



INSTITUTE FOR
**ACADEMIC
DEVELOPMENT**

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

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Researchers: career & skills development

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Support for teaching: from tutors to professors

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Study Hub learning resources

Advice on specific study skills topics, plus downloadable resources with useful study strategies.

Learning & Teaching Conference 2019 resources

Keynote videos, presentation slides and the programme from the University of Edinburgh Learning & Teaching Conference 2019.

Latest news

[Three Minute Thesis Competition Winners Announced](#)
[Utopia Lab Showcase event - 5th June](#)
[Near Future Teaching celebration & report](#)
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Getting in touch

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Quick links

[Festival of Creative Learning](#)

[Learning & Teaching Conference 2019](#)

[IAD Case Studies website](#)

[UoE mainstreaming learning adjustments](#)

[HR Excellence in Research: progress report & updated action plan](#)

[PgCert in Academic Practice](#)

[Code of Practice for the Management of](#)

Events, resources and support:

Study Hub	www.ed.ac.uk/iad/studyhub
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





THE UNIVERSITY *of* EDINBURGH



Study Hub

Online resources for effective study

www.ed.ac.uk/iad/studyhub



www.ed.ac.uk/iad

Learning resources

Note restructuring

Using your notes in an active way helps you to learn effectively

- Organising material into a meaningful structure
- Writing answers in response to questions
- Thinking about inter-relationships
- Looking for points for and against an argument
- Relating what you are learning to examples or case studies or real-life situations

Group and label your notes so you can find topics easily.

Making summaries
Constructing summaries under test conditions in the absence of the original text is a really effective way to learn. This

Concept or mind mapping is a good visual way of making connections to form a big picture.

Grids are good for comparing ideas, views and models.

Short summaries can be made on record cards.

A method for using notes

- Pick one lecture.** Summarise the main point of the lecture in 30 words or less – as if explaining to someone else.
- Pick one key point.** Write a minute or so on a piece of paper, stop, check, and then explain it to someone else.

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Ways to self-test

Self testing is a powerful way to learn

- Self testing helps you find out what you really know.
- Practising retrieving content can make it easier to recall in the future (the testing effect).
- The testing format does not have to be the same as the actual assessment.

Five (or more) minute paper

- 1: Identify a topic, theme or issue you have studied recently.**
- 2: Write for a set time against the clock about it.**
- 3: Check against your notes. Have you left something out?**

Note-making styles for classes: 1

Long-hand or typed verbatim notes
This is where you try to write down almost all of what is said and put on the screen in class.

Many students say these help you to keep with the flow of an argument. Usually you end up with too much material and you miss key points or images because you are too busy getting everything down.

Note-making is thought to be more effective when it is 'generative'. That is when you select, summarise and translate the content deeper learning takes place.

Using e-tools

Some pros

- Can delete, reword and move text.
- Can go back and add in comments or images.
- All your notes are in one place, so you can refer to previous classes easily.
- Can save more than one copy.

Some cons

- Drawing diagrams and mathematical notation can be trickier.
- Distraction factor – social media notifications, emails, browsing.
- Equipment dependency – running out of power, carrying weight.
- Comfort issues – eye strain, posture.

Specialist e-tools

- A tablet and stylus can allow you to draw diagrams and write down calculations.
- Some devices allow voice recording at the same time as making notes so the times are synced.

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Presentation planner

Title:	Timing	Plan
Date:	[Start]	
Audience:		
Location/venue:		
Objective(s) and key point(s) Introduction/beginning:		
Middle:		
End/conclusion/discussion:	[Finish]	
Resources and equipment:	{Question(s)}	
Feedback and reflection:	{Extra slide(s)}	

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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 3500
requests for
2019/20

Dissertation and Project Planner



About the Planner:

This generic planner is designed to help you through all the stages of your dissertation or research project, from starting to think about your question to final submission. At each stage there are useful prompts to help you plan your work and manage your time.

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.students@ed.ac.uk.

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

Taught programme highlights



Engagement

- Workshop and events participants:
 - 669 UG
 - 2503 PGT
- Total number of workshops offered (UG, PGT) = 41,156 (incl. 58 online)
- Total number of study skills consultations offered = 288



Taught programme highlights



Collaborations

- **Schools** (e.g. Biological Sciences, Business, ECA, Engineering, Law School, Moray House School of Education 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

www.ed.ac.uk/iad/undergraduates

“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.”



Undergraduate study skills workshops Sep

Week	Date	Time	Workshop title
	Tues 16th Sep	17:15	Making notes in lectures
	Tues 17th Sep	17:15	Time management
	Weds 1st Oct	13:30	Getting started with essay writing
3	Weds 1st Oct	15:30	Getting started with essay writing
4	Tues 7th Oct	17:15	How to read and write critically
4	Weds 8th Oct	13:30	Read smarter
4	Weds 8th Oct	15:30	Referencing: what's it all about?
5	Tues 14th Oct	17:15	Scientific report writing
5	Weds 15th Oct	14:00	Work smarter
6	Tues 21st Oct	17:15	Writing scientific essays

Week	Date	Time	Workshop title
9	Tues 11th Nov	17:15	Getting ahead with...
9	Weds 12th Nov	13:30	Getting ahead with...
10	Tues 18th Nov	17:15	Preparing for exams: multiple choice questions & short answers
10	Weds 19th Nov	15:30	Essays in exams
11	Tues 25th Nov	17:15	Essays in exams
11	Weds 26th Nov	15:30	Preparing for exams: multiple choice questions & short answers

More information: workshop locations are available on our website.

How to book: workshops open 4 weeks before the workshop date on MyEd or our website.

“...feel.. more calm studying.”

Study Development | e: iad.study@ed.ac.uk | www.ed.ac.uk

Postgraduate workshops

www.ed.ac.uk/iad/postgraduates

“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.”

- (PGT - Biological Sciences) Effective Presentations
- (PGT - Biological Sciences) Scientific Writing
- (PGT - Geosciences) Essay Writing
- (PGT - Geosciences) Exam Writing
- (PGT - Online) Being Critical
- (PGT - Online) Being Critical for Assignments
- (PGT - Online) Effective Slide Design
- (PGT - Online) Getting Started with Scientific Writing
- (PGT - Online) Getting Started with Your Studies
- (PGT - Online) Online Distance Learning - Welcome! ODL ONLY
- (PGT - Online) Pre-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
- (PGT - Online) Proof Reading
- (PGT - Online) Top 10 Tips for Improving Your Grammar and Punctuation
- (PGT - Online) Working Effectively Around Your Life
- (PGT and UG - Online) Managing Your Exams: Effective Exam Techniques
- (PGT) Academic and Conference Poster Design
- (PGT) Critical Reading, Assignment Planning and Writing
- (PGT) Critical! (Reading, Writing, Thinking)
- (PGT) Effective Writing: Grammar
- (PGT) Effective Writing: Grammar and Punctuation
- (PGT) Getting Started at Masters Level
- (PGT) It's About Time...Managing Time Personal Efficiency and Effectiveness
- (PGT) Mini Writing Bootcamp
- (PGT) Presenting your work!
- (PGT) Speed Reading
- (PGT-SPS) Presentation Skills

