

# THE FUTURE OF APE

*Nic Labrosse*

*29/10/2025*

# APE-SPIRATIONS



Supporting colleagues  
engaging with PER / SOTL



Moving practice forward  
with evidence-based teaching



Making an impact

*“We would not dream of basing the astronomy, chemistry or physics we teach on our opinions and views. We base our understanding of these disciplines on established concepts and principles which have been derived from myriad of experiments, conducted over many years. Teaching and learning are exactly the same.”*

Norman Reid, 2006, Getting started in pedagogical research in the physical sciences, Higher Education Academy<sub>2</sub>

## LET'S CONTINUE...

### **Curriculum Innovation**

E.g. embed decolonisation and inclusivity in education.

### **Support More Pupils Towards Highers Physics**

Grow the new Physics For All Mentoring across Scotland.

### **Students Projects**

Involve students in authentic research and enhance their understanding of education.

### **Knowledge Transfer and Interdisciplinary Skills Development**

In what ways can we best facilitate this across topics and levels of expertise?

## AND DO MORE OF...

### **Dissemination**

Sharing good practice and presenting results of research projects.

Expand reach of our seminar programme.

### **Collaborations**

Joining networks (e.g. SUPA, IOP) fosters national and international collaboration.

Annual symposium to facilitate knowledge exchange.

### **Integrating AI and Learning Technologies**

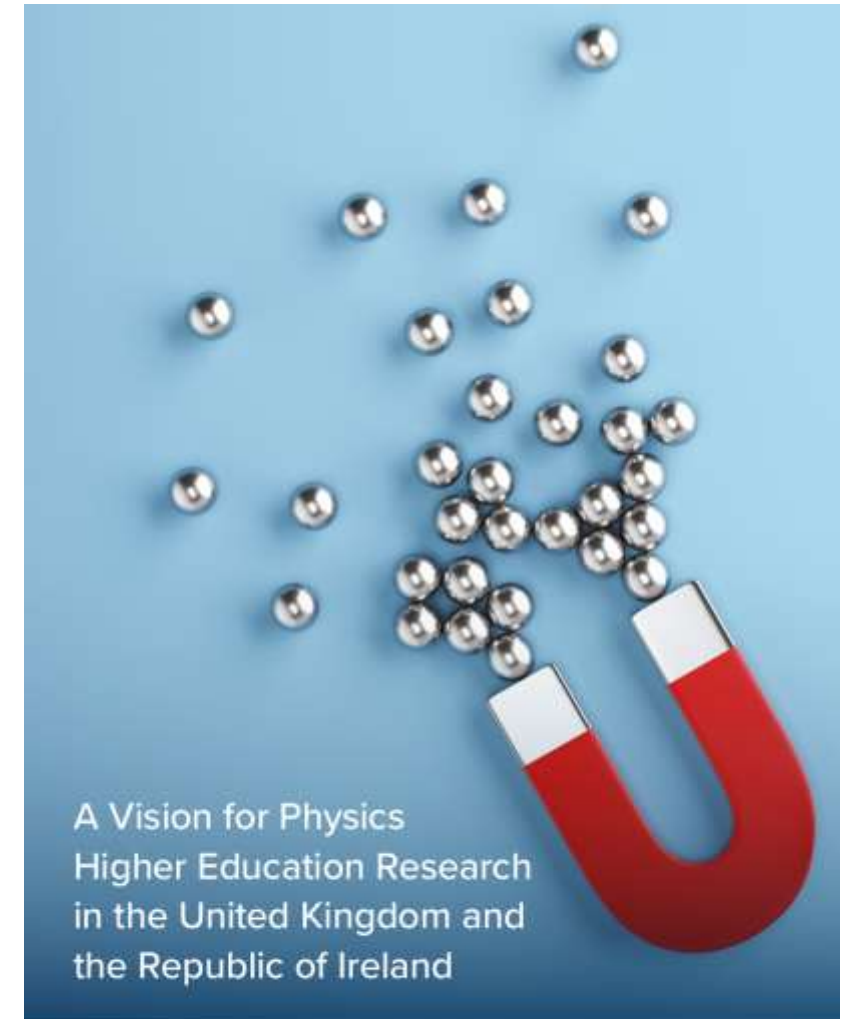
Use generative AI and adaptive learning for personalized support.

Using XR projects to teach abstract physics concepts to enhance student engagement and deeper understanding.

