IAD Mission

To provide University level support for teaching, learning and researcher development; through leadership, innovation, collaboration and direct provision that benefits students, staff and the University's international reputation.

Our Remit

- Provide support for staff and students in teaching, learning and researcher development

- Support programme and curriculum development and enhancement

- Focus on University level strategic priorities

IAD strategic priorities

- Increase take-up/participation

- Increase positive impact

- Develop resources/approaches that can tailored and used by Schools

Guide to Peer Observation of Teaching

THE UNIVERSITY of EDINBURGH

www.ed.ac.uk/iad

INSTITUTE FOR ACADEMIC DEVELOPMENT

ENGAGEd in... learning and teaching conversations

INSTITUTE FOR ACADEMIC DEVELOPMENT

The Evidence...

University departments in research-intensive institutions with a reputation for excellent teaching demonstrate some common characteristics that include: building a community of practice; involving students; and supporting change and innovation (Gibbs et al 2009). These departments also tend to have strong teaching micro-cultures that involve regular conversations about teaching and learning (Roxå and Mårtensson 2009), they take teaching seriously, they have high ambitions for teaching, and student concerns are taken seriously and responded to (Mårtensson, Roxå & Stenseker, 2014). There is also compelling evidence from longitudinal studies that positive student-staff interaction and relationships are key to enhancing student motivation, engagement and academic performance (see for example, Chickering & Gamson 1986; Cuseo 2007; Kuh & Hu 2001; Lamport 1993; Pascarella & Terenzini 1978). Research highlights the importance of staff being warm, approachable, accessible, empathetic, genuine, respectful, understanding and honest (Lamport, 1993).

Our aims...

To encourage staff and students to
learning, in order to:

1. strengthen students and sta
2. understand and respond to
3. enhance our reputation for

Ideas for setting up convers

The following are examples of ways
themes you might wish to explore, b
existing priorities, themes and conve
activities along with a short introduc
highlights for the School or key topic

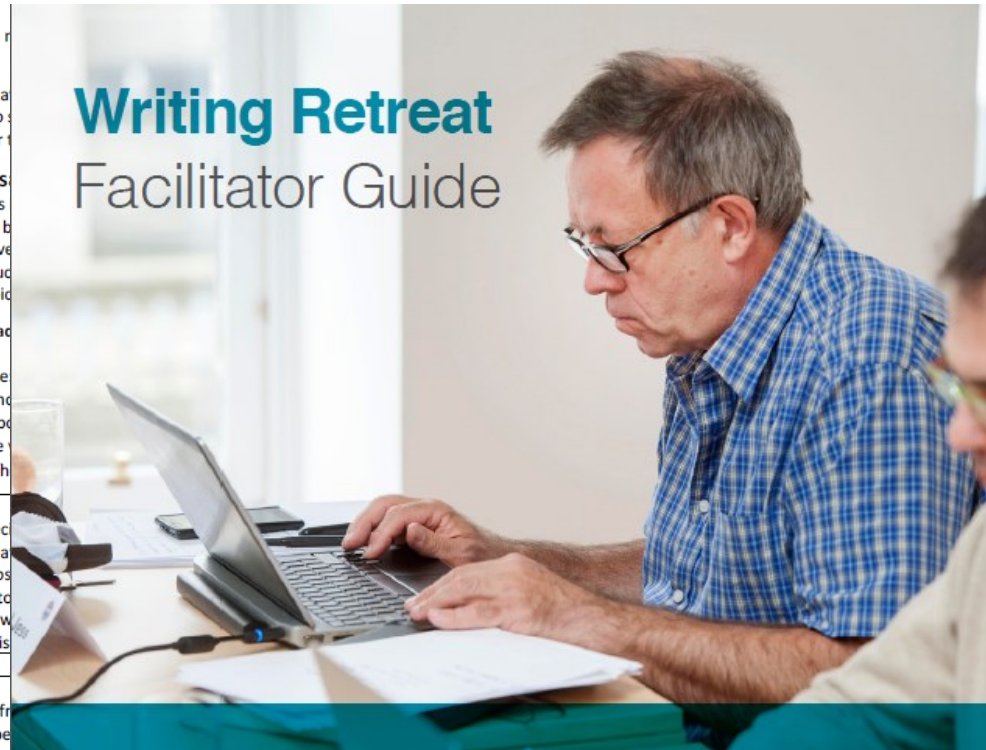**Aim 1: Strengthen the sense of aca**

Suggested topics/themes to explore

- What interests me at the mo
- What do you enjoy most abo
- What part of your work are
- What have you read/seen/h

Speed networking

Staff and students are given a spec
come to study maths/art/biology a
This creates a lively, positive atmos
that students are not just talking to
participants write a note of 2 key w
cloud to give an immediate visualis

Nurturing a disciplinary identity

This activity can include students fr
Start by asking what it means to be
written on post-it notes/a sheet/ou
disciplinary identity. Discuss ideas a
by graduation. Optional: Using thes
nurtured by individuals and the Sch

Writing Retreat Facilitator Guide

Events, resources and support for:

Undergraduates   www.ed.ac.uk/iad/undergraduates

Postgraduates   www.ed.ac.uk/iad/postgraduates

Doctoral Researchers   www.ed.ac.uk/iad/doctoral

Research Staff   www.ed.ac.uk/iad/researchers

Learning & Teaching   www.ed.ac.uk/iad/learning-teaching

Taught Student Development

Academic development resources

Details on the IAD website: www.ed.ac.uk/iad

EXAM BOOTCAMP

Exams! Three steps to success

1. Get set - prepare
2. The revision workout
3. Effective exam strategies

Self-enrol on **Learn** www.learn.ed.ac.uk

Dissertation Planner

Over 2700 ordered for AY 18/19

To request copies please email
iad.masters@ed.ac.uk

Taught programme highlights

Engagement

- Workshop and events participants:
    - 1089 UG
    - 2486 PGT
- Total number of workshops offered (UG, PGT) = 64, 153 (incl. 57 online)
- Total number of study skills consultations offered = 279

Collaborations

- Schools (e.g. Biological Sciences, Business, ECA, Engineering, Psychology, Royal (Dick) Vet, Social and Political Science)
- Central Services (e.g. Careers Service, Student Disability Service, Student Recruitment and Admissions, Pre-arrival and Induction)

Undergraduate workshops

"**Good experience, time well spent.**"

"I have really enjoyed this study skill class. It is good to know that other students have the same concerns as me."

"Great mixture of lecture and group work helped us think about what we do and how to improve."

"Nice that it wasn't just a lecture but actual practical work to do."

www.ed.ac.uk/iad

www.ed.ac.uk/iad/undergraduates

Postgraduate workshops

- (PGT - Biological Sciences) Effective Presentations
- (PGT - Biological Sciences) Scientific Writing
- (PGT - Geosciences) Essay Writing
- (PGT - Geosciences) Exam Writing
- Online) Being Critical
- e) Being Critical for Assignments
- Effective Slide Design
- Getting Started with Scientific Writing
- e) Getting Started with Your Studies
- Online Distance Learning - Welcome! ODL ONLY
- (PGT - O...   arrival Getting ready for your studies
- (PGT - Online) Pre-arrival Critical Thinking
- (PGT - Online) Pre-arrival: Getting started with the Library
- (PGT - Online) Pre-arrival: Writing at PGT Level
- Online) Proof Reading
- line) Top 10 Tips for Improving Your Grammar and Punctuation
- line) Working Effectively Around Your Life
- UG - Online) Managing Your Exams: Effective Revisi... echniques
- demic and Conference Poster Design
- ical Reading, Assignment Planning and Writing
- ical! (Reading, Writing, Thinking)
- ective Writing: Grammar
- ective Writing: Grammar and Punctuation
- ting Started at Masters Level
- s About Time...Managing Time Personal Efficiency and Effectiveness
- PGT) Mini Writing Bootcamp
- T) Presenting your work!
- (PGT) Speed Reading
- (PGT-SPS) Presentation Skills

"Great workshop, would recommend to other students."

