

# IAD insights

Learning, Teaching and  
Researcher Development



THE UNIVERSITY of EDINBURGH

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# Director's Welcome

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A university is nothing without its people. As the Institute for Academic Development (IAD), we sit in a privileged position in the University of Edinburgh. We are fortunate to work with so many inspiring staff and students, and appreciate the opportunity to see the many and varied approaches to learning, teaching and research that exist across the University. We also understand the pressures and challenges faced by staff and students in managing the demands on their time and complexity of their roles.

In the 6 years since the IAD was launched we have seen significant growth in demand and take up for a wide range of IAD events, resources and activities. Our remit and role has continued to evolve in response to the requirements of staff and students, University priorities and the changing external environment. We provide tailored support and opportunities for undergraduate, masters and doctoral students, and for early career and experienced staff involved in teaching, learning and research.

This issue of IAD Insights provides you with examples of the activities we support and a deeper understanding of our role and impact.

In addition to our core programmes of support for staff and students (p34 & 35) we support practice sharing and collaboration through the Teaching Matters (p18) website (p26), networks and communities of practice. We offer advice and expertise on a range of pedagogic topics including student engagement and assessment. We also support projects and initiatives like EqualBITE (p20) that brings colleagues together from across the University.

Our programmes include the Higher Education Academy accredited Continuing Professional Development Framework for Learning and Teaching (p14), high impact courses (p10) and opportunities, plus a breadth of workshop options that would be difficult to replicate in Schools. Supporting staff and students to experiment, innovate and develop new approaches to teaching and academic development, through access to IAD funding schemes (p30) and opportunities like the Festival of Creative Learning (p7), is also central to our remit.

Looking ahead, we will continue to grow and adapt the support we offer. This will include an even greater focus on developing approaches and resources that can be used and adapted by individual disciplines and Schools as well as being offered centrally by the IAD.

We are always willing to work in partnership with Schools and departments within the University of Edinburgh, and to collaborate with universities around the world. Please get in touch if you or colleagues would like to hear more about the Institute for Academic Development and the support we can offer. We look forward to working with you.

**Jon Turner**  
IAD Director  
July 2017



**‘We provide tailored support and opportunities for undergraduate, masters and doctoral students, and for early career and experienced staff involved in teaching, learning and research.’**

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# Student Engagement

By Catherine Bovill

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It's 9am on a Monday morning and the lecture theatre is half full. Students continue to arrive, with one or two students drifting in at 09:20. Why are nearly half the students not there? Why are some of those that are there sleeping at the back or checking their Facebook updates?

I am disheartened when I hear of these scenarios because I believe wholeheartedly that good university learning and teaching can be more inspiring than this. What are we doing to ensure our lectures are unmissable?

There is good evidence that interaction in lectures is a key element of enhancing engagement and students' academic outcomes (Huxham, 2005; Michael, 2006). Many staff at the University are using a variety of approaches to enhance interaction in their lectures. For example, Dr Heather McQueen in Biological Sciences has been redesigning lectures to provide the opportunity for students to pause during the lecture to write reflective questions, so increasing their engagement and enjoyment.

Another way in which traditional lectures are being shaken up is the trend for flipped lectures or flipped classrooms where staff record their lectures for students to watch in advance. This frees up the face-to-face lecture time for more interactive discussions, small group work and greater exploration of more difficult and challenging material.

There are many ways in which we can try to make lectures more engaging but at the heart of student engagement is the relationship between staff and students. The larger the class size, the harder it can be to establish meaningful human interaction between staff and students. At a recent meeting of the University's Experienced Teacher Network we were discussing how to define large classes. One person defined a large class as one where you don't know all the students' names. This suggestion highlights the difficulties we face in building meaningful relationships with students when classes are large. So whilst it might be great if we could reduce all our class sizes to 15 (see Cuseo, 2007 for a proposition that this is the ideal class size), this is highly unrealistic in a mass higher education system.



One way that staff are tackling this challenge is to try to create the sense of smaller classes within larger classes. Dr Ross Galloway in Physics is involved in running classes for groups of 60 students in the University's Teaching Studios. In these classes, students sit in small groups and undertake problem solving activities supported by Ross alongside postgraduate demonstrators.

Another interesting example of trying to create the sense of small classes within a large class comes from a first year geography class at University College Dublin. There are 400 students in the class, but students are divided into groups of eight who have to work together to complete online tasks in between lectures. Some of the products of the online work are then used by tutors in the next class – sending a very powerful message that staff value student contributions to the curriculum. In class, the students are asked to sit in their groups of eight. This contributes substantially to a sense of belonging for first year students. Staff report that by week three, the volume of noise at the beginning of class is impressive – clearly more students know each other and feel more comfortable speaking to one another than they did in previous years. Students tend not to skip class and have also been performing better in their assessments - they appear to be more engaged overall (Moore and Gilmartin, 2010; Bovill, 2014).

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**‘the heart of student engagement is the relationship between staff and students.’**

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## Research demonstrates the positive impact of good student-staff relationships on academic achievement, satisfaction, engagement, belonging, motivation and retention.

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Other ways in which staff have been trying to build relationships with students is through arriving slightly early for lectures so they can have informal conversations with students before the lecture starts, or at the end of the lecture by packing slowly, so students know that the lecturer is available and happy to answer questions or have further discussions. Other relationship building activities that can be effective are social events. Eating together can be a particularly effective way of breaking down barriers between staff and students. Lack of communal spaces for eating together can be a challenge in some Schools, but there are often opportunities for eating together elsewhere on campus or off campus.

The importance of student-staff relationships for engaging students cannot be underestimated, there is a significant body of research from the USA that demonstrates the positive impact of good student-staff relationships on academic achievement, satisfaction, engagement, belonging, motivation and retention (Lampert, 1993). By getting to know one another we increase our shared sense of responsibility towards one another. I often think of the students on Facebook in class or lying in bed missing the 9am lecture. They are opting out of, or are unexcited by, the learning experience on offer and perhaps they don't feel any sense of responsibility towards their teacher or fellow students. In large classes many students can feel anonymous, and people behave differently when they feel anonymous. Think of the way that some people write derogatory or inflammatory tweets or postings in online environments when they don't know the other person involved. Large lectures can create similar anonymity that can lead to a similar lack of responsibility for one's own actions.

The good news is that I think we can change this by getting to know one another. A colleague recently confessed that she plagiarised an essay when she was at school. She said that the worst thing was that her teacher said she was 'really disappointed in her', and my colleague reported that she liked the teacher as they had a good relationship, 'so that felt terrible, I never did it again'. They had a responsibility towards

one another and towards learning because they had developed a good relationship.

So how do we ensure that our next 9am lecture is not half full? I suggest we need to try using a range of ways to make lectures exciting, interactive and unmissable (Revell and Wainwright, 2009) and to try to create a sense of small classes within large classes. Perhaps most importantly I think we need to build relationships with students in whatever ways we can that demonstrate to students that we care deeply about their experience at University.

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### About the author:

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# Becoming a Festival

By Jennifer L Williams

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When you think about learning, what pops into your head? Do you see a classroom filled with desks in neat rows, or a lecture theatre full of students? How about mathematicians baking cakes and students gathering herbs and dying wool, or people in blindfolds dangling from a climbing rope?

A university education can broaden minds and expand horizons. Understanding the depth and detail of academic disciplines is the bread and butter of life in a University, but curiosity, imagination and new connections are just as essential.

In 2017, the University hosted the first ever 'Festival of Creative Learning', drawing on the success of Innovative Learning Week, an initiative from 2012-2016 where normal classes were suspended for a week in February to create space to try out new ideas.

Participation in the new Festival is voluntary. This means that everyone involved is there because they are committed to the opportunity that the Festival offers. Most events occur during the main Festival week in February but people also have the opportunity to host Festival of Creative Learning Pop-up events at any point during the academic year.

The Festival programme is shaped by our students and staff and provides an opportunity for people to follow their curiosity, develop ideas and make connections across different disciplines. Anyone can pitch an idea for an event and bid for funding and there is support to try out innovative, experimental and collaborative ways of learning. By its very nature and commitment to openness and diversity, the programme covers an enormous range of disciplines and activities.

This year a large group of organisers hosted over 130 events, reaching more than 2000 people. The focus of the Festival, however, is not on how many seats are filled and how many answers are correct, but rather on exploring and pushing boundaries, communicating in radically new ways and leaping into the dark to find out what ideas lie in wait there.

People had the chance to learn about a whole variety of topics including: mobile journalism (shooting and editing films on your phone); designing and playing board games



starring endangered bees and birds; exploring just how we might colonise Mars; and linking language teaching with mindfulness. The diverse set of events brought together people from different disciplines and saw staff and students learning side by side. A recurring theme was new perspectives: one event participant said 'I was prompted to think differently to the way I normally do.'

The core Festival team based in the Institute for Academic Development coordinate the Festival and provide significant support and guidance to event organisers. Hosting a Festival event is a learning experience in itself: organisers gain a richer understanding of events design, management and communication that they can use in future employment, study and enterprise.

One postgraduate student event organiser said 'I saw with delight that the idea I had in my head also resonated with other people who are doing research on a completely different area but they still found the connections in what I was offering them; that was fascinating and encouraging. I felt I gained so much confidence by delivering this workshop.'

The underlying model of the Festival as a platform for students and staff to develop their ideas and be part of a community of people interested in creative learning approaches has worked well. We look forward to further developing and refining the Festival in the years ahead. You are welcome to join us!