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

“I really like this workshop.”



www.ed.ac.uk/iad

PG workshops: <https://edin.ac/2DBKrrE>

Collaborate with us



www.ed.ac.uk/iad

email: iad.students@ed.ac.uk

For Researchers



Researcher Development Brochures 2019/2020



- 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



IAD Support for Doctoral Researchers

- **Workshops**

Managing your Research Project, Time Management, Speed Reading, Presentation Skills, Preparing for Conferences, How to be an Effective Researcher

- **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 13 Schools and CMVM in 2019
- Play a central role in practice sharing and consultative work
- 18 PGR inductions planned for 2019/2020 so far
- New reporting tool to provide attendance information and percentage engagement on workshops by School



Prepare for Doctoral Success



- A new online induction course for doctoral researchers
- 4 weeks: Running in October and February

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 and encourages networking



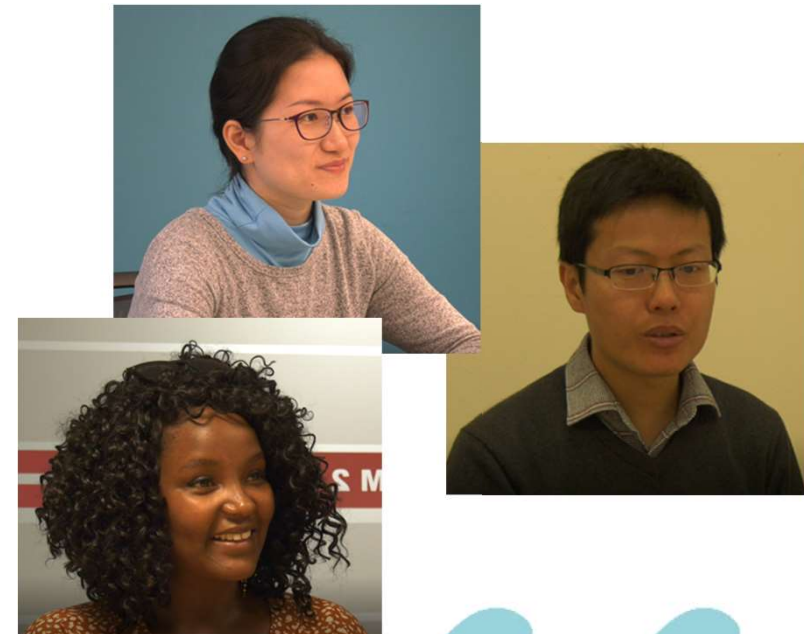
3 Minute Thesis

- Ran for the 7th time in 2019
- Requires Doctoral Researchers to explain their thesis in 3 Minutes with 1 slide
- Owen James won the UK final and Phoebe Kirkwood came second in the Universitas 21 Competition



Enhancement theme funded project to evaluate impact of IAD Doctoral Programme

- Collected video case studies from PhD students who had attended workshops as part of the doctoral programme
- Creating materials to help PhD students make decisions about what professional skills courses would be useful at different stages of the PhD



“If you are interested in getting the most out of your experience...(IAD) is a good place to go”

“Really good to have a supportive environment to talk things through”

“I find the peer support really important”

Postgraduate Peer Support Intern



A joint post with the Students Association and IAD looking at developing peer support models for Postgraduate Researchers. The aim of the project is to research, review, plan and support the development and rollout of a number of Peer Support pilots for postgraduate research students across the University of Edinburgh.



www.ed.ac.uk/iad

Edinburgh
University
Students'
Association



**Peer Learning
& Support**

Supporting Doctoral Supervisors



University of Glasgow

University of Glasgow
School of Education

**Spotlight talk:
Supporting international doctoral students**

Understanding academic acculturation among international PGRs

Dr Dely Lazarte Elliot

WORLD CHANGERS WELCOME

“Dely's talk was fantastic, I learnt so much.”

- Support College and School mandatory training for supervisors; 16 briefings attended by over 400 supervisors organised in 2018-19
- Organise additional training for supervisors, including a session on Supporting International Doctoral Students
- Developing online resources to support supervisory relationships

IAD Support for Research Staff



Edinburgh

Policies, advice and support in the University and city



Leadership

Develop skills to take control in your research project and build your employability in a range of careers



IAD

for Researchers at a Glance



Writing

Present your ideas effectively in publications and proposals



Funding

For tailored development opportunities and new networks



Careers

Understand your options, marketing yourself effectively, make the right decisions



Networks

Develop effective connections with researchers, stakeholders and employers



Engagement

Support to reach new audiences and promote the value of research in society



Social Media

Build your own profile and find out where to follow us

IAD Support for Research Staff



The University gained the '**HR Excellence in Research Award**' from the European Commission in September 2010.

We have successfully retained the Award through a number of internal and external reviews.

As of March 2019, the University retained the Award and is now one of 8 institutions who have undertaken and retained the Award at the eight year stage



HR EXCELLENCE IN RESEARCH



www.ed.ac.uk/iad

IAD Support for Research Staff

Get Connected

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 networking opportunities for participants.

Online Guide now also available!




IAD Support for Research Staff




We are continuing to building up a bank of 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


Making the most of your Postdoc
Strategies, advice and tips on how best to spend your postdoc time to enhance your chances of achieving independence in research
Online Resource



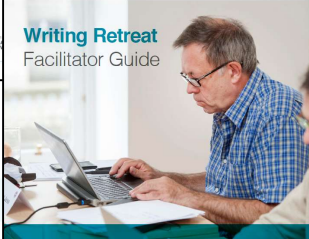
Managing Difficult Conversations
Online Resource





Efficient and Effective Academic Reading
Online Resource



Writing Retreat Facilitator Guide



"I got started on backing revisions for a manuscript that had got pushed to the side (due to money). The writing workshop gave me the structured space to work on the manuscript revisions without distractions and to finish a book which was long overdue."





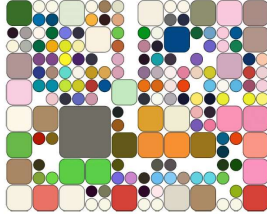
Thriving in your Research Position
Being a researcher in Edinburgh




"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)





Interdisciplinary Research:
making the most of the opportunities and navigating the challenges for early career researchers



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)



Career Development Support for Technicians (IAD and HR)



IAD and HR have responded to the University of Edinburgh signing the **Technician Commitment** action plan by jointly developing a career development framework and programme of support for technicians. **Launching October 2019.**

Take Charge of Your Career

- Provides an overview of the new career development programme for technicians, and the tools and opportunities already available from within the University, and beyond.

