

## Speaker Biographies

**Professor Wendy Jolliffe**'s career began as a primary teacher before moving into Higher Education. She held the role latterly as Head of Teacher Education at the University of Hull where she was Professor of Learning and Teaching. She has researched and published extensively on implementing cooperative learning including 'Cooperative learning for intercultural classrooms: case studies for inclusive pedagogy' with Kate Ferguson-Patrick, published by Routledge in 2018. She has run professional development courses in the United Kingdom and overseas on this subject.

**Danielle Chavrimootoo** is currently employed as a Senior Lecturer at Kingston University London. Her role involves advising academic staff how to develop inclusive teaching and learning practices, with a particular focus on enhancing staff competencies and knowledge around developing Anti-Racist practice and working towards developing culturally responsive pedagogy in reducing the BAME awarding gap. In addition she is also employed as the Equality and Diversity Advisor to The Interim Principal Professor George Caird at The Royal Central School of Speech and Drama. With over 20 years' experience, she has held a number of academic and professional services roles in further and higher education. She is currently a Doctoral candidate at Lancaster University where her thesis examines "Working with Academic Developers in Moving Towards Developing a UK Decolonial Curriculum Praxis Typology".

**Renata Albuquerque** is Widening Participation Manager (Languages & Community) at SOAS. She co-chairs the Transitions Student Outcomes Panel Working Group and is a member of the "What Do I Do With This?": Knowledge, Skills and Employment, Student Outcomes Panel Working Group and the Sanctuary Scholarship Steering Group. She represents SOAS at The Elephant Group, a consortium of secondary schools and universities aimed at ensuring that the top third of non-selective state school pupils access the top third universities. She also co-convenes the NERUPI Working Group on Knowledge, Attainment & Pedagogy and is a member of the NERUPI Steering Group. Renata has published a paper on working with creativity and autonomous learning methodologies in language extra-curricular activities and continues to explore the impact of pedagogy on access and progression activities.