A Scroll Down  
Memory Lane event,  
February 2017  
Credit: Mihaela Bodlovic

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Coordinator at  
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**‘The Festival programme is shaped by our students and staff and provides an opportunity for people to follow their curiosity, develop ideas and make connections across different disciplines.’**

SAFARI event at the Talbot Rice Gallery, February 2017. Credit: Courtesy Talbot Rice Gallery



# Perspectives on some 2017 Festival events

## I'm a Perfectionist... Get me out of here!

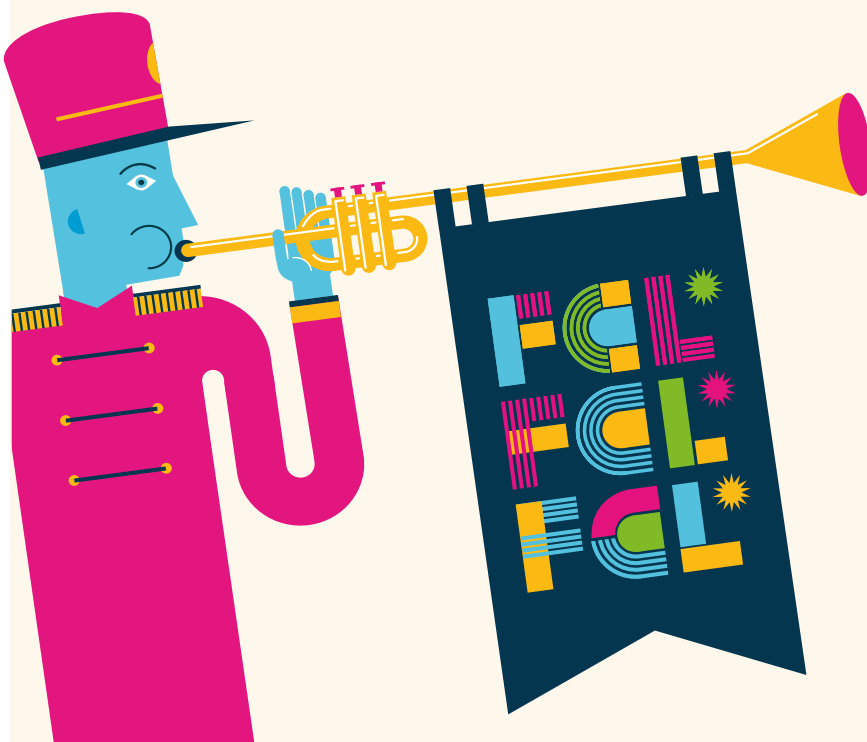
'This event epitomises all that is important about creative learning. It taught the value of high standards, but allowed me to see that this shouldn't come at the detriment of health. Rachel, the organiser, put a lot of time and effort into organising this, and it was something many students had long wanted. Someone, other than our peers, to tell us that it was okay to have fun, sometimes, and not take life seriously every day. I think Rachel's event deserves endless praise purely because it's made me a better learner. I've since been able to stop my perfectionist tendencies getting in the way of my education. And I've at long last been able to appreciate my strengths.'

Event Participant

## Dash Kapital: Neoliberalism, Gender and Victimhood in Keeping Up With the Kardashians

'The event I attended was really interesting and made me question my preconceived ideas about the Kardashians, and other cultural icons. It also pushed me to think about the way women, and particularly powerful/successful women or women who embody certain types of femininity, are portrayed in the media. Applying various gender theories to an example from reality TV helped me gain a new perspective and a deeper understanding on the topics discussed in my Gender & Justice course. Overall, it was a really beneficial event for me and I feel that what I learned will have a significant impact on my future studies.'

Event Participant



## Find out more:

Next time you think about what learning is, open your mind: anything is possible in a classroom, and a classroom can be anywhere. We will be accepting applications for the next Festival of Creative Learning in October.

Festival of Creative Learning Pop-up events can take place throughout the year and are supported via the IAD Action Fund.

For more details about how to apply and insights into the Festival of Creative Learning, please visit our website: [www.festivalofcreativelearning.ed.ac.uk](http://www.festivalofcreativelearning.ed.ac.uk), and join us on Twitter and Instagram @UoE\_FCL.

Here's to learning without boundaries, in ways that celebrate the creativity inherent in each of us.

# Supporting Students

By Amy Martin

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Students at the University of Edinburgh have access to a wide variety of resources to help develop their academic skills and ensure that they can make the most of their studies. The Institute for Academic Development plays an important role by providing online resources, workshops, events and other opportunities.

## Taught Students

University may be very different to the learning environment that students have previously experienced. Students on undergraduate and taught postgraduate programmes can self-enrol onto workshops covering a variety of essential study skills to help them adapt and succeed in higher education. These sessions provide a friendly, supportive atmosphere for students to explore new learning strategies to help them study more effectively. For example, 'Getting to grips with essay writing' allows participants to develop new essay-writing techniques and improve their confidence in approaching questions. One student described the event as 'Friendly and informative. This workshop makes me want to sit down and start my essay now!'

Time management workshops enable students to take control of their study practices and establish effective habits. One student recognised the transferable nature of these skills: 'I very much enjoyed the workshop and am sure it will help me doing my Erasmus year but also for my postgraduate studies.'

Students with specific studying-related questions can book a confidential one-to-one consultation with an IAD Study Development Advisor. These personal sessions help students to develop effective studying strategies and enhance their approach to academic work.



Participants at GRADSchool 2017  
Credit: Douglas Robertson

Right: GRADSchool  
Credit: Douglas Robertson

## Pre-arrival academic skills summer school

One area of our work is to make the transition from studying on undergraduate programmes to postgraduate taught programmes as smooth and stress-free as possible. In the 16/17 academic year we ran a pilot pre-arrival online summer school. Only three sessions were planned, but within the first 24 hours all fifty spaces had filled up with one hundred people on the waiting list! To avoid disappointment, an additional five sessions were arranged so that everyone on the waiting list could take part.

During the online sessions, Dr Frances Parry, Deputy Head of Masters Provision at IAD, discussed some of the key skills needed to study at Masters level in Edinburgh, including academic writing and critical thinking. Participants could also post questions and talk about their concerns. After the success of the pilot course, nine sessions are scheduled to run during August 2017 for students starting postgraduate taught courses this September.

Learning practical skills was a real advantage of the summer school, but getting to know other students was an important benefit too. Dr Frances Parry said 'I have realised that students felt reassured that even before they arrived at university, they had seen a friendly face, they had got to know a bit about it and felt more confident about their imminent academic journey and that the University cared about them – the course created community.'



**‘The sense of achievement is difficult to explain. GRADSchool gave me a massive confidence boost... I left feeling motivated to finish my PhD and reassured that I would be highly employable because of the numerous transferable skills gained from such studies.’**



### Collaboration

Collaboration is very much at the heart of how the IAD operates. We frequently work in partnership with teaching staff and students to co-plan events aimed at improving students' academic skills. We supported a PhD student in the department of Clinical and Health Psychology to plan and deliver workshops focusing on the skills required for MSc study. These skills not only facilitate learning at university but are crucial for any career path. The organisers received very positive feedback and these workshops will continue to run within the School.

### Doctoral Researchers

This year's revamped GRADschool ran for three days and was attended by around fifty doctoral students in their final or penultimate year studying at the University of Edinburgh or a partner university. The activities and workshops aimed to take students out of their comfort zone, giving them a safe environment in which to learn in a different way and push their boundaries. Participants also had the opportunity to step back from their research, make new networks and develop skills such as career management, teamwork and self-awareness.

The first activity involved spending an hour designing a widget out of junk that would be useful in society, producing a prototype and presenting the idea to the group. This time restriction, along with the challenge of working with completely new people, meant that participants had to work fast, be organised and play to their strengths to succeed. The winning team created 'Fly High' - a prototype of a flying bike - to solve Edinburgh's cycling route problem. Other activities involved using case studies to act out situations that occur in academic careers, such as collaborating to create research proposals and presenting this to a lay audience as if being interviewed for funding by a non-specialist panel.

Credit:  
Douglas Robertson

GRADSchool is challenging but is also a very positive experience. Louise Gramstrup, PhD student in Religious Studies said, 'The sense of achievement upon completion of such exercises is difficult to explain. Not only did it raise awareness of individual strengths and group dynamics, it gave a massive confidence boost... I left feeling motivated to finish my PhD and reassured that I would be highly employable because of the numerous transferable skills gained from such studies.'

One of the key themes of this year's GRADschool was the importance of developing and maintaining Communities of Practice. Participants were encouraged to focus on their common goals and maintain their networks after GRADschool. Students came up with several different approaches to achieve this. One example is Walk and Talk events, where groups of researchers would meet at lunch for a walk around campus and discuss their research progress. The longer term focus on supporting (and getting support from) peers enhances the impact of the course and provides future benefits to our students.

These are just a few highlights from our broad and diverse programmes to support students. You can find out more about the full range of what we offer on our website.

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**'Students felt reassured that even before they arrived at university, they had seen a friendly face and felt more confident about their academic journey.'**

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# Effective Supervision

By Fiona Philippi

Effective supervision is an integral component of doctoral study and has clear links to student satisfaction and timely completion. However, it is not an easy task and the role played by supervisors is not always clearly visible or celebrated.

The Institute for Academic Development supports supervisors by coordinating briefing sessions run at School and College level. Dr Antony Maciocia, Dean of Students in the College of Science and Engineering, said in a recent Teaching Matters blog 'The supervisor training is a vital part of our College provision. It not only helps the University to discharge its duty of care to its PhD students by keeping staff up to date with regulations and policies but it also enables the Dean and office staff to encourage a uniform high level of care for their students through an ethos of taking responsibility for their research students' development throughout the entire student lifecycle.'

In addition to briefings, there are some optional training sessions available to supervisors through our research staff programme. Research supervision is also part of the Edinburgh Teaching Award which offers a route to Higher Education Academy accreditation.

This support and training for supervisors is embedded, but as doctoral education changes and evolves, so does supervision. In January 2017, the Senate Researcher Experience Committee launched a comprehensive programme of work designed to investigate, map and enhance the postgraduate research student experience.

The new Excellence in Doctoral Education and Career Development Programme is made up of three interrelated work streams: supervisor training and support, mentorship and well being, and personal and professional development record. For each of these, extensive background work has begun to benchmark and map provision across the institution, to identify examples of good practice and highlight gaps. This will be considered alongside results from the Postgraduate Research Experience Survey (PRES) and discussion with students and supervisors, to draw up clear areas for enhancement and development.

Two early outcomes of this work are the creation of a Postgraduate Research (PGR) Supervisors Network and a link up with the Students' Association Teaching Awards to nominate supervisors for the Times Higher Outstanding Research Supervisors of the Year Award.