Taking Steps to Plan your Career

- 1 day workshop to allow technicians to understand themselves and what they want from a career.

Career Insights

- 1hr discussions with speakers and other technicians to allow technicians to explore the different career paths available.

Professional Registration Fund

- To help technicians gain professional registration through the Science Council.

Our Developing Research Culture

EPSRC Inclusion Matters

- VisNET Project

- The Universities of Glasgow, Edinburgh and Strathclyde are working collaboratively on a 24-month EPSRC Inclusion Matters research project called **VisNET**
- The vision for the project is to identify key barriers to international collaboration for female STEM academics and to design and demonstrate new practices in networking and collaborations using collaborative technologies and online platforms.
- 32 STEM female postdoctoral researchers are taking part, from all three Universities and at varying levels of experience (from people only just finishing PhD through to people who are applying for and getting independent fellowships).



Evidence Base: 'Growing the Big Grant Club'



EPSRC

Engineering and Physical Sciences
Research Council



THE UNIVERSITY
of EDINBURGH



The University of
Nottingham



Evidence Base (eBase): 'Growing the Big Grant Club' is a research project that seeks to improve the career progression of women and people from minority ethnic groups in universities by helping them to access research funding.



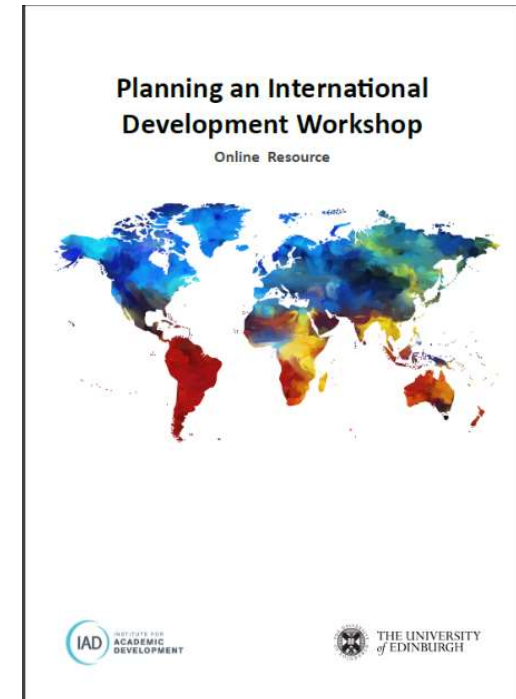
We will use qualitative research to understand the structural barriers faced by people from marginalised groups in academia.

We will then **develop policy and practice interventions** that can be implemented within universities, with the aim of **disrupting research culture** to be more inclusive, equal, and diverse.



Facilitating International Development Collaboration Workshops

- Members of the Researcher Development Team helped organise, plan and deliver 3-5 day workshops addressing Grand Challenges such as rural energy and low-carbon cities, in India and China.
- These workshops bring early career researchers from the UK and India or China, working in the social and physical sciences, together to understand the challenges of addressing interdisciplinary goals.
- We supported the participants in developing collaborative and interdisciplinary research projects, and in building the networks that will support them going forward.



We have published a guide sharing the good practice used and learnt in this process as facilitators and planners. This will shortly be available online.

blogs.ed.ac.uk/iad4researchers

LERU Doctoral Summer School 2019



The researcher development team helped organise, plan and deliver this years LERU doctoral summer school, which focused on research collaborations. All 52 PhD students from across Europe collaboratively authored a guide to research collaborations during the week, which will be available soon to download!

#LERU19Ed

blogs.ed.ac.uk/iad4researchers

LERU Doctoral Summer School
Building Research Capacity and a Collaborative Global Community



Public Engagement with Research





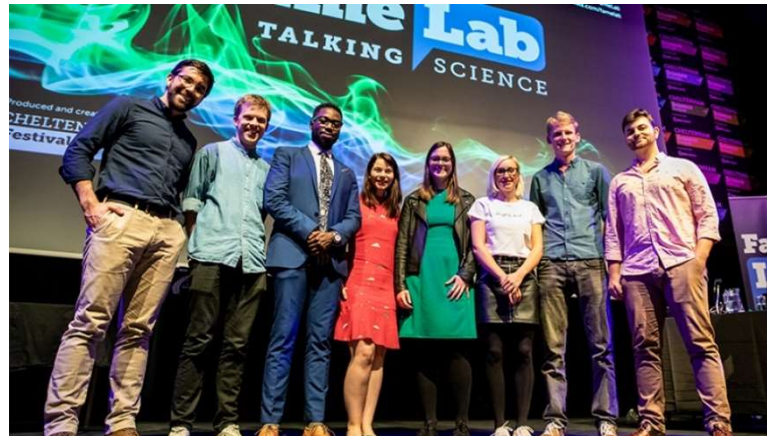
Fame Lab
TALKING SCIENCE

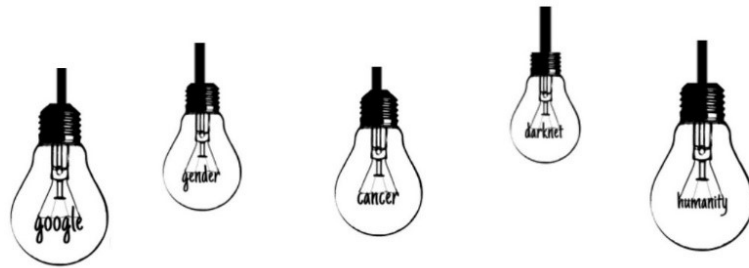
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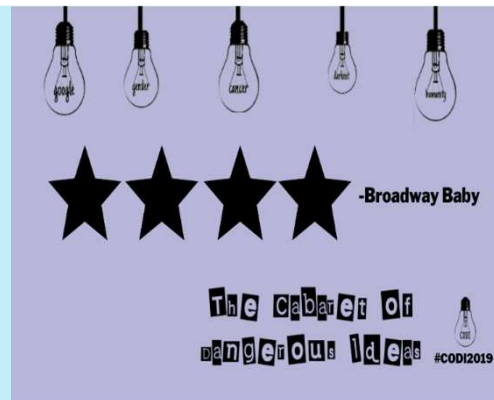
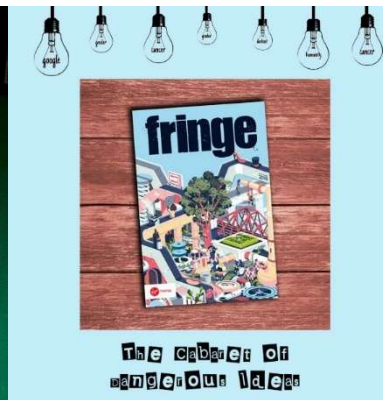




The Cabaret of Dangerous Ideas



- 7th year at the Edinburgh Fringe
- Now also featuring at Belfast Imagine Festival, Glasgow Comedy Festival and the Stand Comedy Club
- 48 shows featuring over 40 researchers
- Should reach over 2,000 members of the public!



