including solution-driven identification of recruitment and delivery challenges.
- 2019-2022 Lead Fellow for recruitment, curriculum design, learning content development and co-creation of "Permeable Walls" project (100+ schools, 3,400+ students 11-18, 380 teachers); oversight of work with a further 46 schools, 400+ students (5-11), 70+ ITE students.
- Design and delivery of evidence-based learning interventions in primary and secondary schools (including synchronous and asynchronous online learning and assessment models).
- 2019/20 onwards implementation of a DBIR (Design based implementation research) Model of co-creating research and learning outputs with teachers. Including design and quality assurance of learning sessions based on teacher specifications across STEM, humanities, and languages.
- 2021 onwards initial strategic development of opportunities to use Open Science (Zenodo) to improve the student experience, research engagement and employability skills.
- Curriculum designer and research lead for "Inspiring Minds" Sustained STEM Outreach Programme collaboration with Schools & College Engagement Team.
  - 2022 Winners NEON Widening Access Initiative (Outreach) Award.
  - 2022 evaluation and research model identified by HEAT (Higher Education Access Tracker), as having sector wide value and "leading in this field" (see DOI: 10.13140/RG.2.2.32986.82882)

Sept 2017- Dec 2018: Research Fellow, LASAR Research Centre
- Design and delivery of instructional training (HE tutors), and pedagogy lectures (primary and secondary) within CCCU
- 2018 – current Design and delivery of a Level 5 "research experience" placement for level 5 BA Education students (including eLearning microteach opportunities for students and synchronous and asynchronous delivery).
- Lead Fellow, including recruitment, design and delivery of pedagogy training for industry and academic engineers (including learning pathway development), and collaborative development and quality assurance of their sessional design. (Working with approx. 250 primary students across 7 schools BA Education students, FE students, industry, and academic engineers)
- Lead Fellow All Saints Bid Science and Religion Teacher Training and Development pilot study.

May 2017 – September 2017   (fixed term Internship)   ICADEMIA
- Educational eLearning market research and project management intern
- Researching current best practice (including safeguarding) for online virtual learning environments.
- Production of reports for CEO and establishing relationships with potential software design partners.
- Understanding and assimilation of statistical and written data from a range of sources, and design and delivery of research interviews.

January 2016 – September 2017   THE BRILLIANT CLUB
- **Brilliant Club tutor** - Curriculum and assessment design; marking: KS4 pupils
- Delivery of pre-designed courses; marking: KS2 and KS3 pupils.
- August 2016 collaboration with the Advocacy Academy: Social Justice Fellowship; Curriculum design and delivery: 16–18 year-olds.
- January 2017 **Advanced Skills Tutor** – design and delivery of pedagogy training sessions to Brilliant Club tutors.

October 2015 – September 2017   KING'S COLLEGE, UNIVERSITY OF LONDON
- October 2015 assessor for the King's Experience Research Award. The award is given for learning undertaken outside the formal curriculum, and as such is a non-academic credit bearing award.

Application of a standardised mark scheme to a breadth of learning outputs across a broad range of disciplines
- 2015 – 2017 Arts and Humanities Research Institute (AHRI) events assistant; video & audio auditor; collation of scholarship applications.

October 2005 – September 2017   OAKWOOD PARK GRAMMAR SCHOOL, MAIDSTONE
- Involvement in a variety of learning environments and breadth of roles.
- Design and delivery of instructional sessions including subject specific, procedural and study skills content.
- Support of students with additional learning needs during the assessment process.
- Concurrently working as a team member and leading small teams of support staff in assessment delivery.
- Cover supervison – delivery of a breadth of sessions across curriculum areas.
- Working with the Director of Resources to produce an asset register, requiring use of specialist data management software and creation of a database.

CPD and Training *(HE Teaching Courses in Bold)*
The following is in addition to annual training in Prevent, Health and Safety, GDPR etc.

15th Jul 2022	Do No Harm: Bringing Compassion, Joy and Social Justice into Assessment (SRHE)	Oct 2020	Issues in Research with Children and Young People [Advanced] (Open Learn)
Jun – Jul 2022	**Being a Teacher Educator (Teacher Education Advancement Network)**	9th Jun 2020	Collaborate: Getting Started (CCCU)
5th May 2022	Engaging with Policy, Writing for Parliament (SRHE)	**15th – 16th Nov 2019**	**Introduction to Learning and Teaching in HE (CCCU)**
27th Apr 2022	Writing for a Broader Audience (SRHE)	14th Nov 2019	Turnitin Overview and Introduction (CCCU)
14th May 2021	Enhancing Blended Learning for your students (CCCU)	4th Nov 2019	Effective Assessment and feedback (CCCU)
24th Apr 2021	Making your synchronous digital sessions more interactive (CCCU)	4th Nov 2019	Understanding Web Accessibility (CCCU)
Apr 2021	Introducing Observation Approaches in Research with Children and Young People [Advanced] (Open Learn)	3rd Nov 2019	Assessing at CCCU (CCCU)
		3rd Nov 2019	Diversity in the Workplace (CCCU)
		23rd Oct 2019	Introduction to Coaching and Mentoring (CCCU)
Mar – Apr 2021	Taking your Teaching Online [CPD Endorsed – Intermediate] (Open Learn)	24th Sept 2019	Ally Accessible Blackboard (CCCU)
		5th Sept 2019	Blackboard an Introduction (CCCU)
30th Mar 2021	Decolonialising the Curriculum (CCCU)	17th Dec 2019	Risk Assessment (CCCU)
Oct '20– Feb 2021	**University Certificate in Academic Practice and AFHEA status (CCCU)**	4 days Apr 2019	Qualitative Research (CCCU)
		24th Jan 2019	Introduction to SPSS (CCCU)