## **PGR Supervisors Network**

This new network, open to all postgraduate research (PGR) supervisors at the University, launched in June 2017. It aims to inform supervisors of University initiatives and consult on proposals to better support PGR supervision. It will also provide a forum for supervisors to meet and share practice. Over academic year 2017/18, this network will help shape an expanded IAD programme of events and workshops for supervisors, which in turn will inform the building of useful web tools and resources.

## **Supervisor Awards**

The Edinburgh Students' Association Teaching Awards include a category for Best Research or Dissertation Supervisor. This year's winner was Dr Sarah Dunnigan who received outstanding feedback from her students: 'Sarah's contribution to academic life has been her unwavering compassion and kindness as a supervisor. She is an inspirational educator who has supported countless students through their postgraduate studies and encouraged self-belief and self-worth in multiple generations of young scholars.'

Dr Derek Jones was a well-deserved runner-up: 'He pushed me to really go beyond what I thought I could. Every time I fell behind, I would feel really discouraged and beat myself up about it ... Derek has a unique ability to help re-frame what's going on and help put the project and dissertation into perspective, which helped me to get back on track'

IAD are now working with the Students' Association to support the institutional nomination for the UK Council for Graduate Education-sponsored Times Higher Award for Outstanding Supervisor of the Year to bring external recognition to our committed and talented supervisors.



Top image:  
Fiona Philippi

## **Additional information:**

Excellence in Doctoral Education and Career Development Programme  
[www.ed.ac.uk/academic-services/projects/excellence-in-doctoral-education](http://www.ed.ac.uk/academic-services/projects/excellence-in-doctoral-education)

Edinburgh Students' Association Teaching Awards  
[www.eusa.ed.ac.uk/representation/campaigns/teachingawards/nominees/](http://www.eusa.ed.ac.uk/representation/campaigns/teachingawards/nominees/)

For additional information about the programme or supervisor network, please contact Head of Doctoral Education at the IAD Dr Fiona Philippi at [fiona.philippi@ed.ac.uk](mailto:fiona.philippi@ed.ac.uk)

# Developing Teachers

By Natalie Poyser and Velda McCune

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Velda McCune, Head of Learning and Teaching at the IAD, recently interviewed experienced academics to hear their thoughts on how they had developed as teachers during the course of their careers.

All of the people she spoke to were passionate about teaching and put lots of time and energy into creating great learning experiences for our students. An emphasis on encouraging deep, critically reflective learning came through strongly.

However, the biggest challenge for these and many other academics in developing their teaching is pressures of time. Our academic colleagues have incredibly busy roles with multiple demands on their time and often quite fragmented diaries. As we move into an era where participation in formal developmental processes around teaching is becoming the norm we need to think very carefully how this is built into workload planning so that colleagues get the best opportunities for growth. We also need to make sure that our formal developmental processes build on the richness of the informal learning that is happening every day.

Velda has oversight of the continuing professional development opportunities for staff involved in teaching and supporting student learning provided by the IAD. Keeping the focus on developing staff rather than rushing through a qualification to 'tick a box' has been fundamental to the programmes of support we provide.

## **Continuing Professional Development Framework for Learning and Teaching**

Planning and development of the University's Continuing Professional Development Framework for Learning and Teaching began in 2012 and it received initial Higher Education Academy (HEA) accreditation in 2014. The framework gathers together under one umbrella a range of development options run and supported by the IAD and other University departments.

Options are mapped against the higher education sector's UK Professional Standards Framework (UKPSF). Staff who complete a qualification or award within the framework are awarded an appropriate category of HEA Fellowship, a nationally-recognised status. Staff can also make a direct individual application to the HEA to have their experience recognised.

The framework ultimately helps us improve students' learning and recognises and rewards staff expertise in teaching. By providing a range of options, the University offers support that is flexible and can be tailored to a staff member's preferred mode of learning and specific areas of professional expertise. Options are tailored to different career stages, from early-career part-time tutors (often PhD students in their first teaching roles) up to senior professorial staff in learning and teaching leadership roles applying for HEA Senior and Principal Fellowships.





The Introduction to Academic Practice and the Edinburgh Teaching Award are two of the development options in the Framework that teaching staff can participate in:

**The Introduction to Academic Practice (IntroAP)**

The Introduction to Academic Practice is a Higher Education Academy accredited course aimed at University tutors and demonstrators. Staff who complete the course gain Associate Fellow of the Higher Education Academy status.

Alex Gapud, a PhD candidate and tutor in the School of Social and Political Science, took part in the course last year.

Alex said 'I found the IntroAP to be a really positive experience. It's always a valuable experience to meet other like-minded and enthusiastic people who want to improve their teaching practice and develop personally and professionally. Although I'm sure a lot of people simply approach the class to obtain accreditation – after all, we're often told that considering the implementation of the TEF last week that acquiring HEA fellowships should be a boon to career prospects – I found the experience to be a lot more valuable than that. It was an opportunity to learn and reflect upon my own practice and deliver even better teaching to my students. It also helped me realise some of my blind spots, as well as confirming a lot of things I was already doing effectively.'

The opportunity to be more reflective about teaching was echoed by Julia Watson, a PhD candidate in the Centre for Regenerative Medicine.

Julia said 'I completely underestimated how much I would love this course! It has inspired me to learn

more about academic teaching, and shown me where those resources can be found. I also find myself striving to be a better teacher and embracing different teaching styles that I wasn't aware of before, as well as engaging in self-reflection to improve my teaching.'

Staff who teach on the course also have positive feedback. Dr Fiona Quinlan-Pluck, Academic Developer at the IAD, said 'I love seeing IntroAP participants really gain renewed and increased confidence in their own teaching over the duration of the course. Peer learning and group discussions open them up to a wider peer support network they may not have considered before, and it's wonderful to see them trying new things in their classrooms, discussing new aspects of teaching and learning from literature and experiences, and really thinking why and how they approach their classes. The programme builds on an early career teacher's experience as a learner and educator, opening them up to new concepts, approaches, and opportunities with that key HEA accreditation on their C.V.'

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**'It's wonderful to see people trying new things in their classrooms, discussing new aspects of teaching and learning from literature and experiences, and really thinking why and how they approach their classes.'**

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## The Edinburgh Teaching Award (EdTA)

Whilst the framework incorporates a number of existing credit-bearing part-time programmes of study, it also contains the newer Edinburgh Teaching Award (EdTA), a flexible and more self-directed route designed to allow people to reflect on their teaching over a period of six months to two years. This has proved especially popular with a range of University staff. This includes staff in traditional teaching roles such as teaching fellows and lecturers along with those supporting learning in other ways such as librarians, learning technologists and teaching administrators.

This route allows participants to work with a mentor and places their day-to-day practice as an educator and supporter of learning at the core of their professional development. Staff keep a record of workshops and other professional development activity, write a series of reflective blogs, identify examples of success and provide professional references. Staff have up to two years to complete, and each final submission is reviewed by a panel (including a member external to the University).

Dr Velda McCune said 'One of the things that people do within the Edinburgh Teaching Award is to reflect on the literature about learning and teaching in higher education in relation to their own practice. They write about that in a blog over time, in discussion with their mentors and in group discussion, and we hope that way to help people weave in research into learning and teaching in a way that is really relevant for their own practice and their own students.'

Writing blogs has proved beneficial. Dr Ben Goddard, an EdTA participant from the School of Mathematics said 'It genuinely helps you to think more about and improve your teaching. As an example, I wrote a blog post about ways to improve a course I was teaching and then, six months later, when I started thinking about teaching the course again I could actually find and implement those ideas without searching my office for them or having forgotten that I made the list in the first place. So, yes, the EdTA will add to your to-do list, but the additions will almost certainly help improve your teaching!'

In addition to positive comments, an external evaluation has demonstrated that participants are deriving a range of benefits. For example: changing some of their approaches to teaching; having valued time and space to meet and talk with others about their teaching; and being supported to access appropriate educational research literature. The latter particularly helps strengthen research-teaching linkages. Many participants found that the readings and introduction to the literature on pedagogy enabled their confidence to grow and provided a rationale for a variety of teaching designs and a way of understanding better how students learn.

The quality of the mentors was highlighted as a critical success factor for participants. Working with mentors helped explain the framework and how to navigate through the documentation which was made more understandable.

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**'We help people weave research into learning and teaching in a way that is relevant for their own practice and their own students.'**

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It is also a positive experience for the mentors. Dr Daphne Loads said, 'I find my conversations with mentees very inspiring: they talk about their teaching with such insight and wisdom. And I also love hearing from mentors about the work they're doing to help their colleagues to develop as teachers.'

The EdTA continues to grow; 84 staff have successfully completed across all four levels, and we have 291 participants on-programme. New cohorts are due to begin in late 2017 and early 2018. There has also been an increase in academic Schools running, or thinking about running, their own local version.

The evaluation suggested that the EdTA as a change or developmental strategy had many positive aspects and presents a worthwhile challenge for the University as it is scaled up to involve a wider group. In particular, the universally valued mentoring process is a dimension which will need careful attention in terms of both time and people.

IAD staff hope to build on this excellent start to create valuable developmental opportunities for colleagues across the University. Dr Daphne Loads has taken over the lead on the EdTA with Emily Salvesen as manager, and they will be working with Dr Velda McCune (IAD) and Dr Catriona Bell (Veterinary Medicine and part-seconded to the IAD) to develop more School-level versions in the years ahead.

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### Further Information

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CPD Framework for Learning and Teaching  
[www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/cpd](http://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/cpd)

The Edinburgh Teaching Award  
[www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/teaching-award](http://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/teaching-award)

Introduction to Academic Practice  
[www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/intro-ap](http://www.ed.ac.uk/institute-academic-development/learning-teaching/cpd/intro-ap)

Email us: [iad.cpdframework@ed.ac.uk](mailto:iad.cpdframework@ed.ac.uk).