"Thanks for the very pragmatic and realistic approach, the honesty and the offering of this event."

"Every aspect of the workshop was useful. The various exercises were particularly useful as they helped us to learn by doing, rather than just being taught."

"I really like this workshop."

www.ed.ac.uk/iad/postgraduates

Connecting with PGT Students

Twitter

Blog

Newsletter

iad4masters
@iad4masters

Tweets 4,409
Followers 848

iad4masters
Information for Masters students from the Institute for Academic Development

About   Digital Footprint   Online Events   Resources

Newsletter (August 2018)

August 1, 2018

...itute for Academic Development PGT Newsletter (August 2018) is now live.
...o download it from http://edin.ac/16wZUnc

...wsletter provides further information about:

...hat does the Institute for Academic Development (IAD) do?
...coming Pre-Arrival Workshops
...ents and courses information
...udy Skills Consultation information
...elcome Events 2018/19

SEARCH IAD4MASTERS

Search

FOLLOW ME ON TWITTER

Tweets by @iad4maste

iad4masters
@iad4masters

PGT Newsletter
(August 2018)

Information for PGT Students
Newsletter - Number 1 (Sept 2017)

Information from the Institute for Academic Development for **PGCert/PGDip/Masters** students at the University of Edinburgh

About this Newsletter

The IAD will circulate the PGT newsletter via your Programme administrator, usually on a monthly basis. You can also access the newsletter and details of events and resources from www.ed.ac.uk/iad/postgraduates

Events & Courses

We organize events and workshops which are available to all Taught Postgraduate students.

The IAD also works in collaboration with specific Schools and Programmes. We can

What does the Institute for Academic Development (IAD) do?

Our aim is to help students and staff succeed in their current roles and in their future careers. We do this by providing University-level support for teaching, learning and researcher development.

For **Taught Postgraduate** students we provide courses, events, resources and advice. Find out more from www.ed.ac.uk/iad/postgraduates

Welcome
Here to help.

Blog: http://iad4masters.wordpress.com/
Twitter: @iad4masters
Contact: iad.masters@ed.ac.uk

www.ed.ac.uk/iad

Academic Transitions Toolkit

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Welcome back third years

Induction to Honours

It's a different way of learning within the first two years compared to the next two . . . there was such a big jump from second year to third year.

(McCune & Hounsell (2005) p. 283

Influencing the world since 1583

https://edin.ac/2Oqte8L
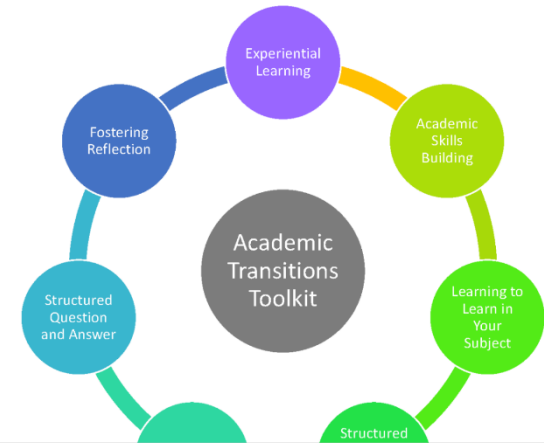
NEW: Stepping up to Honours guidance for staff to contextualise for their students – coming soon

Collaborate with us

email:
iad.study@ed.ac.uk for UG programmes
iad.masters@ed.ac.uk for PGT programmes

For Researchers

Researcher Development Brochures 2018/2019

- Researcher Development brochures for research staff and postgraduate researchers

- Include information on support, resources and workshops available for research staff and postgraduate researchers from the IAD

Research Staff 18/19

Personal and professional development training and support

INSTITUTE FOR ACADEMIC DEVELOPMENT

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Postgraduate Researchers 18/19

Transferable skills, professional and personal development training and support

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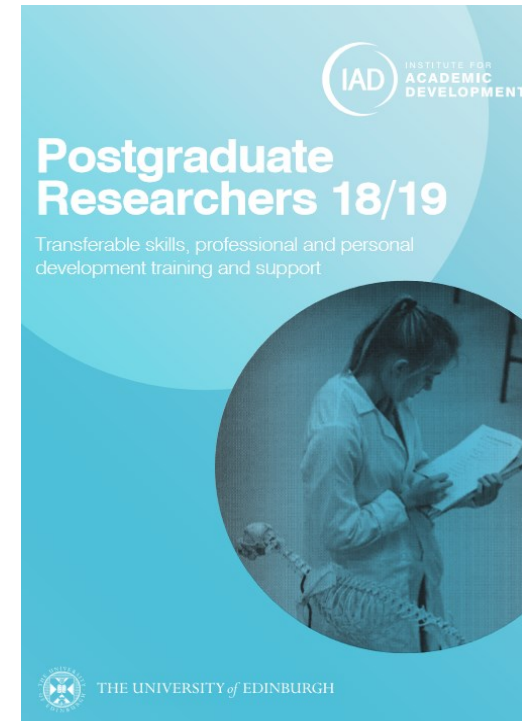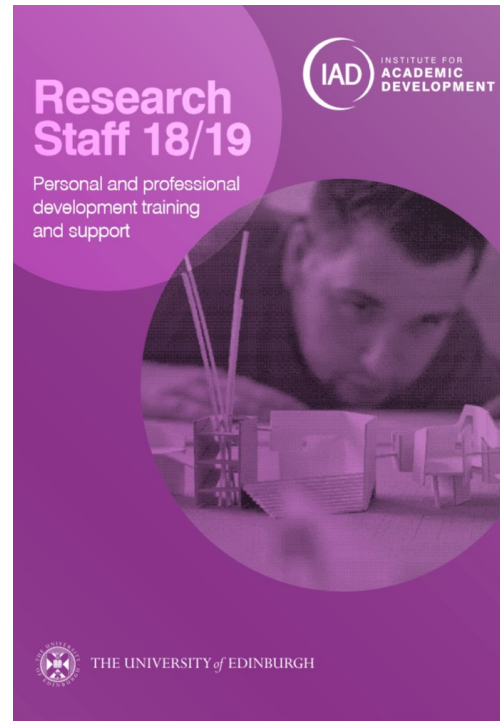
IAD Support for Doctoral Researchers

- Workshops

Managing your Research Project, Time Management, Speed Reading, Presentation Skills, Preparing for Conferences

- Writing Suite

The Writing Process: Getting Started, Grammar, Writing a Literature Review, Writing Abstracts, Is my Writing Academic Enough?