Explorathon 2018

EXPLORATHON '18


ONE NIGHT • UNLIMITED DISCOVERY



- Europe wide event with 300 cities taking part
- 10 Events across Edinburgh
- 3515 members of the public attended events in Edinburgh





Beltane Sparks 10 Year Gathering



BELTANE SPARKS.

Workshop and competition to support collaboration in public engagement for researchers across the Beltane Network



This block contains a graphic design for the "Beltane Sparks" event. It features a yellow square with a white lightbulb icon in the top left. The main text "BELTANE SPARKS." is in a bold, black, sans-serif font. Below this, a yellow box contains the text "Workshop and competition to support collaboration in public engagement for researchers across the Beltane Network". The background of the block is dark green with a large, vibrant sparkler graphic on the left and a photograph of a group of people sitting around a table in a workshop setting on the right.



Learning & Teaching



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)



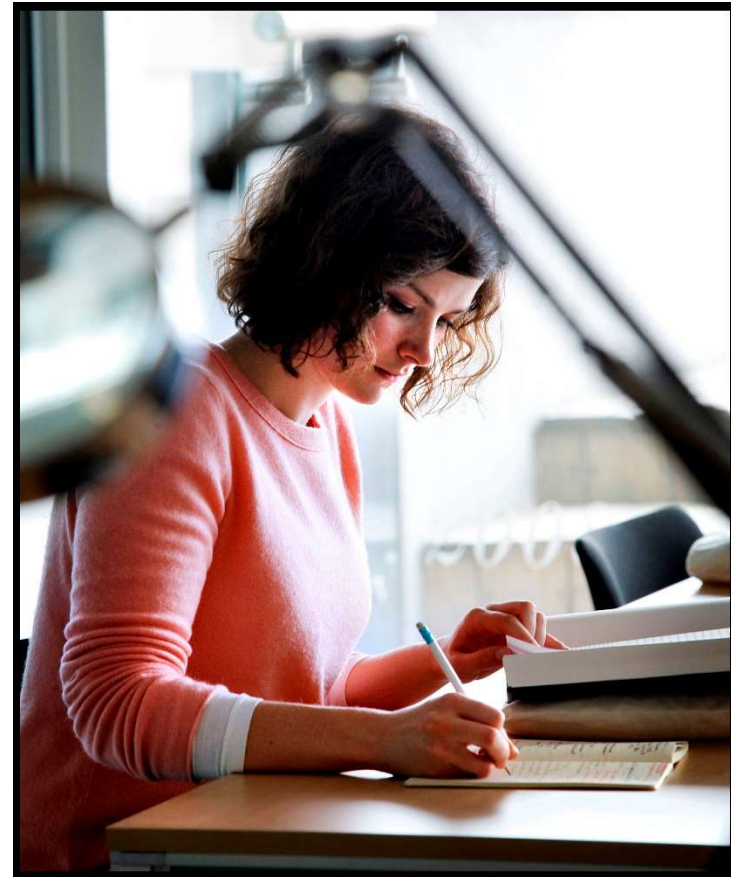
T+D Workshops and support

- 408 attendees at 23 workshops in 2018/19
- Six school and external workshops supported in 2018/19
- Online materials and case studies



T+D Accreditation support

- 50+ tutors & demonstrators achieved HEA Associate Fellowship in 2018/19
- Two accreditation schemes for tutors and demonstrators:
 - Introduction to Academic Practice
 - EdTA Level 1



T+D Orientation Workshops Semester 1, 2019/20

- Introduction to Lab Demonstrating Wed 4th Sept
- Tutoring in the Sciences Wed 11th Sept
- Effective Tutoring Introduction Wed 25th Sept
- Assessment & Providing Feedback Wed 9th Oct
- Assessment & Providing F/B in Sciences Wed 23rd Oct
- Engaging Students in an Online Environment Tues 14th Nov

All of our workshops repeat in semester 2

For Bookings: <https://www.events.ed.ac.uk>

Full list of workshops and dates: <http://edin.ac/2M9JGwH>



Online Learning Network

- Re-launched in 2017 and has over 450 members
- For anyone who teaches or supports online students
- Forum to share practice in online learning



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.

Practical Strategies

Short, accessible workshops offering practical ideas.
Topics include:

- Introduction to course design
- Continuing Professional Development: getting started and keeping going
- Applying for the Principal's Teaching Award Scheme
- Personal Tutoring with a Solution Focus
- Writing Learning Outcomes

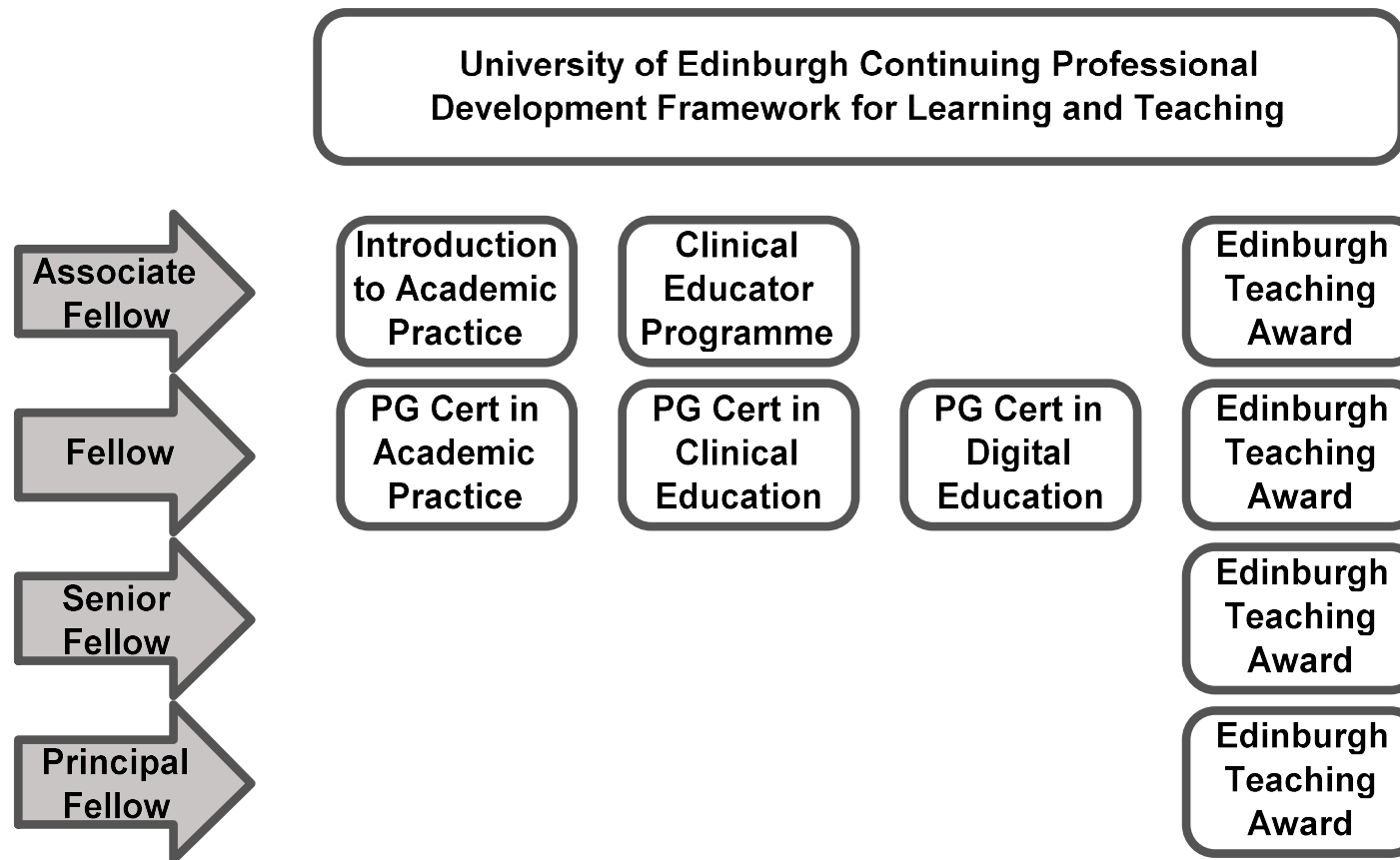
Principal's Teaching Award Scheme (PTAS)