**Additional articles on the Teaching Matters Blog**  
Evaluating the Edinburgh Teaching Award:  
[www.teaching-matters-blog.ed.ac.uk/?p=1075](http://www.teaching-matters-blog.ed.ac.uk/?p=1075)

How our experienced academics develop as teachers:  
[www.teaching-matters-blog.ed.ac.uk/?p=1100](http://www.teaching-matters-blog.ed.ac.uk/?p=1100)

### About the authors:

Natalie Poyser is a senior member of the Operations and Projects Team, Velda McCune is Deputy Director and Head of Learning and Teaching at the IAD.

# IAD Research



A number of colleagues in the Institute for Academic Development also undertake research in higher education.

#### **Dr Velda McCune, Deputy Director and Head of Learning and Teaching**

For the last 16 years Velda's research has focused on understanding the learning experiences of students and academics in higher education. She has a particular interest in how students and academics learn, how they understand learning and their identities as learners and teachers.

#### **Dr Catherine Bovill, Senior Lecturer in Student Engagement**

Cathy's research interests are in student engagement, student-staff co-creation of curricula, peer observation of teaching, and internationalisation. She has published widely and given many keynotes and invited presentations particularly focused on students as partners and co-created curricula.

#### **Dr Hazel Christie, Lecturer in University Learning and Teaching**

Hazel's research focuses on the changing nature of the student experience in higher education, with an emphasis on understanding how students become successful learners. She is interested in the emotional dynamics of learning and in how students develop their learner identities.

#### **Dr Daphne Loads, Academic Developer**

Daphne's research interests include academic identities and arts-enriched professional development as well as supporting colleagues in different disciplines to research their teaching. Daphne is currently working on a book entitled 'Rich Pickings' in which she demonstrates the possibilities of deep learning for university teachers through engagement with literary and non-literary texts.

#### **Recent selected publications (for a full publication list, please visit our website)**

- Deeley, S. and Bovill, C. (2017). *Staff-student partnership in assessment: enhancing assessment literacy through democratic practices. Assessment and Evaluation in Higher Education*, 42 (3) 463-477.
- Whittington, R, Loads, D, Rhind, S & Handel, I (2017). *Exploring the Link between Mindset and Psychological Well-Being among Veterinary Students. Journal of Veterinary Medical Education*, 44 (1) 134-140.
- Bovill, C., Cook-Sather, A., Felten, P., Millard, L. and Moore-Cherry, N. (2016). *Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student-staff partnerships. Higher Education*, 71(2), 195-208.
- Burge, A., Grade Godinho, M., Knottenbelt, M., & Loads, D. (2016). '... But we are academics!' a reflection on using arts-based research activities with university colleagues. *Teaching in Higher Education*, 21(6), 730-737.
- Christie, H., Tett, L., Cree, V., & McCune, V. (2016). 'It all just clicked': a longitudinal perspective on transitions within university. *Studies in Higher Education*, 41(3), 478-490.
- Herrmann, K., Bager-Elsborg, A., & McCune, V. (2016). *Investigating the relationships between approaches to learning, learner identities and academic achievement in higher education. Higher Education. First Online.*
- Smith, J., Rattray, J., Peseta, T., & Loads, D. (Eds.) (2016). *Identity work in the contemporary university: Exploring an uneasy profession.* Rotterdam: Sense Publishers.
- Healey, M., Bovill, C. and Jenkins, A. (2015) Students as partners in learning. In Lea, J. (Ed.) *Enhancing learning and teaching in higher education: Engaging with the dimensions of practice.* Maidenhead: Open University Press.



# Teaching Matters

By Natalie Lankester-Carthy

Teaching Matters is the University of Edinburgh's website and blog for showcasing innovation and success in learning and teaching.

Launched in February 2016, Teaching Matters aims to provide a practical resource for teaching colleagues, to publically demonstrate how important teaching is to the University, and to create a community of interest around learning and teaching.

Every month we publish blog posts, videos and events from staff and students sharing their experiences of great teaching and innovative practice on a particular theme. Popular themes have included: assessment and feedback; peer learning; teaching beyond the programme; teaching with large groups; teaching accreditation; and equality and diversity.

The site was borne out of a desire to give sharper focus to our unambiguous priority around learning and teaching and it has become a University-wide hub for debate, celebration, and engagement with teaching. It also highlights the achievements of academic colleagues who are leading the way in delivering brilliant teaching and includes great blogs from students reflecting on their learning.

One reader said 'The content is informative, lively and diverse – just as it should be. Any teacher will find nuggets of innovation that could be translated to their context.'

Teaching Matters publishes between 8 and 10 new posts a month and since our launch we've shared lots of great tips, advice and new ideas. Here are some of the highlights.

## About the author:

Natalie Lankester-Carthy is a Doctoral Researcher in the School of Literatures, Languages & Cultures and IAD PhD Intern.

## Does lecture capture enhance learning?

The School of Divinity shared its experience of using Panopto lecture capture in June 2016. When lectures for one of Divinity's larger courses were recorded and uploaded to the course virtual learning environment, changes in student behaviour inside and outside the lecture theatre became increasingly apparent. Students in the classroom became less preoccupied with notetaking and more engaged with the content. Statistics showed that the course was the fourth most-viewed online, outperforming many courses with larger cohorts.

One student said 'The recordings have really helped. The ability to go over an idea slowly and listen to it being explained has been very useful. It has really revolutionized revision'.

This positive experience led the School to reflect on the benefits of adapting to rapidly evolving learning styles, the modes of teaching delivery these dictate and a growing cultural preference for active engagement.

Read more here:  
<http://edin.ac/20ThRpY>



## All4Paws: Vet students at work in the community

One of our very first posts in March 2016 was from Dr Andrew Gardiner, Senior Veterinary Clinical Lecturer at the Royal (Dick) School of Veterinary Studies. The post showcased All4Paws, a student-led community project in the Vet School providing 'pop-up' vet clinics for homeless and vulnerably-housed people and their animals. Understanding that pets can be a 'source of stability and continuity in often-difficult lives' the new service enabled Vet students to support a range of pet-owners in insecure housing. The post demonstrated how delivering primary care within the community can provide students with valuable learning experiences.

Andrew said 'When students get involved in actually designing and initiating the services from the outset, their collective energy, creativity and vision can be used to great effect.'

Read more here:  
<http://edin.ac/21C9pjA>



## Board Game Jams and Creative Learning

In January 2017 Charlie Farley wrote an article about the Board Game Jam workshop the Learning, Teaching and Web services team ran during Innovative Learning Week (ILW) 2016, focussing on their experience of playful learning.

Students were asked to create their own board game using digitised images from the University Centre for Research and Collections. The students were filmed devising their games and encouraged to share their content and format using Creative Commons licenses. The workshop showcased the benefits of creative learning, helped educate students on the use of licensed digital resources, and encouraged the open sharing of materials. The event won that year's ILW 'Most Creative' award, and the team received requests to run an additional event for staff.

The team returned with an expanded version of the workshop in the 2017 Festival of Creative Learning, describing the Festival as 'an excellent opportunity to try out new formats of teaching and learning, and a great space in which to experiment.'

They also said 'The ongoing enthusiasm and support we received for the Board Game Jam was made possible by the Festival and we really encourage anyone thinking of running an event to give it a try.'

Read more here:  
<http://edin.ac/2iHmu7Q>



## Good teaching – student and teacher perspectives from the Conservation Science course

This article was written collaboratively by Dr Isla Myers-Smith, a Chancellor's Fellow, and Gergana Daskalova, a BSc student in Conservation Science. It showcases the fresh and engaging approach to teaching implemented in the School of Geosciences. It demonstrates, from both perspectives, how good teaching involves debate and challenging knowledge, and should aim to captivate students with a variety of approaches and innovative practice.

Gergana said '[On the Conservation Science course] learning was not a one-way conversation, instead it was an exciting dialogue between teachers and students, and I felt very fortunate to participate in it.'

Isla added 'I hope to learn from my students just as they learn from me. I believe part of being a good teacher is being comfortable with not knowing everything and encouraging a class – teachers and students alike – to learn together. I also think being a good teacher is about sharing the challenges that you faced learning something in the past or the things you are currently trying to learn as a part of your research. Nothing is easy and really great teaching is about facing the challenges together as a team.'

Read more here:  
<http://edin.ac/1tmbScC>



## Spreading the word

Since the launch, the popularity of Teaching Matters has climbed to around 2,900 views per month. We are raising the profile of Teaching Matters beyond the University of Edinburgh via our Twitter profile @UoE\_Teaching, where we share new posts and promote other relevant content. We currently have 880 followers from various disciplines, institutions and countries all over the world. Teaching Matters posts have been republished on disciplinary blogs and on the Times Higher Education website.

### Find out more:

Visit the Teaching Matters website:  
[www.ed.ac.uk/teaching-matters](http://www.ed.ac.uk/teaching-matters)

Follow us on twitter: @UoE\_Teaching

# A Recipe for Gender Equality

By Lara Isbel

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In September 2015, a team of editors met with a group of senior University of Edinburgh colleagues to discuss an unusual project: collecting a crowd-sourced set of stories about gender equality written by our staff and students to inform, entertain and inspire university communities around the world. The resulting book, 'EqualBITE: Gender Equality in Higher Education', will be published by Brill later this year.

The idea for the project came from Professor Judy Robertson in Moray House School of Education.

Judy is an editor of an earlier book called 'Bite: Recipes for Remarkable Research' along with Dr Alison Williams, an independent consultant, and Dr Derek Jones from the Open University. The first BITE project successfully used recipes as a format for collecting content to draw out practical, step by step advice. Judy wondered if the same model could generate useful insights to creating a more gender balanced working environment, in line with the University's Athena Swan ambitions.

Recipes, with their connotations of kitchens and domesticity, may not be an obvious choice for a project on gender equality. However, recipes as a metaphor are an inspiring approach to a complex and nuanced topic. The recipe format gives people space to reflect, sometimes humorously, sometimes critically, on their experience and to identify constructive and

straightforward methods for readers keen to try something similar. The recipe metaphor also implies adaptability. In large complex organisations like universities, the culture and environment can vary considerably across different departments. Being able to adapt effective strategies is likely to enhance their impact.