- Online Resources

Introductory Statistics, Imaging for Beginners, Prepare for Doctoral Success

- PhD Planner

- Newsletter

- Twitter and Blog

- Gradschool

Increased Focus on School Engagement – PGR support

- Continued engagement with Schools and Colleges. Meetings to discuss PGR support held with 14 Schools and CMVM in 2018

- Play a central role in practice sharing and consultative work

- 15 PGR inductions planned so far for 2018/19

- Updated Brochure for AY18/19 to promote Doctoral Programme

Prepare for Doctoral Success

- A new online induction course for doctoral researchers
- 4 weeks: starts 8th October 2018 and through February 2019

Week 1: *Getting to know you*

Week 2: *Starting out*

Week 3: *The first year*

Week 4: *Working with your supervisor*

- Focus on interaction and discussion
- Positive feedback in 2017

www.ed.ac.uk/iad

Facilitation Guide for Schools

- Collaboration between IAD and School of Health in Social Science

- Produced a facilitation guide for a series of induction activities for doctoral researchers

- Available on the IAD webpages

Prepare for Doctoral Success: Facilitator Guide

A practical and accessible guide for planning and running a series of induction workshops for new postgraduate research students

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3 Minute Thesis

- Ran for the 6th time in 2018

- Requires Doctoral Researchers to explain their thesis in 3 Minutes with 1 slide

- Owen James will represent the University in the UK final and Phoebe Kirkwood will represent the University in the U21 International Competition

- New guidance handbook and website resources produced to help participants prepare for the competition
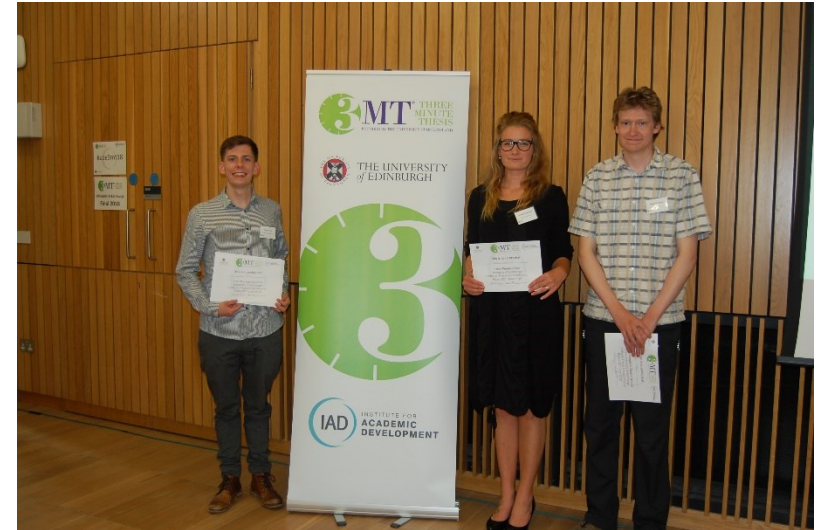
IAD Support for Research Staff

Ingenious Women 2017/2018

An innovative 6-day course for female researchers, developed to empower women to take control of their research careers, develop an entrepreneurial attitude and realise their potential, ran January – March 2018

Through SFC funding a Scotland wide Ingenious Women programme also ran, from April – June 2018.

Code of Practice for the Management and Career Development of Research Staff

- The Code of Practice provides guidance to PIs and research staff on how employment with the University, progress of research projects, and professional and career development should be managed.

- The document is available online and includes a web page with links to all relevant policies and information

www.ed.ac.uk/iad/research-staff-code-of-practice

Code of Practice for the Management and Career Development of Research Staff

THE UNIVERSITY of EDINBURGH

New Online Guides

Get Connected: Welcome Day and Networking for New Research Staff and Academics
Online Resource

Useful induction information for staff new to the University in research related roles

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Being a researcher in Edinburgh:

Beginning your Research Position in Edinburgh

Photo: Tricia Malley & Ross Gillespie

"Transitioning from your PhD to your postdoc is simultaneously exciting and terrifying. Allow yourself to be terrified, and be wary of your health – both mental and physical – throughout. " (University of Edinburgh Postdoc)

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1

Thriving in your Research Position
Being a researcher in Edinburgh

Photo © http://www.nealesmith.com

"During my position, I have gained practical experience in research projects, created networks by working with different academics and explored new areas of interest."

(Postdoc, University of Edinburgh)

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A Brief introduction to Metrics
Online Writing Resource

© University of Edinburgh

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Writing Retreat
Facilitator Guide
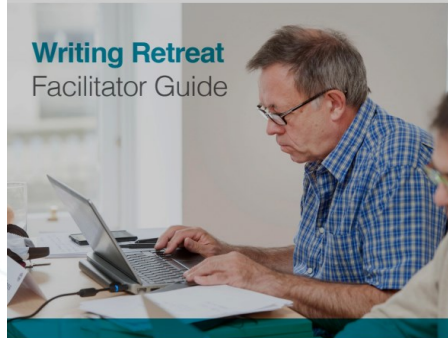
"I got started on tackling revisions for a manuscript that had got pushed to the side lines for months. The writing workshop gave me the structured space to work on the manuscript revisions without distractions and to finish a task which was long overdue."

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Writing Productively
Online Writing Resource

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Academic Writing in the Sciences
Online Writing Resource

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Research Staff Society Experiences
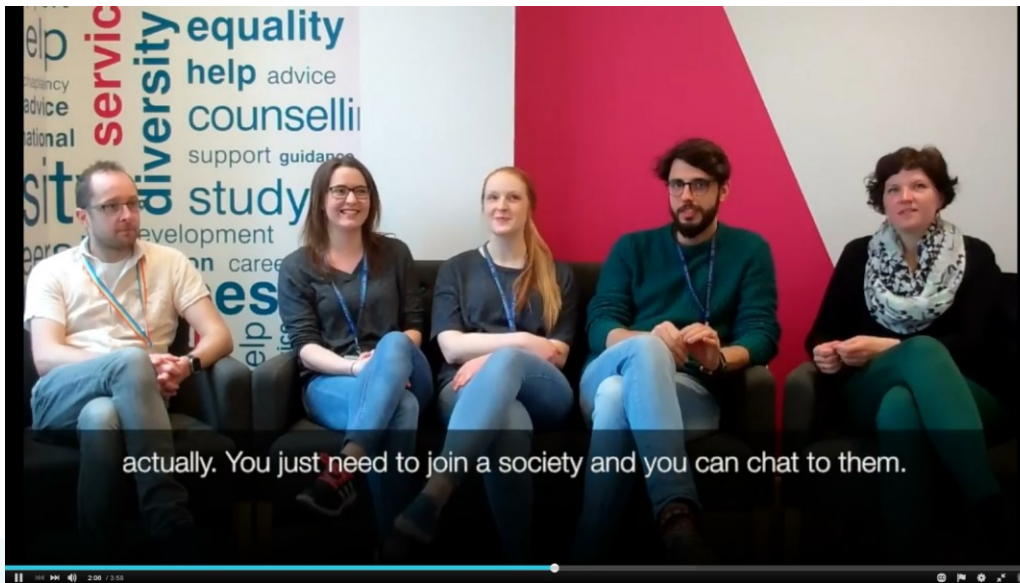
To see the videos use the QR code

Research staff society members from across the University tell us their insights into the benefits, challenges, and the many activities they do to improve postdoctoral experiences.

www.ed.ac.uk/iad

Research Ethics and Integrity Webpages

Key information and training for researchers on research ethics and integrity at Edinburgh, all in one place!

Institute for Academic Development webpage screenshot

INSTITUTE FOR ACADEMIC DEVELOPMENT

Institute for Academic Development home

Research roles

Research staff

Good practice and conduct in research

Research ethics & integrity

Key documents

Why it matters

General training

Training by area of conduct

Misconduct

Key contacts

Home > Institute for Academic Development > Research roles > Research staff > Good practice and conduct in research > Research ethics & integrity

Contact us

Research ethics and integrity

Information on relevant policies, codes of practice, training, guidance and support on research integrity.