Funding for research and development in Learning and Teaching

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)



University CPD Framework for Learning and Teaching



Why a CPD Framework? (Continuing Professional Development)

- Positive impact on student learning of staff engagement with substantive CPD
- Desire to offer a coherent framework of CPD opportunities that can be tailored to different roles, career stages and personal requirements
 - Link to annual development review, individual career development & School plans for teaching enhancement
- Provide formal recognition and validation of staff expertise and experience
 - Link to reward & recognition (promotion)
 - Ability to respond to future external demands (HESA/TEF)

Take up of accredited CPD

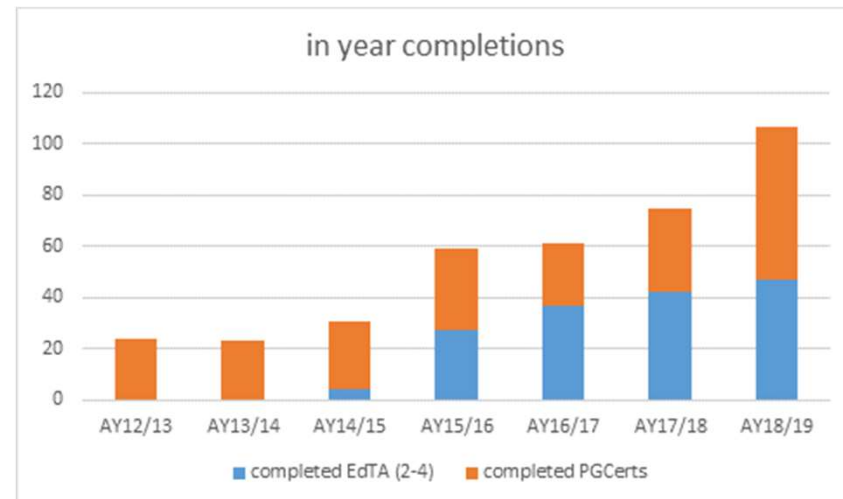
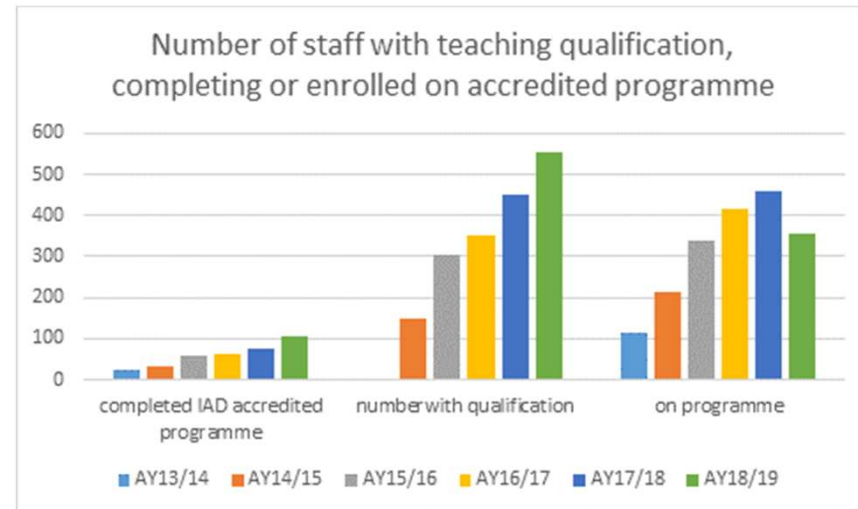
- Growing and positive reaction
- Key barriers to growth
 - Workload and prioritisation

9TH NOVEMBER 2016

Time Well Spent: Reflections on undertaking the EdTA



As academics, we all know the feeling when we're asked to take on something else that will compete for our time. We also know how easy it is for things to fall towards, or even off, the bottom of our to-do lists. So, why did I choose to take part in the Edinburgh Teaching Award (EdTA), and was it worth it? (Spoiler: Yes.)



PgCAP feedback

“...a very stimulating and interesting PgCAP programme.”

“It has already been immensely helpful to me, and has really transformed my approach to teaching.”

“It was great to meet all the wonderful teachers who took me through the PGCAP programme, particularly the courses that I undertook. You all made it really enjoyable and worthwhile. I particularly liked the fact that there was always room to explore new ideas or new ways of thinking, which was always refreshing. It was also great to meet other colleagues from different schools and establish good networks’.