The project proposal was approved and a steering group chaired by Prof Jane Norman, Vice Principal for People and Culture, was established. The original BITE editorial team was joined by Lara Isbel and Dr Daphne Loads from the Institute for Academic Development. Both the steering group and editorial team agreed that the book should reflect the messy reality of enhancing gender equality and capture the insights, the frustrations, the excellent practice and the sheer complexity of trying to achieve a gender equal workplace. It is not a PR piece about Edinburgh's successes in this area (although there are many), rather it is a frank and honest look at how things actually are and how they might be better.

A core principle of the project was the power of taking action, no matter how small. The University of Edinburgh as an organisation, and we as individuals within it, are all responsible for creating an environment in which all staff and students can flourish whatever their gender.



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**'The EqualBITE book reflects the messy reality of enhancing gender equality and captures the insights, the frustrations, the excellent practice and the sheer complexity of trying to achieve a gender equal workplace.'**

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### Want to read it?

The book will be available as an open access PDF. You can download your free copy from the publisher's website from early 2018: <http://www.brill.com/>



Illustrations in this article by Elspeth Maxwell feature in the EqualBITE book. Illustration on this page accompanies a recipe called 'How to persuade your family to let you study', Illustration on the left accompanies a recipe called 'Proactive Promotion'.

Another principle was to avoid zero-sum game solutions in which men lose if women gain. The policies and practices designed to promote a positive working environment and career progression for women should benefit everyone. Women have been at a disadvantage in many aspects of professional life: a gender pay gap exists and there are a disproportionate number of women in junior and temporary roles to name just two, but we also recognise that there are areas where men have been or are at a disadvantage. There can be gender inequalities in both directions.

To collect stories for the book, the editorial team ran a series of writing workshops which were open to staff and students, men and women, academics and professional services staff. Everyone was welcome to write a recipe to share practical tips and strategies to make a positive difference, drawing from their real life experiences. We ended up with an incredible

and diverse set of suggestions, ideas, perspectives and lessons learned. It has been an eye-opening and thought-provoking experience.

Putting together the final book was a complex task. Recipes have been included only when we have found the practices they describe to be reliable, well-tested within or beyond the University of Edinburgh or – an essential part of the BITE approach – evidenced in the literature. There also a series of longer papers focusing on subjects in more depth, particularly the wider landscape of gender equality in higher education.

There are many references to research evidence but 'EqualBITE: Gender Equality in Higher Education' is not an academic text. At heart, it is pragmatic, positive and a catalyst for creating a culture which is better for everyone.



# Dangerous Ideas and Great Conversations

By Tabitha James

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Universities are places which champion the freedom to explore and openly debate the world around us, from the latest technologies and theories to wider cultural shifts.

Bold views and big ideas deserve a wide audience; everyone should be able to join the conversation. The Cabaret of Dangerous Ideas (CODI) is a forum which does exactly that and brings provocative ideas from the academy into the heart of the Edinburgh Fringe.

The Cabaret of Dangerous Ideas is the brainchild of comedian Susan Morrison, Fringe producer Stephen Wright and Edinburgh Beltane Project Officer Dr Sarah Anderson. The first ever programme of twenty-one shows was performed at the Edinburgh Fringe in 2013 and promoted debate, discourse and discussion. It gave the general public an opportunity to engage with world class researchers and successfully combined education with entertainment in a digestible format. The result was a unique programme of events in the largest arts festival in the world.

Susan Morrison, an experienced compère, ensures the shows don't morph into hour-long lectures and keeps the emphasis on promoting discussion between the researchers and the audience. There are only a few rules for performers. One of the most important is the ban on PowerPoints and videos. Instead of hiding behind slides, performers are expected to share their research and interact with the audience to create a successful show. Evaluation carried out by the organisers shows that around 88% of audience members learnt something new at the shows they attended and almost 50% said they'd changed their minds on a subject as a result of the discussion.

Building on the success of the first programme, the Cabaret of Dangerous Ideas has become an established presence in the Spoken Word programme of the Edinburgh Fringe and continues to grow. 2017 sees the largest programme yet: a whopping 42 unique shows. As well as providing a chance to discuss ideas and contributing to the vibrant cultural life of the city, the Cabaret of Dangerous Ideas also gives our academics the chance to push themselves to take on new challenges.

To help prospective participants prepare, interested academics can attend specialist training workshops run by the Edinburgh Beltane Public Engagement Network. The workshops are a chance to find out exactly what's involved in putting on a Cabaret of Dangerous Ideas show, get tips from Edinburgh Fringe veterans, sound out ideas, polish performances and come up with a 'hook' that will draw in a crowd.

Dr Amy Burge, Academic Developer at the Institute for Academic Development and researcher in English Literature, has performed in the Cabaret of Dangerous Ideas before and is returning to the stage in 2017. Amy's academic focus is on the legitimisation of romance novels as a literary genre and her shows often focus on changing the common perception of romance as frivolous chick-lit.

Amy found that participating in the Cabaret of Dangerous Ideas and the process of preparing her show broadened her experience in different realms of public speaking. She said: 'I've taught for so long now that I've forgotten what it's like to have your stomach in knots, your thoughts scattered, and your hands shake visibly'.



Top: Kate Cross and Lewis Dean (St Andrews and BBSRC). Photo by Alexandra Oates).

A little adrenaline is often a good thing. As Amy's show unfolded she got into the rhythm on stage. 'It stopped being so scary. About half an hour in, it even started being fun. And the minute it finished, I wanted to do it again.' And so she has.

Some of the performers in 2017 are, like Amy, returning participants who've caught the showbiz bug and enjoy the new insights and approaches to their research this form of public engagement offers. A large number of the performers this year, however, will be presenting their first ever show at the Fringe. As previous Cabaret of Dangerous Ideas veterans have remarked, it's a totally different environment to that of a conference surrounded by other academics. At the Fringe, researchers are presenting their work to a paying public audience who expect entertainment and the opportunity to learn something new.

The unusual audience is part of the appeal. Amy keeps coming back to Cabaret of Dangerous Ideas for the buzz and thrill of performing and sharing her topic with people who are interested. Hearing the contributions from the audience makes her role less 'sage on the stage' and more facilitative. A number of questions emanated from the members of the public that Amy had not anticipated, resulting in a completely different environment from discussions with fellow academics.

Researchers presenting shows find themselves thinking on their feet. Audience questions highlight their subject from new angles, allowing them to make connections they would have never seen. Many participants found that their show allowed them to return to their work with a fresh perspective and a better sense of what the general public think about their subject.

The Cabaret of Dangerous Ideas is a brilliant events programme for festival goers but it also provides an excellent opportunity for researchers to engage the public and develop a wide variety of skills that can lay dormant when staying inside their academic circles. Surely that deserves a standing ovation?

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**'The Cabaret of Dangerous Ideas is a forum which brings provocative ideas from the academy into the heart of the Edinburgh Fringe.'**

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#### Information

The Cabaret of Dangerous Ideas is supported by the Edinburgh Beltane Public Engagement. [www.codi.beltanenetwork.org](http://www.codi.beltanenetwork.org)

Please contact Sarah Anderson for more information ([sarah.anderson@ed.ac.uk](mailto:sarah.anderson@ed.ac.uk))

To book tickets, please visit the Edinburgh Festival Fringe website: [www.edfringe.com](http://www.edfringe.com)

#### About Author:

Tabitha James is a third year undergraduate student in the School of History, Classics and Archaeology and IAD EmployEd on Campus Intern.

Left: Amy Burge (UoE)  
Photo by Alexandra Oates).



# Consultancy and Collaboration

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## Nagoya University and British Council Japan

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Jon Turner worked with Nagoya University (in collaboration with the British Council in Japan) to explore and develop approaches to PhD training and development. Jon worked with colleagues in Nagoya to develop workshops for PhD students and build capacity to lead these workshops amongst staff as part of the interdisciplinary Toryumon Leading PhD programme.

Naoshi Sugiyama from Nagoya University said 'Thanks to Dr. Jon Turner's support to train our staff, we are now able to run our own PhD training in Nagoya. We also plan to establish an institute for doctoral education in the autumn of 2017.'

Jon continues his association with the Toryumon as an international advisor while the Beltane Public Engagement Network run an annual course for Toryumon students in the University of Edinburgh.

Ayako Towatari from the British Council said 'Jon's work has made significant impacts on PhD training and development in Nagoya University and other leading Japanese universities. It was very exciting to see how the collaboration also helped deepen the relationship between University of Edinburgh and Nagoya University in the areas beyond PhD training, such as development of joint degrees.'

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Jon Turner







Celeste McLaughlin

## Quality Assurance Agency (QAA) Scotland-funded projects

### Focus On: Support for Postgraduates Who Teach

A team of colleagues from the IAD and the University of Glasgow, led by IAD's Amy Burge, undertook a research project for QAA Scotland on support for postgraduates who teach. They carried out a national and international scan of policy and practice at a range of higher education institutions, including all Scottish universities and a selection of institutions in North America, Asia, Africa, and Australasia. The team also created a key issues document, based on a review of current scholarship and feedback from colleagues, which outlined important challenges and opportunities for supporting postgraduates who teach. Based on these documents, the project team produced a Statement of Expectations, identifying a number of deliberate steps that institutions, schools/departments, and postgraduates themselves can undertake to best support postgraduates who teach.

You can read more about QAA Focus On and access the documents produced by the project team on the QAA website: [www.enhancementthemes.ac.uk/focus-on/postgraduate-research-student-experience](http://www.enhancementthemes.ac.uk/focus-on/postgraduate-research-student-experience)

### Successful Online Learning

The IAD's Celeste McLaughlin and Donna Murray contributed to another QAA-funded project supporting transitions into and through online learning. The project also included colleagues from Queen Margaret University, the University of Glasgow, and the University of the Highlands and Islands. The project took a students as partners approach and employed students from each partner institution to develop practical resources for online students as well as good practice guidelines for staff.

Four themes were identified during the project:

1. **Being an effective online learner:** this includes academic time management, independent learning, motivation and self-regulation.
2. **Working with others online:** this includes working in groups, and effective communication with peers and tutors.
3. **Learning effectively with technology:** this includes ICT proficiency, and how technology can help online learners.
4. **Being a responsible online learner:** this includes managing an online digital identity, being professional online, and protecting data and privacy rights online.