# IOP HIGHER EDUCATION GROUP'S VISION

1. We strongly encourage the PER community to take any opportunity, via the per-he website or otherwise (e.g. by submitting articles to Physics World or The Conversation) to improve sharing of information and initiatives relevant to PER to enhance visibility.
2. The PER community should work together to better evidence the impact of research and practice on others to improve visibility and recognition.
3. The PER community should continue to support each other in career development to improve recognition and promotion.
4. Departments and institutions should actively support staff engaged in PER activities regardless of whether they are teaching-focused or on other career paths. Heads of departments, Directors of teaching, and line managers are the people who typically have responsibilities here.
5. The absolute priority strongly expressed in our community survey and across the discussion groups that were held for this project is to secure funding to strengthen research activity and disseminate findings. We recommend that research councils and funding bodies enable sustainable funding and develop spending to support discipline-based education research.

Full report with case studies and recommendations available on [per-he.org](https://per-he.org)



**IOP** Institute of Physics  
Higher Education Group

## GROUP MEMBERS

Morag Casey



Norman Gray



Nic Labrosse



Rosaria Lena



David Millar



Pedro Parreira



Peter Sneddon



Eric Yao



### PhD students



Torie Arbour



Poppy Bennetts



Fairusy Fitria  
Haryani



Lauren Muir<sup>6</sup>

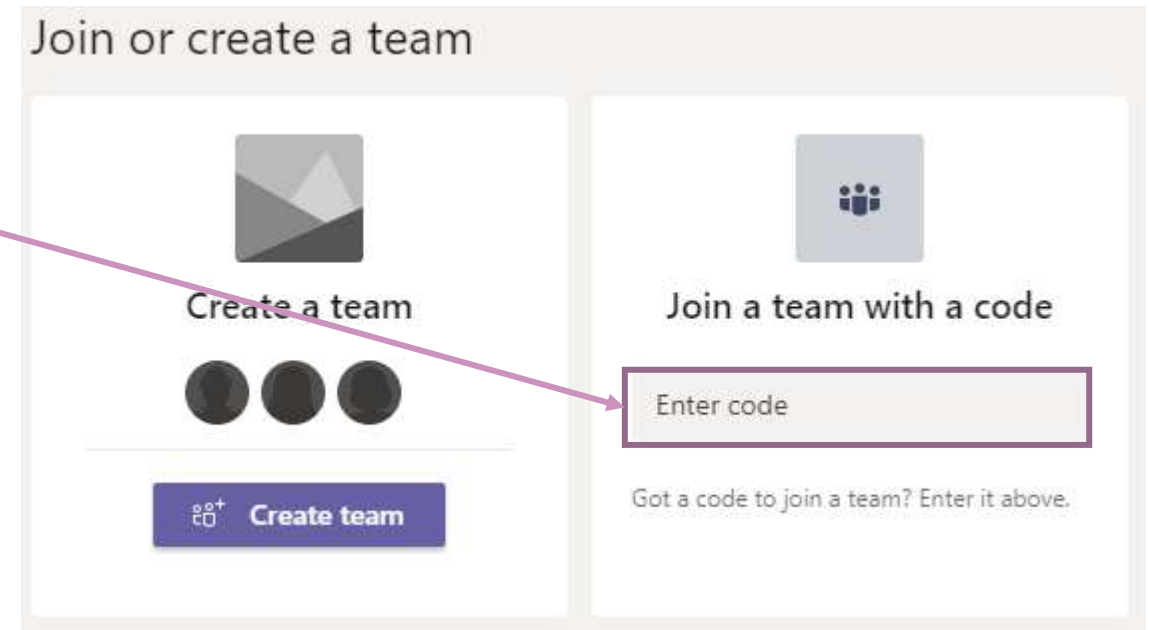
## OPEN, INCLUSIVE, DIVERSE GROUP

- Members may / may not want to actively research Scholarship of Learning & Teaching, and/or Astronomy & Physics Education
- All may want to discuss
  - How students learn, and how (and why) we teach and assess
  - How we can be more inclusive
  - How to help students develop a broad range of skills
  - How to equip our graduates for employment
  - How to design / run PER studies or student projects
  - How to evidence teaching practice for recognition



# HOW TO GET INVOLVED?

- Contact Peter or myself
- Join our Teams site: **job3z5r**
- Coffee & chat on Thursdays at 12pm in the P1 labs
- Share ideas / experience
- Email [Peter.Sneddon@glasgow.ac.uk](mailto:Peter.Sneddon@glasgow.ac.uk) or [Nicolas.Labrosse@glasgow.ac.uk](mailto:Nicolas.Labrosse@glasgow.ac.uk)





## THANK YOU...

- To everyone here for joining us to celebrate APE's 5<sup>th</sup> birthday
- To everyone who made this journey possible so far
- To everyone who has joined us

Let's continue to share stories and practice, to work together

Happy birthday APE!