Researching Your Teaching: A new course as part of the PGCAP

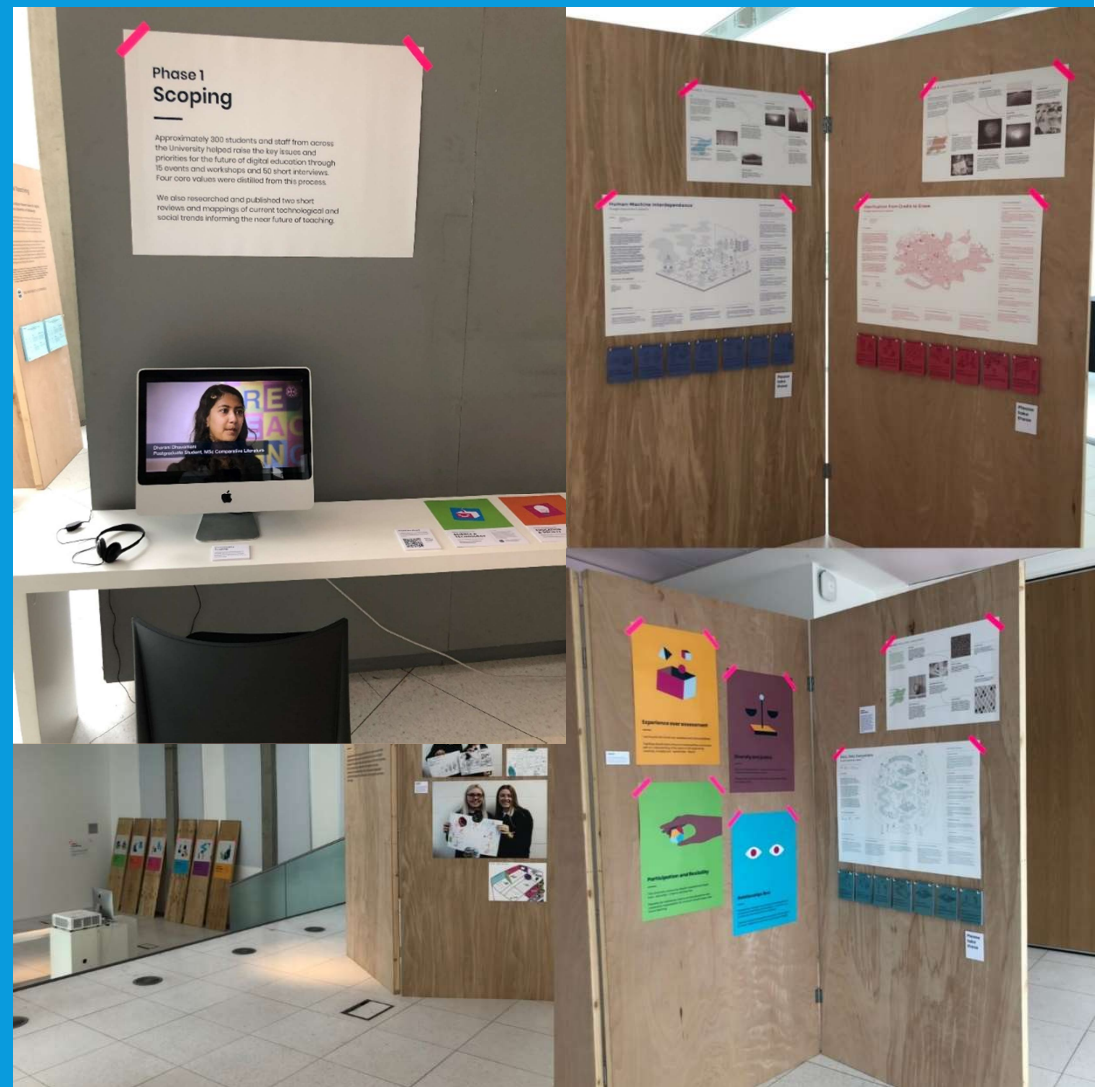


"Golden Spiral Bannister, Padmanabhapuram Palace" by smee_me is licensed under CC BY-NC-ND 2.0

Why use arts-enriched methods
to research your teaching?



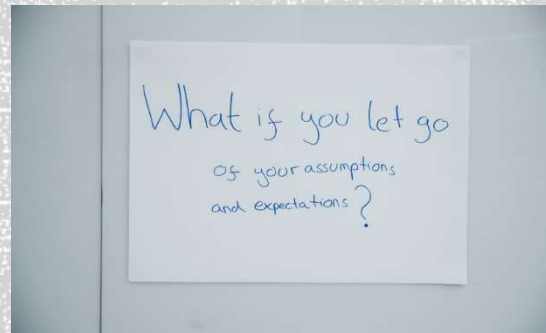
Co-designing a values-based future for digital education at The University of Edinburgh.





www.nearfutureteaching.ed.ac.uk

THE UTOPIA PROJECT



“The word comes from Greek: οὐ (‘not’) and τόπος (‘place’) and means ‘no-place’ and strictly describes any non-existent society ‘described in considerable detail’.



Lyman Tower, Sargent (2005). *The Necessity of Utopian Thinking: A Cross-National Perspective.*



FOR THREE DAYS IN JUNE 2019, A DIVERSE GROUP OF STUDENTS, STAFF AND EXTERNAL ORGANISATIONS GATHERED TO TAKE PART IN AN EXPERIMENTAL WORKSHOP, EXPLORING NEW IDEAS, EXPERIMENTAL FUTURES DESIGN THINKING AND COLLECTIVE WAYS OF LEARNING.





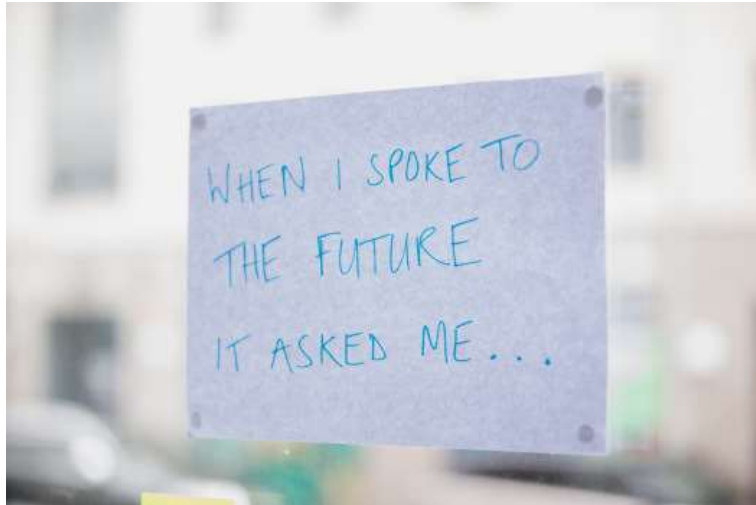
**THE EDINBURGH FUTURES INSTITUTE UTOPIA LAB
BROUGHT TOGETHER ARTISTS, SCIENTISTS, WRITERS
AND THE HEAD OF FUTURES LITERACY AT UNESCO,
RIEL MILLER.**





THE INTERDISCIPLINARY PROJECT WAS CREATED AND DELIVERED BY JENNIFER WILLIAMS, A WRITER AND COORDINATOR AT THE UNIVERSITY'S INSTITUTE FOR ACADEMIC DEVELOPMENT. THE GROUP WERE ASKED TO CONSIDER THE QUESTION: "HOW CAN TECHNOLOGY HELP THE WORLD TO HEAL?", AND ALSO DISCUSS WHAT THE WORD UTOPIA MEANT TO THEM.