The IAD took a lead on developing resources for the 'Being a responsible online learner' theme and used the 'Managing your digital footprint' resources ([www.ed.ac.uk/institute-academic-development/about-us/projects/digital-footprint](http://www.ed.ac.uk/institute-academic-development/about-us/projects/digital-footprint)) to inform the development of this section. The project resources will be shared with the sector via the QAA website.



## Collaboration within the University

### **Near Future Teaching: Designing the Future of Digital Education at Edinburgh**

This initiative aims to develop a strong, creative vision for digital education which can inform strategy, policy and planning for the coming decade or more. The open-ended and inclusive consultation is focused on the development of innovative educational responses to the big, new problems and possibilities of a digital society. It is led by Professor Sian Bayne, the University's Assistant Principal for Digital Education, with support from Jon Turner, Jennifer Williams and Lucy Ridley in the Institute for Academic Development and Lucy Kendra, a filmmaker and media producer from the Learning, Teaching and Web team in Information Services.

The project team is running a series of university-wide events and consultations which aim to harness the collective vision and energy of the University to shape and inform the project approach and develop methods which can be applied to other strategic projects.

### **Managing your digital footprint**

Louise Connelly, a former IAD colleague, leads the 'Digital Footprint' research strand, along with Nicola Osborne and Sian Bayne. A new MOOC (massive open online course) on this topic was launched in 2016 and has received excellent ratings. Louise also presented a paper on 'Exploring risk, privacy and the impact of social media usage with undergraduates' at the European Conference on Social Media 2017. Louise is currently based at the Royal (Dick) School of Veterinary Studies.

Bottom:  
Natalie Poyser



### **Collaboration: embedding of academic skills at PGT**

Students gain the most from academic skills sessions when they are contextualised within their discipline and presented by the programme or School. Donna Murray, Frances Parry and Jenna Mann in our Learning and Teaching team share materials and work with individual Schools to develop their own courses, sessions or material to increase the level of local provision.

One approach the team takes is to co-design and co-teach a session with a member of staff or a PhD student from the degree programme. This allows experience and knowledge from both the School and the IAD to be pooled to the benefit of the students and gives Schools ownership of the sessions.

A recent Teaching Matters blog post describes a successful example of this method:

[www.teaching-matters-blog.ed.ac.uk/?p=1291](http://www.teaching-matters-blog.ed.ac.uk/?p=1291).

### **Prepare for Doctoral Success: Facilitator Guide**

Fiona Philippi from the IAD and Emily Gribbin from the School of Health in Social Science developed a guide which sets out a series of activities for a four-week staggered induction process for doctoral students. It covers getting to know you, starting out, the first year and working with your supervisor. For each week there is a suggested timetable and possible activities. The interactive activities have been designed to build a sense of community within the cohort. The guide is designed for use by anyone who is involved in organisation of induction activities for doctoral students and it can also be used flexibly for stand-alone sessions or combined with other activities.

This initiative was presented at the Gearing Up for Transitions conference in March 2017 and at the UK Council for Graduate Education Annual Conference in July 2017. The guide is available here:

<http://edin.ac/2sTU7HQ>

### **Who's Who in the Medical School**

Debbie Aitken is based in the Centre for Medical Education in the Edinburgh Medical School and is on a part-time secondment to the IAD. Her secondment focuses on generational differences between student and staff perceptions of medical student experiences on clinical attachments. Debbie ran a project called 'Who's Who in the Medical School' to encourage students and staff to get to know each other and create a greater sense of community. The project started with students collecting profiles of the staff and posting them on our Instagram account:

<https://www.instagram.com/edinburghmedschool>

All the profiles were then used to create a giant interactive organisational chart showing who does what on the MBChB. The chart is currently on the main touchscreen in the medical school foyer.

Debbie is now doing another 'spin off' project called 'A Day in the Life @edinburghmedschool' You can read more about it on the Teaching Matters blog:

[www.teaching-matters-blog.ed.ac.uk/?p=798](http://www.teaching-matters-blog.ed.ac.uk/?p=798)

Debbie's work has been shortlisted for the Patil Teaching Innovation Award.

## Researcher Development in Schools

Sara Shinton joined the IAD as Head of Researcher Development in January 2017. One aspect of Sara's role is to collaborate with Schools. This year, Sara worked with the School of Chemistry to help their postdoctoral researchers understand the opportunities to engage in international development research. Using the Global Challenges Research Fund (GCRF) as an example, Sara ran an interactive workshop to explore how the current interests and skills of research staff could be developed into potential projects with impact for developing economies. As funders expect to see strong collaborative relationships between researchers, communities and companies in these proposals, researchers left with plans to begin to develop these networks and relationships through workshops, visits and existing collaborations in the School. The programme and materials from the day are available to other schools with similar interests.

As the University strengthens its commitment to the well being of students, Sara also developed an event for research students and staff in partnership with SUPA (Scottish Universities Physics Alliance), the School of Physics and Astronomy and the Institute of Physics (IOP). A range of speakers talked about their personal strategies for resilience in research and we highlighted the support available at the University from IAD, the Counselling Services and within schools. All attendees received a copy of the IOP Guide to Resilience, written by Sara.



Top: Sara Shinton





From left to right:  
Amy Martin, Alexandra  
Cameron and Tabitha  
James

## Student Interns

We regularly host undergraduate interns for the summer through the University's EmployEd on Campus Internship Scheme. Amy Martin from the School of Psychology, Philosophy and Language Sciences, Alexandra Cameron from the School of Law and Tabitha James from the School of History, Classics and Archaeology joined the team in 2017.

### Building Resilience in Postdoctoral Staff

Amy has worked closely with Dr Sara Shinton, Head of Researcher Development, to develop resources to support resilience. Amy said 'This project has involved meeting a range of fascinating staff across the University and listening to their experiences, the challenges they have faced and the support that they need. While each meeting has revealed another slightly different situation, there are recurring themes which should be addressed. The aim of the internship is to do just that. I am going to create an online resource aimed specifically at postdoc and early career research staff. This resource will address many of the issues that I learned about during my meetings and direct researchers to the appropriate support offered by the University. This will also be developed into a guide, which can be used by institutions across Scotland'

### The Cabaret of Dangerous Ideas (CODI)

Alexandra and Tabitha have both been working on the Cabaret of Dangerous Ideas (p22) during their internship. Alexandra said 'From my first day, I was given a great deal of responsibility – more responsibility than I believe would probably have been the case in other internships and certainly more responsibility than I've been given in previous internships and work placements. Yet we are so well-supported throughout that the internships are challenging and capable of taking us out of our comfort zone, but not so much so that we feel panicked or without anywhere to seek help and guidance. We are responsible for our own project which we get to see through to the end – thus we can truly make a positive impact in the organisation in which we're placed and have valuable experience to take away at the end of the summer.

Applying to an Employ.ed internship was one of the best decisions I've made for advancing my professional development and enhancing my future career prospects, leaving me with numerous examples of competencies I can highlight to future employers as well as having met some wonderful new people and spent the summer in an enjoyable yet constructive way.'

### Postgraduate Internship Scheme

The Careers Service recently launched a new internship scheme for Doctoral students. Three recent postgraduate interns have been Natalie Lankester-Carthy from the School of Literatures, Languages and Cultures and Ros Attenborough and Hannah Cook from the School of Social and Political Science.

Natalie has focused on the Teaching Matters website (p18) and Ros took on a joint IAD and Academic Services project on student transitions. During her internship, Ros developed a resource for staff about student transitions based on analysis of nearly 130 different case studies from Edinburgh collected as part of our contribution to the current enhancement theme.

Hannah is working with the Edinburgh Beltane Public Engagement Network to support Explorathon, a series of events to celebrate European Researchers' Night on Friday 29 September.

### Napier Placement Student

We have hosted undergraduate placement students from the School of Computer Science in Edinburgh Napier University who do a year of work experience as part of their degree. Nikolay Minchev joined us this year and used his background in business analysis to help us to track our course attendance in more detail.



# Networks & Communities of Practice

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Caption

## **Scholarship of Learning and Teaching (SOTL) Network**

This network is for anyone who is interested in researching, evaluating and disseminating their teaching practice. It meets once per semester to share ideas and cover topics of interest to network members.

## **Experienced Teachers' Network**

The Experienced Teachers' Network launched in 2016 with the aim of providing a discussion space for experienced teachers around the University. The network is currently led by Richard Blythe, Chris Perkins and Velda McCune and they wanted particularly to engage people who haven't participated in formal continuing professional development for learning and teaching recently as they've been busy learning from their colleagues and students. The Network meets once each semester to discuss topics of interest to members and to develop ideas to influence practice on learning and teaching.

## **IAD Masters Network**

This network is for Programme Directors, administrators, course organisers, and learning technologists who deal with Masters students. There are lunchtime seminars and a mailing list to enable discussion, collaboration and sharing of information.

## **Edinburgh Network: Growing Approaches to Genuine Engagement (ENGAGE)**

The Edinburgh Network: Growing Approaches to Genuine Engagement (ENGAGE) aims to bring together students and staff interested in creating genuine and meaningful interactions between students and staff focused on learning, teaching and assessment. Meetings focus on sharing ideas, research and practice, as well as offering space for discussion and collegial support. Whether you are interested in enhancing student engagement in learning and teaching from the student or staff perspective, you are welcome to come along to ENGAGE meetings. This new network will be launched at the start of the 2017-18 academic year.

If you would like to join the mailing list for the any of these networks, please email:

**rosie.bree@ed.ac.uk**

For information on the Postgraduate Research Supervisors Network mentioned on p13, please email:

**fiona.philippi@ed.ac.uk**



# Supporting Projects

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Our remit involves helping students to make the most of their studies and prepare for their careers ahead. We provide professional and academic development support to staff in research and teaching related roles. While it is wonderful to be able to access many workshops, events, online resources and other activities, we also recognise that our staff and students have their own great ideas when it comes to their personal, professional and academic development. We therefore offer three different funding schemes which enable people to develop their own projects and initiatives.

## **Principal's Teaching Award Scheme**

The largest scheme we administer is the Principal's Teaching Award Scheme (PTAS), which is financially supported by alumni through the Development Trust.