Research ethics and integrity underpins excellent research, and is at the heart of what constitutes good research practice. The purpose of this web information it to collate information on relevant policies, codes of practice, training, guidance and support on research integrity, making them available in one place.

This web information is primarily for research staff (e.g. postdocs, fellows, research associates and technicians) at the University of Edinburgh, but contains resources which are more generally applicable to all researchers at the University of Edinburgh (e.g. Undergraduate, Masters and PhD researchers).

Key documents
Key policies and related information that you will find useful.

Why it matters
What is research ethics and integrity, and why does it matter?

General training
Training that will give you an overview of the issues you need to consider.

Training by area of conduct
Training and resources covering specific themes: plagiarism; publication & peer review; statistics & experimental design; data management; collaboration; and public engagement.

Misconduct
What is research misconduct, and how can you report it?

Key contacts
Key points of contact across the University.

www.ed.ac.uk/iad

Get Connected: Welcome Day and Networking for new Research and Academic Staff

An informal induction event for those new to academic and research roles.

Highlights the support and resources available from around the University to new researchers through table discussions which focus on:

- Career development opportunities
- Advice on engagement, impact and consultancy
- Applying for research funding
- Information services
- Developing teaching skills

The day also includes talks from senior academics and networking opportunities for participants.

Online Guide now also available!

Public Engagement with Research

The Cabaret of Dangerous Ideas
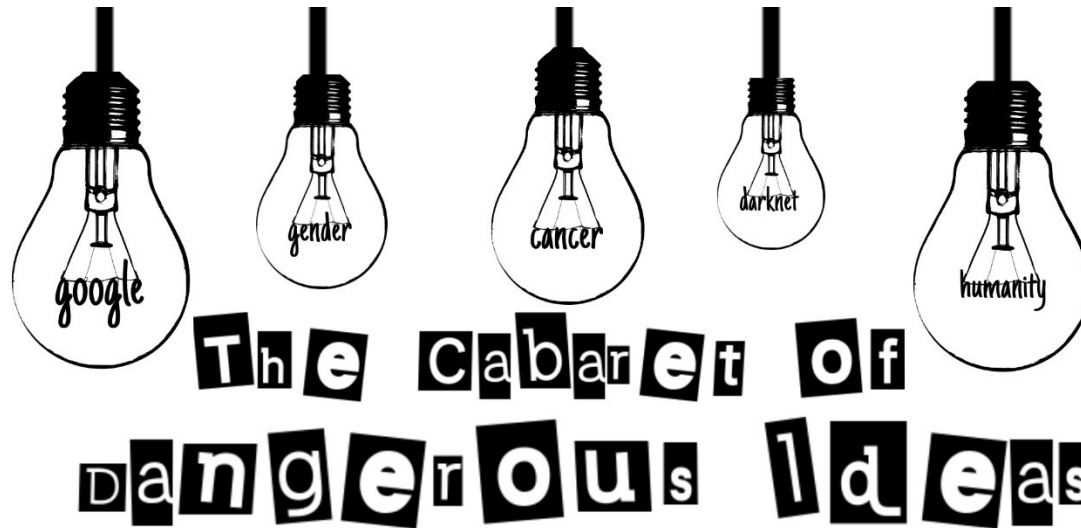
- 6th year at the Edinburgh Fringe
- 48 shows featuring over 40 researchers
- Should reach over 2,000 members of the public!
- Covered by the BBC, Times and Spectator

EXPLORATHON '18
ONE NIGHT · UNLIMITED DISCOVERY

- Europe-wide public celebration of research!
- Over 300 cities taking part – including Edinburgh, Glasgow, Aberdeen and St Andrews
- Friday 28th and Saturday 29th September 2017
- In Edinburgh, around 50 researchers to reach over 2,000 people!

BELTANE
PUBLIC ENGAGEMENT NETWORK

ARMA AWARDS
COLLABORATION

THE AWARDS 2015
SHORTLIST 2015
OUTSTANDING SUPPORT FOR
EARLY CAREER RESEARCHERS

Edinburgh Film Festival partnership

- Entering 5th year

- Screenwriters-in-Residence

- Networking workshops with researchers at Wellcome-funded centres

- Worked with Nicole Taylor – screenwriter of "Three Girls" and the "C Word", in 2017/18

www.ed.ac.uk/iad

University of Edinburgh Strategy for Supporting Public Engagement with Research (March 2018)

"The overall aim is to embed a culture of public engagement with research at the University of Edinburgh…"

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Teaching & Learning

IAD Support for Tutors and Demonstrators (T+D)

➢ Workshops for new teachers on tutoring, demonstrating and marking

➢ Workshops for more experienced teachers (lecturing, supervising, one-to-one advising, designing courses)

➢ Support for seeking accreditation for your teaching

➢ Online courses and resources

➢ Individual consultation (short appointments)

iad.tutdem@ed.ac.uk
www.ed.ac.uk/iad/tutors-demonstrators

www.ed.ac.uk/iad

T+D Workshops and support

- 461 attendees at 21 workshops in 2017/18

- Six school and external workshops supported in 2017/18

- Online materials and case studies

- Full details: http://edin.ac/2aSQU45

T+D Accreditation support

- 70+ tutors & demonstrators achieved HEA Associate Fellowship in 2017/18
- Two accreditation schemes for tutors and demonstrators:
  - Introduction to Academic Practice
  - EdTA Level 1

- Find out more: http://edin.ac/2aQSuq8

T+D Research/policy work

- Publication of research on tutoring at Edinburgh

Burge, Amy, Maria Grade Godinho, Daphne Loads, and Miesbeth Knottenbelt. "The Senses Framework: Understanding the professional development of university tutors". *Journal of Perspectives in Applied Academic Practice*, 5.3 (2017): 3-11.

- Consultation on new policy on tutoring and demonstrating with Academic Services

- Full details and executive summary on our website: http://edin.ac/2vHl6st

www.ed.ac.uk/iad

T+D Orientation Workshops Semester 1, 2018/19

- Introduction to Lab Demonstrating   Wed 5th Sept
- Effective Tutoring Introduction   Wed 12th Sept
- Tutoring in the Sciences   Wed 26th Sept
- Assessment & Providing Feedback   Wed 10th Oct
- Assessment & Providing F/B in Sciences   Wed 24th Oct
- Engaging Students in an Online Environment   Tues 13th Nov

All our workshops repeat in semester 2

For Bookings: https://www.events.ed.ac.uk
Full list of workshops and dates: http://edin.ac/2M9JGwH

www.ed.ac.uk/iad

Practical Strategies

Short, accessible workshops offering practical ideas for:

- Helping tutors and demonstrators get ready for their roles
- Making teaching and communication accessible to all
- Using graphics in teaching
- Designing and delivering excellent lectures

Edinburgh Teaching Award (EdTA)

A supported path to Higher Education Academy Fellowship

- 280 participants supported by 72 mentors.
- 158 successful completions since April '14

EdTA
Developing Schools' own cohorts : encouraging local provision

- Supported by collaboration of successful model developed in R(D)SVS.

- Delivered locally (& centrally) emphasizing subject-specific content; building own cohorts or encouraging local self-support groups of participants and/or mentors

- Working with following Schools : Mathematics, SPS, Chemistry, PPLS (Psychology), Medicine (Biomedical Sciences), Biological Sciences

- Creating enthusiastic teaching communities.

