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 be tailored and used by Schools
ENGAGEd in... learning and teaching conversations

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 & Stensaker, 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 & Hre 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 engage in learning, in order to:
1. strengthen students and staff
2. understand and respond to
3. enhance our reputation for

Ideas for setting up conversations:
The following are examples of ways you might wish to explore, if existing priorities, themes and concerns activities along with a short introduction highlights for the School or key topics:

Aim 1: Strengthen the sense of academic community
Suggested topics/themes to explore:
- What interests me at the moment?
- What do you enjoy most about your job?
- What part of your work are you most proud of?
- What have you read/seen/had?

Speed networking:
Staff and students are given a specific time to come together in small groups to discuss various topics. This creates a lively, positive atmosphere where students and staff members not only talk but also participate in writing down notes on post-it notes. Several 'clouds' are created to give an immediate visual impact.

Nurturing a disciplinary identity:
This activity can include students from different disciplines. Start by asking what it means to be a student, and how it is built through the program. Discuss ideas by graduation. Optional: Using the cloud to give an immediate visual impact.

Writing Retreat Facilitator Guide

“Tacy 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.”
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

Dissertation Planner: step-by-step

Over 2700 ordered for AY 18/19

About the Planner:
This planner is designed to help you through all the stages of your dissertation, from starting to think about your question through to final submission. At each stage there are useful prompts to help you plan your work and manage your time. Throughout the planner there are also blank spaces that you can use to plan your dissertation. We hope that you find it useful. If you have any questions or comments please contact us on iad.masters@ed.ac.uk.

IAD
INSTITUTE FOR ACADEMIC DEVELOPMENT

The University of Edinburgh

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.”

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

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

“Nice that it wasn’t just a lecture but actual practical work to do.”
Postgraduate workshops

“I really like this workshop.”

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

“Great workshop, would recommend to other students.”

“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.”
Connecting with PGT Students

Twitter

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

NEW: Stepping up to Honours guidance for staff to contextualise for their students – coming soon

https://edin.ac/2Oqte8L
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

www.ed.ac.uk/iad
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

www.ed.ac.uk/iad
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
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
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

www.ed.ac.uk/iad
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
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

Being a researcher in Edinburgh:
Beginning your Research Position in Edinburgh

"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)

Thriving in your Research Position
Being a researcher in Edinburgh

"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)

A Brief introduction to Metrics
Online Writing Resource

Writing Retreat
Facilitator Guide

Writing Productively
Online Writing Resource

Academic Writing in the Sciences
Online Writing Resource
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.

To see the videos use the QR code

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!

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!

www.ed.ac.uk/iad
Public Engagement with Research
• 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
Europe-wide public celebration of research!
Over 300 cities taking part – including Edinburgh, Glasgow, Aberdeen and St Andrews
Friday 28\(^{th}\) and Saturday 29\(^{th}\) September 2017
In Edinburgh, around 50 researchers to reach over 2,000 people!
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
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…”
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
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

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

- Full details and executive summary on our website: [http://edin.ac/2vHI6st](http://edin.ac/2vHI6st)
T+D Orientation Workshops
Semester 1, 2018/19

- Introduction to Lab Demonstrating
- Effective Tutoring Introduction
- Tutoring in the Sciences
- Assessment & Providing Feedback
- Assessment & Providing F/B in Sciences
- Engaging Students in an Online Environment

Wed 5th Sept
Wed 12th Sept
Wed 26th Sept
Wed 10th Oct
Wed 24th Oct
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
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.

www.ed.ac.uk/iad
# School based Edinburgh Teaching Awards

## Engagement levels across all U of E Schools (n=20)

<table>
<thead>
<tr>
<th>Status</th>
<th># of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active (launched/launching 2018)</td>
<td>6</td>
</tr>
<tr>
<td>Preliminary discussions / plans (including ↑ mentor #s)</td>
<td>9</td>
</tr>
<tr>
<td>Not at present</td>
<td>5</td>
</tr>
</tbody>
</table>

## Schools with active EdTA programmes

<table>
<thead>
<tr>
<th>Biomedical Sciences</th>
<th>Philosophy, Psychology &amp; Language Sciences (PPLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Royal (Dick) School of Veterinary Studies (R(D)SVS)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Social &amp; Political Science (SPS)</td>
</tr>
</tbody>
</table>
EdTA Engagement Levels @ R(D)SVS (17/08/18)

<table>
<thead>
<tr>
<th>Participation &amp; Completion (since June 15)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Successfully completed (→ 10 new EdTA mentors)</td>
<td>32</td>
</tr>
<tr>
<td>Other EdTA Mentors</td>
<td>4</td>
</tr>
<tr>
<td>Actively Participating in EdTA</td>
<td>50</td>
</tr>
<tr>
<td>Waiting list (for next available space in EdTA cohort)</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>117*</td>
</tr>
</tbody>
</table>

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

www.ed.ac.uk/idad
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

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

www.ed.ac.uk/iad
Edinburgh Network: Growing Approaches to Genuine Engagement (engage)

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

www.ed.ac.uk/iae
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.
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.
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 its own.
The new website is better organised, presented and can handle a larger volume of case studies.

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
Festival of Creative Learning
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](http://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.
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](http://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/](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 1\textsuperscript{st}
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

**We** define:

- The process to receive academic credit
- The Learning Outcomes (LOs)
- The assessment criteria

**Students** define:

- The content (their learning experience)
- How the LOs relate to their content
- How they will evidence completion [or otherwise] of their LOs
Summer SLICCs - What is involved?

• During an experience that students undertake in their summer vacation
• Students define the **academic content** then **reflect** on their own learning and professional development
• Use an **e-portfolio** to log their reflections and evidence to support their development **throughout** the experience
• Assessment is on a **final reflective report** 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 conservation 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.

A few words about the expedition

My SLICC webfolio - Tobias Thejl-Madsen

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

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 (Csikszentmihalyi, 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
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