This scheme encourages and supports activities that will make a significant contribution to the enhancement of learning and teaching at the University of Edinburgh, at both undergraduate and postgraduate level. This scheme enables us to:

- encourage colleagues to explore new practice and innovations in teaching and thereby enhance student learning
- offer financial resources for staff to engage in inquiry into learning and teaching and share the results across subject areas and Schools
- disseminate good and/or innovative practice across the University and more widely
- promote and recognise excellence in teaching
- raise the status of teaching in the University
- enhance the quality of the student learning environment through discipline-based pedagogical inquiry and research capacity building

All University of Edinburgh staff with learning, teaching or student support roles are welcome to apply. Students can't be the lead applicant but they are welcomed and encouraged to be part of project teams. No special expertise in educational projects is required and the IAD can provide advice and support on your bid.

One recently funded project aims to establish an online anthropology journal that features work authored by undergraduate students at the University of Edinburgh. Not only will this journal feature student work, but it will be student led, in that all processes involved in the creation of this journal – from the solicitation of original work, to the reviewing of this work, through to the design and eventual dissemination of the journal – will be undertaken by an 'editorial board' composed of undergraduate students, with input and support from teaching and information services staff at the School of Social and Political Science. This project will let undergraduate students see their ethnographic research reach a public audience and, in so doing, enable them to acquire transferable skills relating to project management, digital design and publishing and the work of editing and producing online media forms and content.

## **IAD Action Fund**

We recently merged three existing schemes, the Academic Networking Fund, the New Network Award and the Researcher-led Initiative Fund to create the new IAD Action Fund. Staff and students can apply for up to £500 at any point in the academic year, or for up to £3000 each October, for projects which develop and support academic networks and communities and/or test ideas for creative learning activities. We will fund projects which support the professional and personal development of groups of students, researchers and academics at every stage of their career. People can apply to run projects aimed at their own peer group or run collaborative events and projects to involve people at different points in their career. Project proposals should have an internal (to the University) rather than external focus and demonstrate a clear benefit to University staff and students.

## **Festival of Creative Learning**

The curated Festival of Creative Learning takes place in February. Staff and students can apply for up to £500 to run an event as part of the week-long festival and access a wide range of support and guidance. Alternatively, they can apply to the IAD Action Fund to run a Festival of Creative Learning Pop-up event at any point in the academic year.

*You can read more about the Festival on page 7.*

| Scheme       | Festival of Creative Learning  | IAD Action Fund   |   | Principal's Teaching Award Scheme<br>funded by The Development Trust  |                |
|--------------|--|---|---|---|----------------|
|              |  | Small Grants  | Regular Grants  | Small Grants  | Regular Grants |
| Limit        | Up to £500   | Up to £500  | Up to £3000   | Up to £1500   | Up to £15k     |
| Deadlines    | <b>Once per year</b><br>Application deadline in October.   | <b>Rolling application</b><br>Applications are reviewed on the last Friday of each month.   | <b>Once per year</b><br>Deadline in October.  | <b>Twice per year</b><br>Deadlines in October and March.  |                |
| Purpose      | To run an event in the curated <b>February</b> Festival of Creative Learning.  | Proof of concept, scoping or design of learning resources, flexible funding for small Festival of Creative Learning Pop-up, to test level of interest in a new network, one off events or activities. | Larger scale activities and events linked to academic and professional development.<br>Support for interdisciplinary networks, academic community building and developing large or complex Festival of Creative Learning Pop-ups. | Learning and teaching enhancement through pedagogical research and curriculum innovation.   |                |
| Eligibility  | All University of Edinburgh staff and students.  | All University of Edinburgh staff and students.   |   | University of Edinburgh staff with learning, teaching and student support roles and responsibilities.<br><br>Student team members are allowed and encouraged. |                |
| Key Contacts | Jennifer Williams and Lucy Ridley  | Jennifer Williams and Nicola Cuthbert   |   | Emily Salvesen and Daphne Loads   |                |
| Email        | creative.learning@ed.ac.uk   | iad.funding@ed.ac.uk  |   | iad.teach@ed.ac.uk  |                |
| Website      | Find out more and download application forms: <a href="http://www.ed.ac.uk/institute-academic-development/funding">www.ed.ac.uk/institute-academic-development/funding</a> |   |   |   |                |

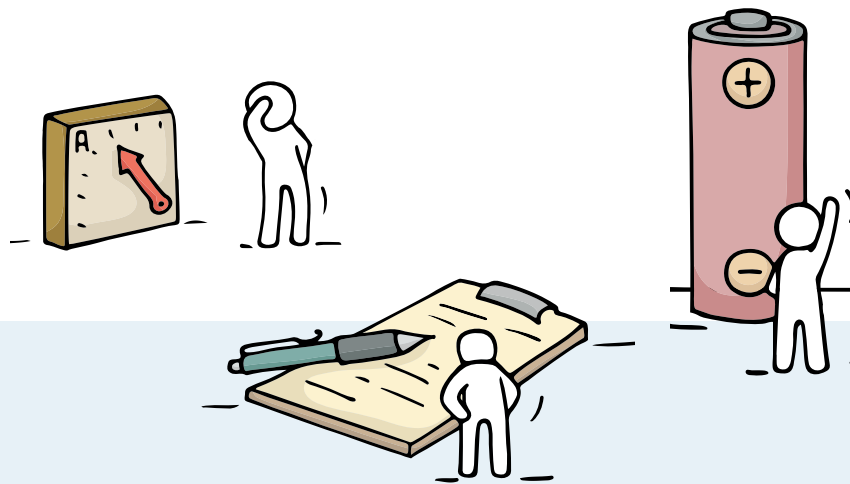
**‘Funding schemes and support enables students and staff to develop their own projects and initiatives.’**



# How We Work

We champion and support innovation in learning, teaching and researcher development.

Collaboration lies at the heart of our role. Within the University of Edinburgh, we work in partnership with students and staff and work closely with individual Schools, Colleges and support services. We also work with universities from around the world and collaborate with a range of external partners on national projects and pilot initiatives.



## Internal to University

### One-to-One Tailored Development Opportunities

Examples include:

- Study Development sessions
- Advice and coaching for research staff and academics
- Consultation on Higher Education Academy accreditation and strategies for enhancing learning and teaching

### Focussed Opportunities For Groups of Staff and Students

Examples include:

- Delivering comprehensive professional development programmes for:
  - undergraduate, postgraduate and doctoral students
  - tutors and demonstrators
  - research staff
  - academic and teaching staff
- Providing tailored opportunities for individual subject areas and Schools

### Building Capacity and Enhancing Internal Networks

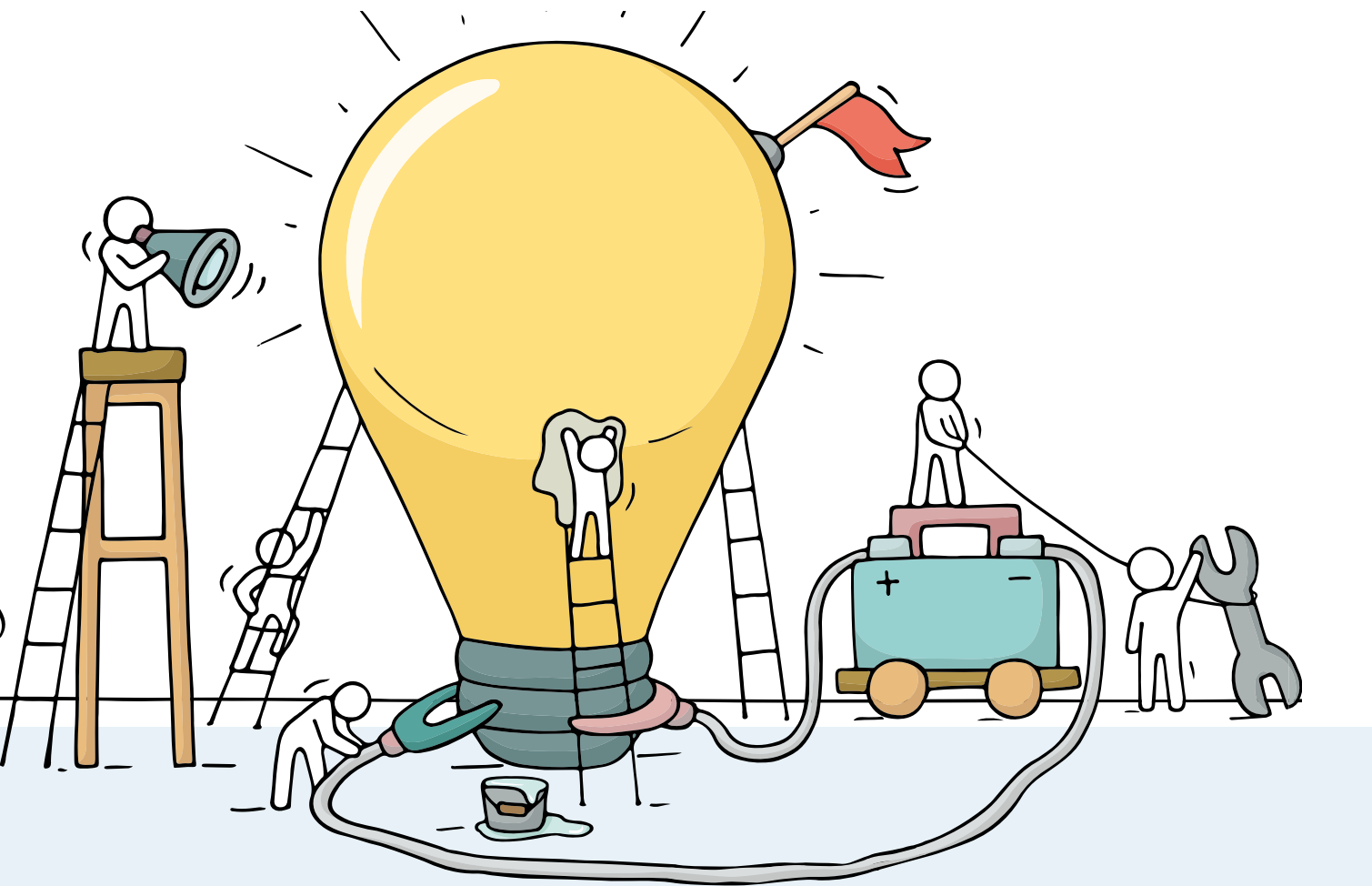
Examples include:

- Developing the University of Edinburgh CPD Framework for Learning and Teaching (see p14)
- Providing funding to support academic communities and professional development (see p30)
- Coordinating briefing sessions for PhD Supervisors
- Facilitating networks

### Lead, Initiate and Support Specialist Projects

Examples include:

- Leading the Preparing for Doctoral Excellence Programme (see p13)
- Coordinating the Festival of Creative Learning (see p7)
- Hosting secondments from other University departments



## External to University

### Influence Institutional Policy and Strategy, External Accreditation

Examples include:

Membership and participation in University of Edinburgh Senate Committees and Task Groups

Near Future Teaching: Digital Education Strategy

Contributing to:

- HR Excellence Award Action Plan
- Enhancement-led Institutional Review

### External Collaboration and Consultancy

Examples include:

Delivering specialist workshops on Academic Leadership for international Universities

Building relationships with research intensive Universities in the EU, Japan, China, Chile and Australia through visits and consultancy

Consultancy for the Quality Assurance Agency for Higher Education (QAA)

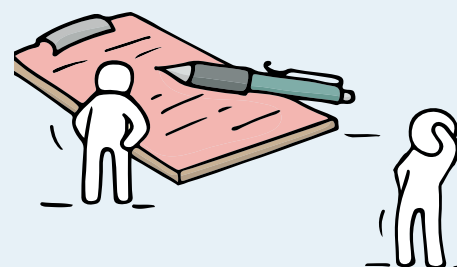
### Multi-Partner Projects

Examples include:

Making the Most of Masters

Beltane Public Engagement Network

Leading Enhancement in Assessment and Feedback (LEAF)





# What We Offer

Examples of the support you can access

|   | Support for Students  |   |   |
|---|---|---|---|
|   | Undergraduate Students  | Postgraduate Taught / Masters Students  | Doctoral Researchers  |
| <b>Courses and Events</b>                   | <ul style="list-style-type: none"> <li>- Study Skills Workshops</li> <li>- School/Course Specific Workshops</li> <li>- Workshops Supporting Transitions into and Through University (On-Campus and Online)</li> </ul>   | <ul style="list-style-type: none"> <li>- Academic Skills and Work-Based Learning Skills Workshops Mapped to the PGT University Experience</li> <li>- Programme or School Specific Workshops</li> <li>- On Campus or Online Sessions</li> <li>- Summer School Pre-Arrival Online Academic Workshops</li> </ul> | <ul style="list-style-type: none"> <li>- Doctoral Training Programme of Workshops, Courses and Events</li> <li>- GRADschool</li> <li>- College and School Specific Workshops</li> <li>- 3 Minute Thesis Competition</li> <li>- Public Engagement (Edinburgh Beltane)</li> </ul> |
| <b>Online Resources</b>                     | <ul style="list-style-type: none"> <li>- Online Learning Resources</li> <li>- Good Academic Practice Factsheets</li> <li>- Exam Bootcamp</li> <li>- Online 'How To Succeed At University' Workshops</li> <li>- Online 'Stepping Up To Honours' Workshops</li> </ul> | <ul style="list-style-type: none"> <li>- Succeeding at Masters Level</li> <li>- Academic Writing Online</li> <li>- Working With Research Data</li> <li>- PGT Online Learning Resources</li> <li>- PGT Online Workshops</li> </ul>   | <ul style="list-style-type: none"> <li>- Preparing for Doctoral Success</li> <li>- Academic Writing Online</li> <li>- Working with Research Data</li> <li>- Workshops on Time and Project Management and Writing Skills</li> <li>- Using Statistics</li> </ul>                  |
| <b>Other Opportunities</b>                  | <ul style="list-style-type: none"> <li>- 1 to 1 with Study Development Advisor</li> <li>- IAD Internships</li> <li>- Supporting Staff to Develop and Enhance Contextualised Study Skills</li> </ul>   | <ul style="list-style-type: none"> <li>- 1 to 1 with Study Development Advisor</li> <li>- IAD Newsletter for PGT Students</li> </ul>  | <ul style="list-style-type: none"> <li>- IAD Newsletter for Doctoral Researchers</li> <li>- Beltane Public Engagement Network</li> <li>- English Language Education - Developing your English</li> </ul>  |
| <b>Funding Schemes Supported by the IAD</b> | <ul style="list-style-type: none"> <li>- Festival of Creative Learning - event funding, Up to £500</li> <li>- IAD Action Fund - Small Grants, Up to £500</li> <li>- IAD Action Fund - Regular Grants, Up to £3000</li> </ul>  | <ul style="list-style-type: none"> <li>- Festival of Creative Learning - event funding, Up to £500</li> <li>- IAD Action Fund - Small Grants, Up To £500</li> <li>- IAD Action Fund - Regular Grants, Up to £3000</li> </ul>  | <ul style="list-style-type: none"> <li>- Festival of Creative Learning - event funding, Up to £500</li> <li>- IAD Action Fund - Small Grants, Up to £500</li> <li>- IAD Action Fund - Regular Grants, Up to £3000</li> </ul>  |
| <b>Email Us</b>                             | iad.sd@ed.ac.uk   | iad.masters@ed.ac.uk  | iad.phd@ed.ac.uk  |
| <b>Read Our Blogs</b>                       |   | iad4masters.wordpress.com   | iad4phd.wordpress.com   |
| <b>Follow Us on Twitter</b>                 |   | @iad4masters  | @iad4phd  |

| Support for Researchers  |  | Support for Learning and Teaching   |   |
|--|--|---|---|
| Early Career Researchers, Research-Active Academic Staff   | Principal Investigators  | Tutors, Demonstrators, Teaching Assistants  | Academic and Support Staff involved in Teaching   |
| <ul style="list-style-type: none"> <li>- Researcher Development Programme of Workshops, Courses and Events</li> <li>- Public Engagement (Edinburgh Beltane)</li> <li>- Ingenious Women</li> </ul>  | <ul style="list-style-type: none"> <li>- Research Leader Programme For New Principal Investigators</li> <li>- Established Principal Investigators Course (MVM)</li> <li>- Public Engagement (Edinburgh Beltane)</li> <li>- Ingenious Women</li> </ul>                                | <ul style="list-style-type: none"> <li>- CPD Framework for Learning and Teaching</li> <li>- Introduction to Academic Practice</li> <li>- Face to Face General Workshops</li> <li>- Online General Workshops</li> <li>- School Specific Workshops</li> </ul> | <ul style="list-style-type: none"> <li>- CPD Framework for Learning and Teaching</li> <li>- Edinburgh Teaching Award</li> <li>- Learning and Teaching Workshops</li> <li>- Postgraduate Certificate in Academic Practice</li> <li>- Principal's Teaching Award Forum</li> <li>- PGT Strategy Conference</li> </ul>  |
| <ul style="list-style-type: none"> <li>- Research Data Management</li> <li>- Code of Practice for Management and Career Development of Researchers</li> <li>- Concordat to Support the Career Development of Researchers</li> <li>- Academic Career Journeys at Edinburgh</li> </ul> | <ul style="list-style-type: none"> <li>- Research Data Management</li> <li>- Code of Practice for Management And Career Development of Researchers</li> <li>- Concordat to Support the Career Development of Researchers</li> <li>- Academic Career Journeys at Edinburgh</li> </ul> | <ul style="list-style-type: none"> <li>- Tutor and Demonstrating Handbook</li> <li>- Materials on Learn</li> </ul>  | <ul style="list-style-type: none"> <li>- Student Assessment and Feedback</li> <li>- Creating and Enhancing Courses</li> <li>- Researching Learning and Teaching</li> <li>- Inclusive Learning</li> <li>- Case Study Database</li> <li>- Academic Transitions Toolkit</li> <li>- Peer Observation of Teaching</li> </ul>   |
| <ul style="list-style-type: none"> <li>- Coaching and Mentoring</li> <li>- Beltane Public Engagement Network</li> <li>- Research Staff Societies</li> <li>- IAD Newsletter for Researchers</li> </ul>  | <ul style="list-style-type: none"> <li>- Coaching and Mentoring</li> <li>- Beltane Public Engagement Network</li> <li>- 1 to 1 Advice on Pathways to Impact</li> <li>- PGR Supervisors Network</li> </ul>  | <ul style="list-style-type: none"> <li>- Mailing List</li> <li>- Social Media Networking</li> </ul>   | <ul style="list-style-type: none"> <li>- Consultation and Advice</li> <li>- IAD Secondment</li> <li>- PGT Network for Staff who Work with PGT Students</li> <li>- Online Distance Learning Community</li> <li>- Scholarship of Teaching and Learning Network</li> <li>- Experienced Teachers' Network</li> </ul>  |
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| <p><a href="mailto:iad.researchers@ed.ac.uk">iad.researchers@ed.ac.uk</a></p>  | <p><a href="mailto:iad.researchers@ed.ac.uk">iad.researchers@ed.ac.uk</a></p>  | <p><a href="mailto:iad.tutdem@ed.ac.uk">iad.tutdem@ed.ac.uk</a></p>   | <p><a href="mailto:iad.teach@ed.ac.uk">iad.teach@ed.ac.uk</a></p>   |
| <p><a href="http://iad4researchers.wordpress.com">iad4researchers.wordpress.com</a></p>  | <p><a href="http://iad4researchers.wordpress.com">iad4researchers.wordpress.com</a></p>  | <p><a href="http://iad4learnteach.wordpress.com">iad4learnteach.wordpress.com</a></p>   | <p><a href="http://iad4learnteach.wordpress.com">iad4learnteach.wordpress.com</a></p>   |
| <p>@researchersated</p>  | <p>@researchersated</p>  | <p>@iad4learnteach</p>  | <p>@iad4learnteach</p>  |



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