School based Edinburgh Teaching Awards

Engagement levels across all U of E Schools (n=20)	
Status	# of Schools
Active (launched/launching 2018)	6
Preliminary discussions / plans (including ↑ mentor #s)	9
Not at present	5

Schools with active EdTA programmes	
Biomedical Sciences	Philosophy, Psychology & Language Sciences (PPLS)
Chemistry	Royal (Dick) School of Veterinary Studies (R(D)SVS)
Mathematics	Social & Political Science (SPS)

EdTA Engagement Levels @ R(D)SVS (17/08/18)

Participation & Completion (since June 15)	
Successfully completed (→ 10 new EdTA mentors)	32
Other EdTA Mentors	4
Actively Participating in EdTA	50
Waiting list (for next available space in EdTA cohort)	31
	117*
Academics involved with teaching	~130

*44 participants = 'non academic' roles (e.g. vet nurses, teaching technicians, residents etc)

→ **Academic EdTA engagement levels = 56% (73/130)**

Experienced Teachers' Network

- Launched in 2016
- Led by Richard Blythe (Physics and Astronomy); Chris Perkins (Literatures, Languages and Cultures); and Velda McCune (IAD)
- For any experienced teachers in the University who want to discuss and influence teaching practice
- To join email: rosie.bree@ed.ac.uk

Scholarship of Learning and Teaching Network

- Launched in 2016
- Led from the IAD
- For anyone researching or writing about learning and teaching in higher education in the University
- Meetings to share ideas and web pages in development to share themes and publications
- To join email: rosie.bree@ed.ac.uk

Online Learning Network

- Re-launched in 2017 and has over 400 members

- For anyone who teaches or supports online students

- Forum to share practice in online learning

- Themed events: next event on **14th November** and topic is **Engaging Online Students** – joint event with the **engage** network.

- To join email: IAD.ODLstaff@ed.ac.uk

Intro to Online Learning

Five week online course for staff new to teaching online

Gave me experience of being an online student and a good starting point to consider my own contribution to an online course.

It was a useful introduction to ODL and I found it was pitched well without too much jargon and with a very 'human' tone which was welcome given my relatively low levels of confidence.

I felt the course gave me a real insight into what the students on my course experience, from time management to involvement, or lack there of, on a discussion board.

EngagEd in… guides

engagEd in...
learning and teaching
conversations

engagEd in...
feedback and assessment

Practical guides to student engagement for academic staff
New guides planned for 2018-19 include:
- research-led teaching
- interactive lectures

Edinburgh Network: Growing Approaches to Genuine Engagement (engag

Open to staff and students

Approx 6 events per year

- Co-created courses

- Building community

- Student-staff partnership

- Inclusive curriculum

- Critique of student engagement articles

- Engagement online and F-2-F

IAD launches Centre for Experiential Learning

- The CfEL is an online community of practice
- Dedicated to supporting and promoting the value of experiential learning at the University of Edinburgh
- Contains information on events, projects, credit-bearing courses, and extra- and co-curricular activities
- An informal network for sharing resources and best practice
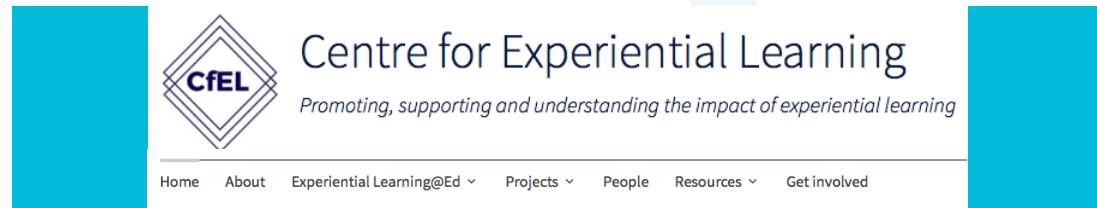
www.cfel.ed.ac.uk

University of Edinburgh Learning & Teaching Conference 20/6/18

- 300 delegates
- >50 staff and student presenters from UoE
- 2 international keynote speakers

Hugely inspiring keynotes. Definitely came away with a sense that there is a drive behind L&T at the moment in Edinburgh, and it is good to see it.
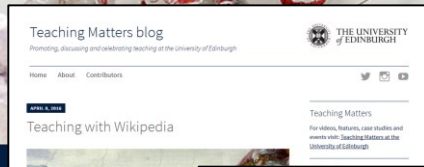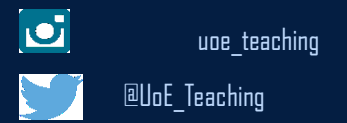
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Schools & departments

Search

TEACHING MATTERS

www.ed.ac.uk/teaching-matters

A website to show how important teaching is to the University, and to create a community of interest around learning and teaching.
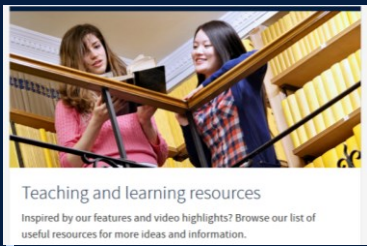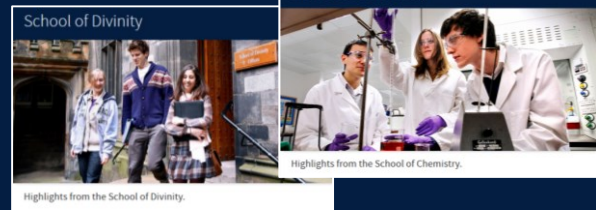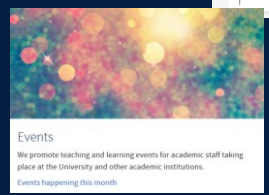
Videos

Blogs

Social media

uoe_teaching

@UoE_Teaching

Resources

Events

School highlights

TEACHING MATTERS – Key Figures

- 285 blog posts published on learning and teaching by staff and students

- Blog viewing figures peaked at 4,389 in July 2018

- 1,327 Twitter followers (@UoE_teaching)

- 113 Instagram followers (@uoe_teaching)

New initiatives

- **Mini-series blog posts**
  - Will run over two to three months.
  - Invites conversations around current University initiatives or hot topics.
  - Published every Wednesday.
- **Spotlight on Joint Degrees**
  - Monthly blog post from staff members and students from the School of Literatures, Languages and Cultures.
  - Reflecting on issues arising in major two-year project to review joint degrees with the aim of enhancing student experience.
  - Published on the first Monday of every month.
  - Centre on issues that explicitly address the Teaching Matters monthly themes.
- **Student authors for Teaching Matters**
  - Growing a student author base.
  - Posts co/authored by students.
  - Offering blog writing workshops and video support/training.

TEACHING MATTERS – Looking forward

- **Upcoming themes (published Tuesday and Thursday)**

  - Student engagement in learning and teaching (September 2018)

  - Interdisciplinary courses and programmes (October 2018)

  - Student authors writing for Teaching Matters (November 2018)

  - Internationalisation (December 2018)

- **Upcoming mini-series (published Wednesday)**

  - Lecture Recording (September – November 2018)

  - Sustainability (January-February 2019)

- **Invitation to staff and students to contribute**

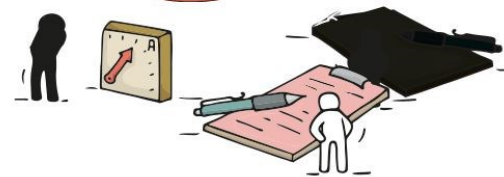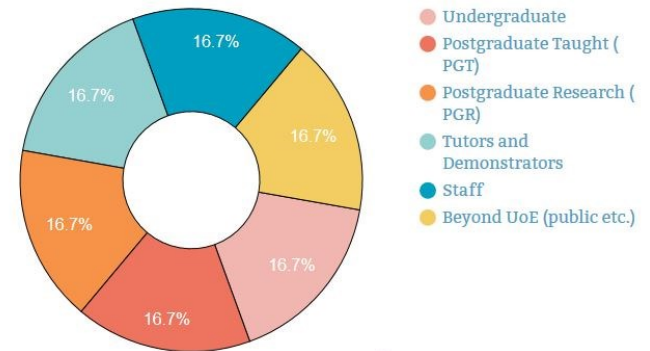 Email Jenny Scoles: teachingmatters@ed.ac.uk

The IAD Case Studies wiki has moved..