To learn more visit:

<https://efi.ed.ac.uk/blog-efi-utopia-lab-pilot/>

What is your utopia? #EFI_Utopia





Festival of Creative Learning Pop-ups



Benefits of running a Festival of Creative Learning Pop-up include:

- funding for your event
- access to Festival logos for use on your promotional materials
- access to event planning resources
- listing of your event on the Festival of Creative Learning website event calendar and the use of our event booking channel or Eventbrite platform
- access to the Festival team if you require advice on planning your event
- promotional support including the listing of your event on our website and via our social media



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, and to be able to provide support in a timely and flexible manner.

Festival of Creative Learning Update: AY 2019/2020

Partly in light of University-wide financial pressures in AY 2019/2020, we have decided to pause the Festival of Creative Learning curated week that otherwise would have taken place in February 2020. While the overall budget will be reduced for annual Festival activities, we will have more resource available for Pop-ups.



If you would like to run a **small scale Festival of Creative Learning Pop-up event** (up to £500), you can apply any time throughout the Academic Year.

If you would like to run a **large scale Festival of Creative Learning Pop-up event** (up to £3000), you can apply for a **Festival Big Grant** via the Action Fund Regular Grant Scheme in September and October.

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 apply at any time of the Academic Year.

- Find out more at www.festivalofcreativelearning.ed.ac.uk.
- **Twitter @UoE_FCL Facebook @FCLUoE**

EngagEd in... guides



Practical guides to student engagement for academic staff

New guides due out soon:

- research-led teaching
- interactive lectures
- lecture recording



Building relationships and belonging through 'Coffee and cake conversations'

2018

- 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

2019

- 2 Schools ran their own coffee and cake scheme
- Biomedicine 30 students and staff involved
- Biological Sciences for students in the Zoology, Ecology and evolution Hons class



Edinburgh Network: Growing Approaches to Genuine Engagement (engage)

Open to staff and students

Approx. 6-8 events per year

Co-created learning and teaching

Building community

Student-staff partnership

Inclusive curriculum

Critique of student engagement articles

Engagement online and F-2-F



University of Edinburgh Learning & Teaching Conference 19/6/19

- 300 delegates
- >100 staff and student presenters from UoE
- 2 international keynote speakers



University of Edinburgh Learning & Teaching Conference 19/6/19



Teaching Matters

Blog and podcast



15TH AUGUST 2019

Using data to enhance the student experience: Do you have good practice to share?



14TH AUGUST 2019

Mini-Series: Keep learning, stay healthy



13TH AUGUST 2019

Innovation in lectures: A process not a product



8TH AUGUST 2019

The freedom to learn

Teaching Matters

For videos, features, case studies and events visit: [Teaching Matters at the University of Edinburgh](#)

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Search the blog

Contribute to Teaching Matters

If you'd like to write a post or contribute to Teaching Matters please contact teachingmatters@ed.ac.uk

www.teaching-matters-blog.ed.ac.uk

Key figures



- **477 posts** published on learning and teaching by staff and students
- More than **350 contributors**
- Total views: **138,632**
- Blog viewing figures peaked in July 2019: **7,065 views**
- **2,004** Twitter followers (@UoE_teaching)
- **262** Instagram followers (@uoe_teaching)



www.teaching-matters-blog.ed.ac.uk

Upcoming monthly themes

Please consider submitting a post related to these themes, or any other learning and teaching issue:

September 2019	Student Partnership Agreement
October	Research-led teaching
November	Expect the unexpected – when teaching innovations don't turn out as anticipated
December	Online student authors
January 2020	Innovative assessment methods
February	Library and university collections
March	Personal Tutors
April	Sustainability in the curriculum

Email: teachingmatters@ed.ac.uk

Teaching Matters Podcast

Check out our new podcast!

<https://anchor.fm/teaching-matters>

The Teaching Matters podcast adds another space for conversations and debates around learning and teaching at The University of Edinburgh.

Listen to students and staff engage in topical conversations aligned with the Teaching Matters' mini-series and other important learning and teaching discussions across the University.

1109 downloads!



Teaching Matters Research project

- Are you a reader of, or contributor to, Teaching Matters?
- Please tell us about your experience and views of Teaching Matters by filling in a questionnaire:

Contributors



edin.ac/2QxUG73

Readers



edin.ac/2QxH1wF

Thank you!

IAD Case Studies Website

Gathers together case studies of effective and innovative good practice in **learning, teaching, researcher development** and **support** from around the University.



Welcome

The Institute for Academic Development is using this website to gather together case studies of effective and innovative good practice in learning, teaching, researcher development and support from around the university. You can view case studies linked to a particular theme, in a College, or browse the complete set. The search function can be used to seek case studies including specific terms or phrases. If you have a case study to contribute please complete this online form.

Please note this resource is still in active development. If you find any spelling mistakes or inaccuracies or please email them to [karsten.moerman](mailto:karsten.moerman@ed.ac.uk).

[Submit your case study](#)

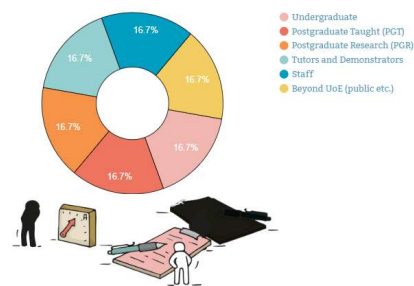
[Search for a term or phrase](#)

[View all case studies \(117\)](#)



Browse by key topics or audience

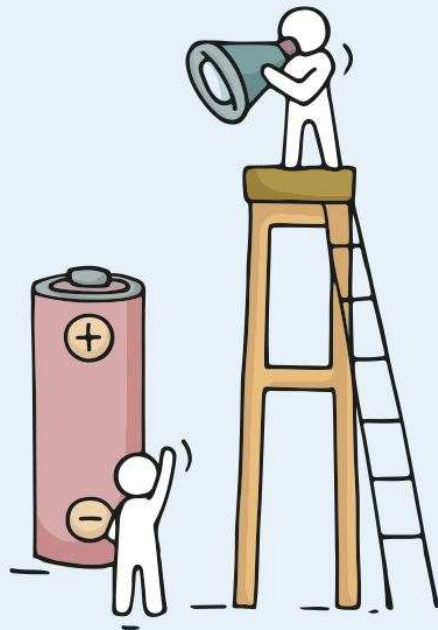
induction virtual digital education personal support festival
co-production online academic support assessment
heads oers design curriculum feedback inclusive curriculum
curriculum development curriculum



Provides examples of good practice from around the University which may be helpful in providing ideas for your own work.