... to a website of it's own.

The new website is better organised, presented and can handle a larger volume of case studies.

Browse by key topics or audience

workshops
induction
promotion
curriculum feedback   virtual   secondment
awards
distance learning hea
digital education academic support
assessment
group
personal tutor
design personal tutors
personal support online   curriculum
tutors and demonstrators peerwise

- Undergraduate
- Postgraduate Taught (PGT)
- Postgraduate Research (PGR)
- Tutors and Demonstrators
- Staff
- Beyond UoE (public etc.)

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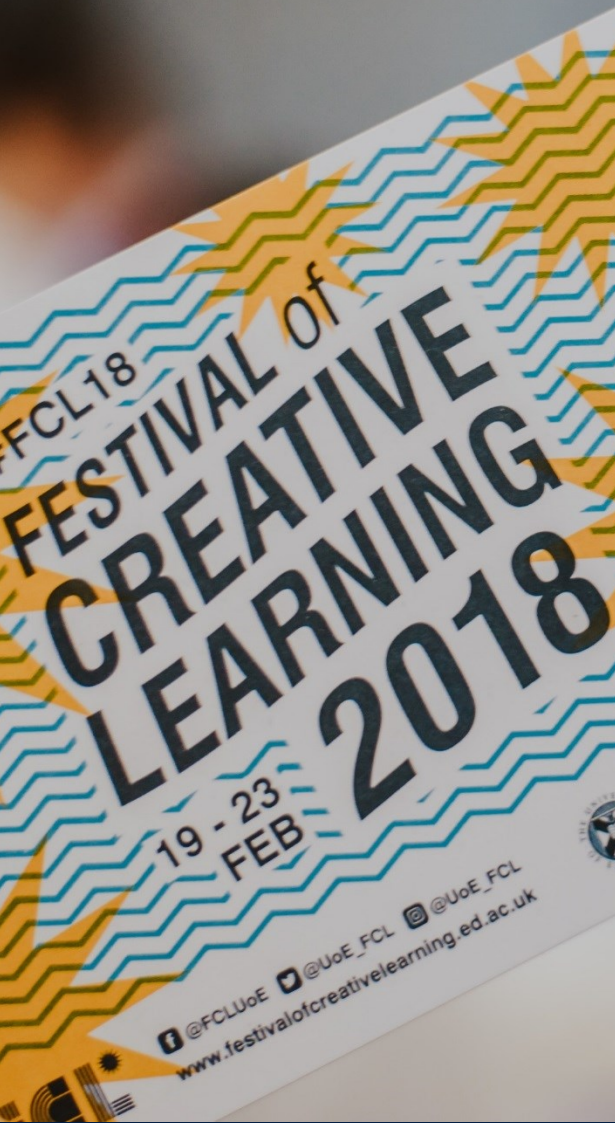www.casestudies.ed.ac.uk

The Case Studies Site will allow us to:
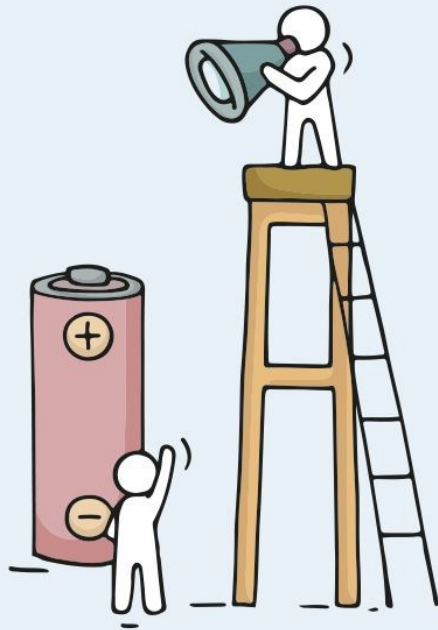
- Search Case studies by:
  - Themes
  - Terms/phrases
  - College/Organisational Unit

- Embed case studies in other websites

- Easily create print friendly PDFs with a click for sharing

- Simplified submission process for new case studies

www.casestudies.ed.ac.uk

The Festival of Creative Learning is a year-long series of events focusing on creative learning and innovation at the University of Edinburgh, culminating in a week-long curated Festival in February. It is supported by the Institute for Academic Development (IAD). Both staff and students are invited to apply to run events with the Festival.

"Our goals are to help staff and students create innovative, experimental and collaborative ways of learning in a safe space."

Find out more at www.festivalofcreativelearning.ed.ac.uk.

Twitter @UoE_FCL **Facebook** @FCLUoE
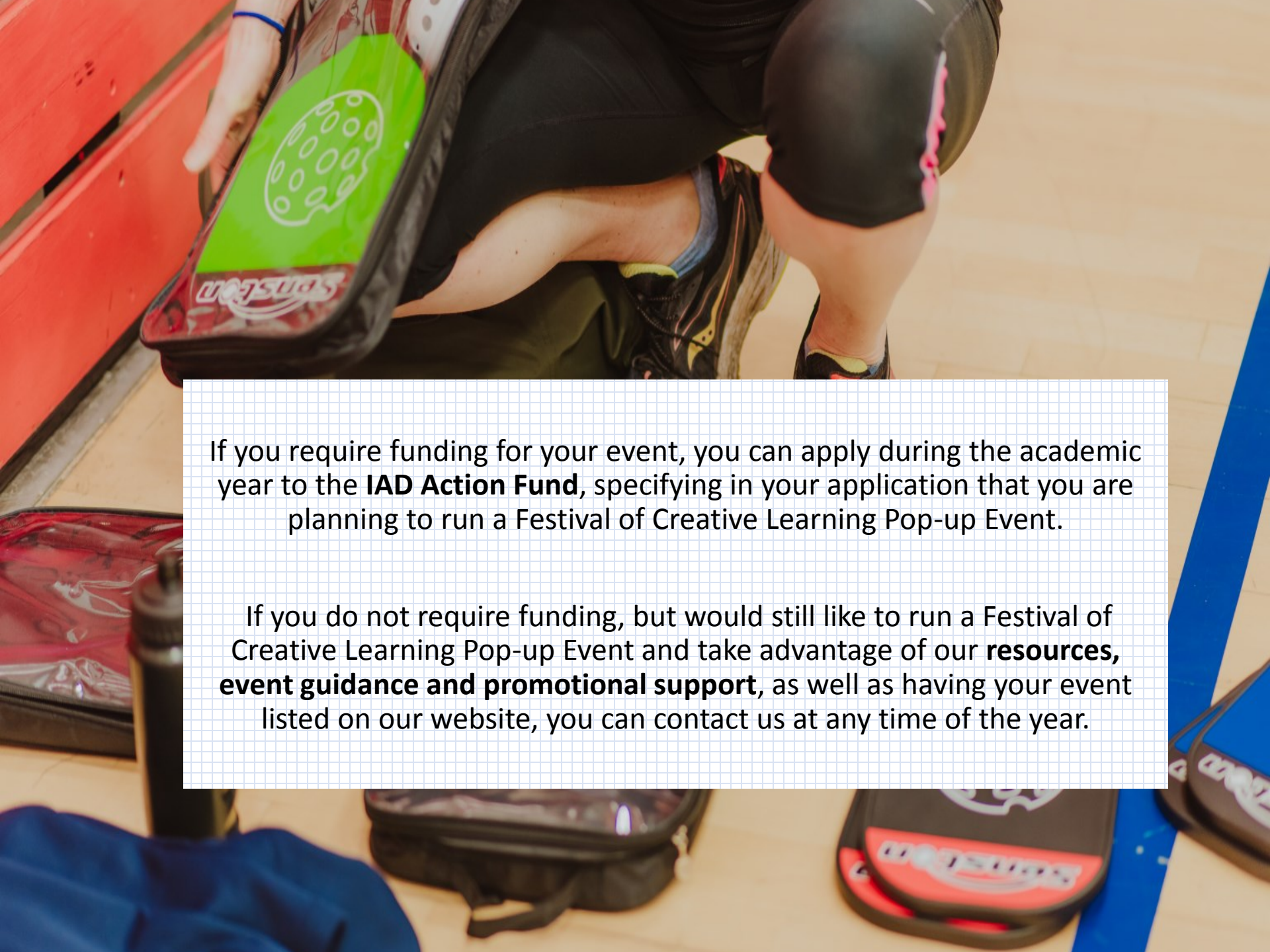
Festival of Creative Learning Pop-ups