www.casestudies.ed.ac.uk

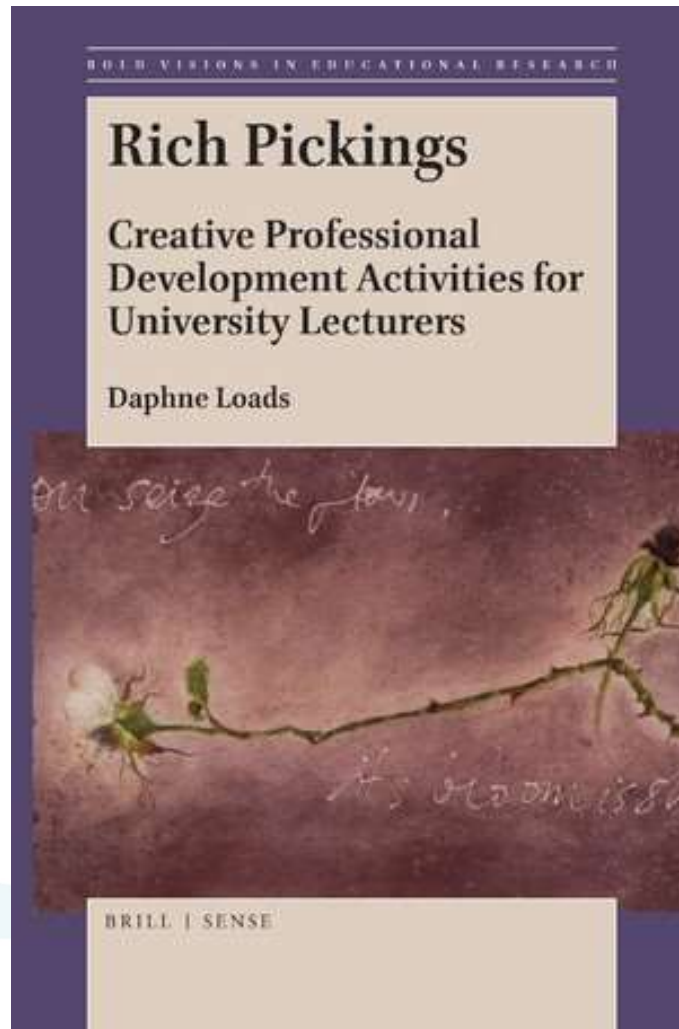
IAD Case Studies Website



- 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



Rich Pickings: Creative Professional Development Activities for University Teachers

Rich Pickings, published in June 2019, offers both inspiration and practical advice for academics who want to develop their teaching in ways that go beyond the merely technical, and for the academic developers who support them.

Available here:

<https://brill.com/view/title/54019?lang=en>

Programme & Course Design

1) ELDeRs

- 10 ELDeRs (Edinburgh Learning Design Roadmap) in 18-19 co-facilitated by IAD (with IS)
- Programme and course design 2 day workshop
- Updated resources for the workshops
- Teaching Matters blog about ELDeRs
- Fits with other programme and course design support

- Practical strategies
- IS Course design sprints
- Stand alone PCD resources



28th FEBRUARY 2019

Course and Programme Design: Cycling through the ELDeR process

Teaching Matters
For videos, features, case studies and events visit: [Teaching Matters at the University of Edinburgh](#)

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Contribute to Teaching Matters
If you'd like to write a post or contribute to Teaching Matters please contact teachingmatters@ed.ac.uk

Please refer to our [Teaching Matters style and content guide](#).

Programme & Course Design



2) Board of Studies Training

- ½ day workshop for BoS Convenors & administrators
- Covers regulations and pedagogy
- Initially ran every 2 months (no previous training available), now once per semester (6 to date)
- Approx 75 attendees
- Collaboration with Academic Services



Programme & Course Design



3) Board of Studies Network

- Request from BoS convenors and administrators
- IAD and academic services collaboration
- Themes selected from those suggested by BoS colleagues
- Meeting approx. 2 times a year
- Dec 2018 Student engagement in BoS/programme and course design
- May 2019 Embedding employability in the curriculum



IAD Secondments



A secondment to the IAD provides an opportunity for academic and professional services staff to focus on a specific academic development project or initiative. Secondees play a key role in the IAD, building links between Schools, Support Services and the IAD, whilst working on initiatives that generate broader benefits for the University as a whole.

We have hosted more than 20 secondments since the IAD was launched in August 2011 and welcome people to join us on secondment to develop ideas and projects which align with one or more of the following themes:

Strategic

To gain understanding of and contribute to a University or national strategic priority (e.g. Employability, Widening Participation, supporting international students).

Organisational collaboration

Building links, sharing practice and gaining a deeper and broader understanding of how the IAD and other departments could work together.

Resource or course development

Producing or enhancing a particular course or resource, or an area of curriculum development.

Pedagogic

Involving research on effective learning or innovation in methods of teaching and learning.

If you are interested in undertaking a secondment within the IAD please contact the IAD Director, Jon Turner at:

iad.director@ed.ac.uk



www.ed.ac.uk/iad



THE UNIVERSITY
of EDINBURGH



Establishing lifelong learning from Day 1 – a flexible learning framework Student-Led, Individually Created Courses (SLICCs)

As an Open Education Resource ‘Resource Pack’

<http://www.slicc.ed.ac.uk/>

An explanatory blog in ‘Teaching Matters’

<http://www.teaching-matters-blog.ed.ac.uk/?p=1418>

Simon Riley, IAD and Edinburgh Medical School

Simon.C.Riley@ed.ac.uk

Gavin McCabe, Employability Consultancy

Gavin.McCabe@ed.ac.uk

What is a SLICC? A reflective experiential learning and assessment framework using an e-portfolio

An 'empty' course

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 to will evidence completion of their LOs



SLICCs are flexible, and used in multiple ways

- Stand alone SLICC (currently during the summer, pre-Honours), where students have autonomy to create their own experience
 - Exploring semester time
 - Exploring Honours and Masters
 - Exploring student autonomy and creating their own curriculum
- Used as a learning and assessment framework to support a course that involves experiential learning – with academic input to define the type of experience with a range of student autonomy (established in pre-Honours, Honours, Masters)
- Solo and groups
- Framework is consistent – workbook, stratified learning outcomes, assessment template and rubric (using Pebblepad)

Summer SLICCs - What is involved?

- During an experience that students arrange for themselves, and 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 to take ownership of their learning***

Some current examples of in programme SLICCs

- Particular interest from **professional / vocational online learning (OL) MSc programmes (SCQF Level 11)**, to capture of professional learning opportunities (including MScs in Public Health, MSc in Stem Cells and Translational Neurology, MSc in Medical Imaging, MSc in Paediatric Emergency Care, and MSc in Advanced Veterinary Studies)
- **Widening Participation** – WP students undertaking Summer SLICCs to develop social and academic capital
- **Enabling community outreach to be embedded as a course for academic credit (SCQF Level 8)** – ‘Languages beyond University’ - 2nd year language students developing language and cultural competencies in local High Schools [community engagement, WP targeted].
- **Learning framework for International collaborative ventures (SCQF Levels 8, 10, 11, groups and individuals)** to enable experiential learning:
 - Network for Intercultural Competencies to facilitate Entrepreneurship (NICE; EU consortium of 8 EU universities; Edinburgh Global)
 - Social Responsibility International HE Audit programme (Erasmus+; Moray House)