University of Edinburgh **staff and students** can run a Festival of Creative Learning Pop-up Event any time of the year.

This area of our work was developed in order to encourage people to **explore new ways of learning and teaching** outwith the Festival of Creative Learning curated week in February, and to expand the reach of our work.

If you require funding for your event, you can apply during the academic year to the **IAD Action Fund**, specifying in your application that you are planning to run a Festival of Creative Learning Pop-up Event.

If you do not require funding, but would still like to run a Festival of Creative Learning Pop-up Event and take advantage of our **resources, event guidance and promotional support**, as well as having your event listed on our website, you can contact us at any time of the year.

Find out more at
www.festivalofcreativelearning.ed.ac.uk.

Twitter @UoE_FCL **Facebook** @FCLUoE

Building relationships and belonging through 'Coffee and cake conversations'

- 1 staff + 3 students from same School
- £25 from IAD to spend on coffee and cake
- Starter questions to get conversation going
- Participating Schools: Chemistry, HCA, Biological sciences, HiSS, Education, LLC, Informatics, SPS, Economics, Medical School

I found it inspiring (talking to bright young people is one of the best aspects of our job, and increasingly something that there is little time to do....this was a great opportunity to do so. I came away reminded of what is good about this job!).

It helps me reach out, meet staff, consider future careers, enjoy social interaction, etc.

IAD Action Fund

The IAD offers funding for University of Edinburgh staff and students to develop and support academic networks and communities and/or test ideas for creative learning activities. (Includes Festival of Creative Learning Pop-ups.)

There are two levels of funding available:

- IAD Action Fund Small Grants | **maximum of £500** – applications welcome **throughout** the academic year.

- IAD Action Fund Regular Grants | **maximum of £3000** – application deadline is 15th **October 2018.**

www.ed.ac.uk/institute-academic-development/funding

Principal's Teaching Award Scheme (PTAS)

Funding for research and development in Learning and Teaching

- More than 250 different members of staff
- Students encouraged to be involved on PTAS project teams
- 20 different Schools, many innovative projects

Supported by the UoE Development Trust's 'Edinburgh Fund'; additional funding for Special Calls in 2018 and 2019 from Information Services (Lecture Recording) and Careers Service (Employability)
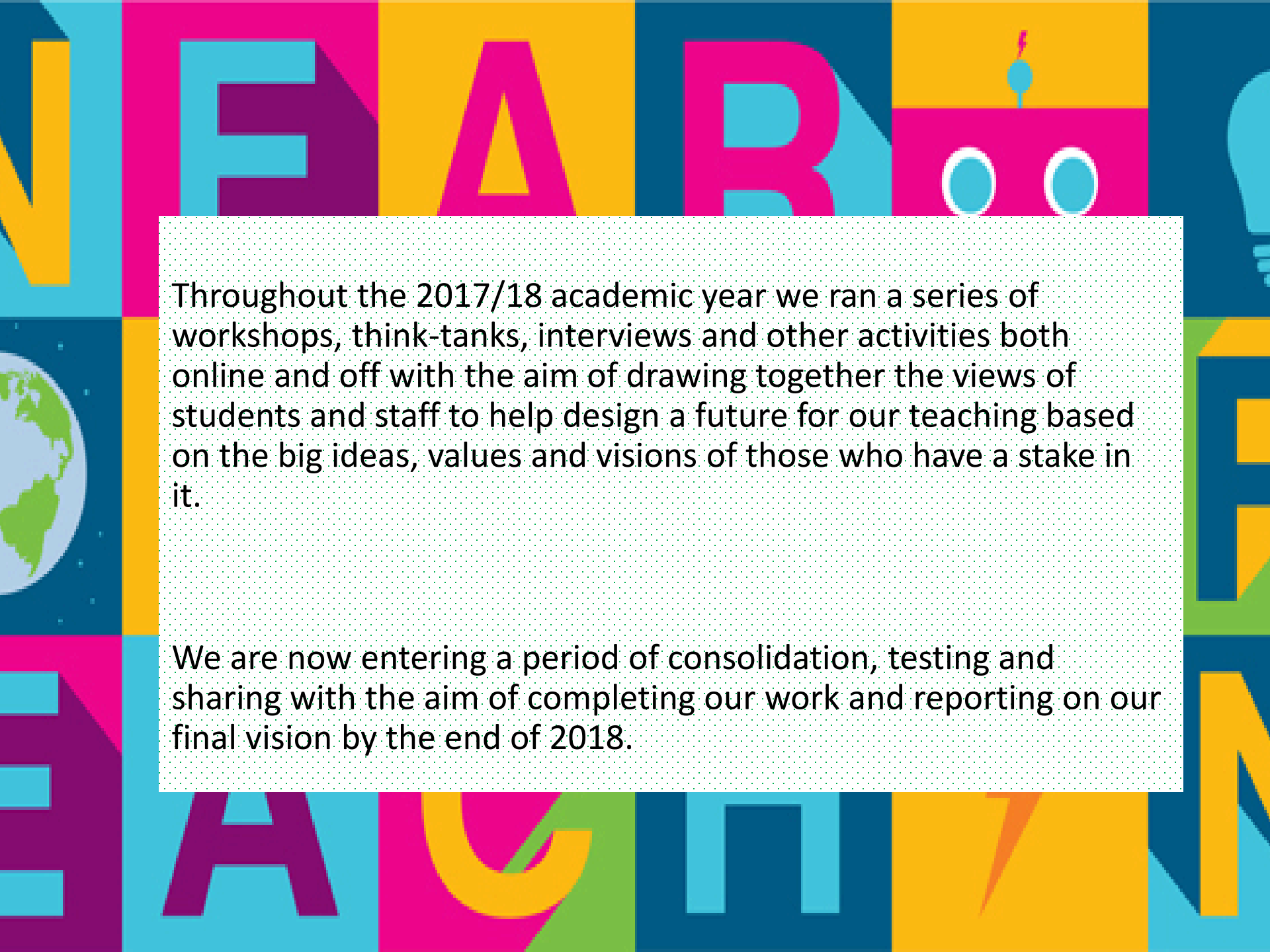
Co-designing the future of digital education at
The University of Edinburgh

The **Near Future Teaching** project is about working together to co-design the future of digital education at Edinburgh.

We ask how teaching at The University of Edinburgh should be designed over the coming decades, as technology, social trends, patterns of mobility, new methods and new media continue to shift what it means to be at university.

How can we strategise, plan and design a future for teaching which is based in the values of our institution by co-building it with students and staff?

Throughout the 2017/18 academic year we ran a series of workshops, think-tanks, interviews and other activities both online and off with the aim of drawing together the views of students and staff to help design a future for our teaching based on the big ideas, values and visions of those who have a stake in it.

We are now entering a period of consolidation, testing and sharing with the aim of completing our work and reporting on our final vision by the end of 2018.

Follow us: @NearFutureTeach,

#nearfutureteaching, and at

www.nearfutureteaching.ed.ac.uk.

New Book: *EqualBITE: Gender Equality in Higher Education*

In May 2018, we celebrated the launch of EqualBITE which is a 'recipe book' aimed at sharing practical and effective strategies for creating more gender balanced working environments in higher education written by University of Edinburgh staff and students. It draws from their real life experiences to inform, entertain and inspire university communities around the world.

Copies have been distributed to key University contacts. The book is also available for free download at:

https://www.sensepublishers.com/catalogs/bookseries/other-books/equalbite/

Our Developing Research Culture

Inclusion Matters

- £5.5 million programme from EPSRC to **improve equality, diversity and inclusion within engineering and the physical sciences**

- **11** projects funded, 4 in Scotland

- **Edinburgh – big grant leadership**

- Heriot-Watt – disability

- Glasgow – mobility and networks

- (Strathclyde – diversity in engineering leadership)

The Big Grant Club

- IAD, Chemistry, Physics, RSC, IOP and KTN, University of Nottingham

- Use social science methods to understand research culture

- Design and test interventions

- 2 years funded by EPSRC, 1 year funded by College of Science and Engineering

- Launches December 1st

Train@Ed

- Horizon 2020 Marie Skłodowska-Curie Action – researcher mobility

- 25 fellows over 5 years

- Focus on intersectional research
  - Must include non-university partner

- Innovative researcher cohort training (Chancellor's Fellows)

- Recruitment now open, project manager starts October 1st

Student-Led, Individually Created Courses (SLICCs): a highly flexible reflective experiential learning and assessment framework

Take a look into the SLICCs 'Resource Pack'…
http://www.slicc.ed.ac.uk/
…and an explanatory blog in 'Teaching Matters'
http://www.teaching-matters-blog.ed.ac.uk/?p=1418

Simon Riley – SLICC co-lead, Edinburgh Medical School and IAD

Simon.C.Riley@ed.ac.uk

Gavin McCabe – SLICC co-lead, Employability Consultancy, Careers Service
Gavin.McCabe@ed.ac.uk

What is a SLICC?

A flexible course, and/or an assessment tool

<u>We</u> define:

- The process to receive academic credit

- The Learning Outcomes (LOs)

- The assessment criteria

<u>Students</u> define:

- The content (their learning experience)

- How the LOs relate to their content

- How they will <u>evidence</u> completion [or otherwise] of their LOs

Summer SLICCs - What is involved?

- During an experience that students undertake in their <u>summer vacation</u>

- Students define the **<u>academic content</u>** then **<u>reflect</u>** on their own learning and professional development

- Use an **<u>e-portfolio</u>** to log their reflections and evidence to support their development **<u>throughout</u>** the experience

- Assessment is on a **<u>final reflective report</u>** drawing on the evidence in their portfolio

- ***It is essentially a summer elective course for Years 1 and 2 students, for 20 academic credits at SCQF Level 8, giving students autonomy and take ownership of their learning***

Examples of Summer SLICCs

SLICCs webfolio: Biodiversity maintenance and wildlife concervation in Pacaya Samiria Natural Reserve, Amazon, Peru

This is a collection of any files (text, photos, notes, videos, etc.) related to my expedition to Peru during summer 2015. It will be fulfilled after I finish my project, due to the absence of Internet connection during the expedition. The material posted here will be used as primary sources for my reports for: 1) grants 2) SLICCs Hopefully, lots of interesting information will be found here by the end of this experience :)

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0. General description my   **A few words about the expedition**

Emma Searle SLICC

Using my Canvas art journal project as the learning environment for my SLICC, in this Webfolio I include my tasks, reflections, and evidence. I focus on theories of Project Management as well as approaches to curriculum design.

Page options: [i] [comment] [✓] [print]

Home
SLICC Proposal
Storyboard
Learning Outcome 1
New Page
Learning Outcome 2
Learning Outcome 3
Learning Outcome 4
About Canvas

Welcome to Emma's SLICC on Project Management

describe your folio page

My SLICC webfolio - Tobias Thejll-Madsen

My learning experience working at Camp True North - a camp working with personal development for teenagers.

Page options: [i] [comment] [✓] [print]

A project description
Journal Entries from camp
Research for SLICC
A reflection on method
Activities at camp TN
General learning from the camps

Introduction to Camp True North and my SLICC

The what, how and why

Camp True North is a company started in 2006 by Nicolai Moltke-Leth who wanted to teach teenagers how to get more out of life. True North's own website states, that according to research one of the biggest fears for most humans is not being good enough. Since the beginning more than 12.500 teenagers have been through the programme. It is a camp based programme, where participants (campers) live at the location (usually a high-school) for the entirety of the 5-day camp. The daily schedule begins at 9am and finishes after 9.30 pm.

The learning activities build from positive psychology, ranging from character strengths (Peterson & Seligman, 2004), integrity (many e.g. Steele, 1999), and flow (Csikszentmihaiyi, 1996), to more tangible skills as public speaking, goal setting abilities, and face-to-face communication.

Examples of Year 2 medicine SSC2b projects

"You are allowed to choose anything you want"… with a few provisos

Evidence 8: Front cover of our final model child-specific resource demonstrating group creativity.

Watercolour and pencil

I chose to use watercolour as it is my preferred form of media and I feel more confident using it than some of the other techniques. I wanted to keep the base drawing realistic so that it is more relatable to an actual human being and so, when the muscles are drawn on, we can relate it more to the actual person and have a better understanding of where the muscles are actually positioned.
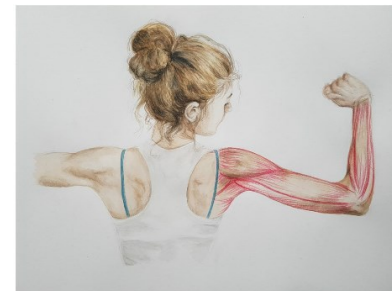
Watercolour and pencil

Some future directions reflecting flexibility of SLICCs

- **Online and On Campus – using a portfolio** – does a reflective e-portfolio surrounding some experiential learning offer a solution? E.g. 'disciplinary toolkit', vocational training, 'old-school art school'

- **Project experiential learning** – as part of the Honours or other project, fieldwork, etc

- **Acquisition of skills and graduate attributes** – e.g. teamwork, a valuable experience and an essential skill

- **Group projects** – students in different years working to same framework, with stratified Learning Outcomes (increasing complexity, uncertainty, criticality; SCQF Level 7 to 11) - efficient for tutoring and assessment

- **Inter-disciplinary** – break down institutional barriers with a common framework, and surface graduate attributes

- **Out-of-Class activities** – credit for community engagement and volunteering

- **Going abroad for short period or a year** – surfacing learning, making assessment load realistic

- **Flexible and stratified Learning Outcomes** – SCQF Level 7 to Level 11, for individual students and for groups