

From PgCAP to PTAS: Co-creating a new Development Needs Analysis for PGRs

In this extra post, Anna Pilz discusses her participation in the Postgraduate Certificate in Academic Practice (PgCAP). Her assessment task for the option course on 'Working with PGRs' led her to develop a project for the Principal's Teaching Award Scheme (PTAS) on 'Co-Creating a New Development Needs Analysis for PGRs' (January 2024-July 2025). Anna is [...]

Cross-school collaboration: Supporting PGT students through the Dissertation Buddies Programme

In this post, Lianya Qiu, Emily Birtles and Julie Smith, from Moray House School of Education and Sport, along with Aubrey Li and Rie Shigemori, from School of Economics, share their experience of co-developing the Dissertation Buddies programme, supported by the Student Partnership Agreement grant. This post is part of the Student Partnership Agreement 2024 [...]

Reciprocal multicultural learning through refugee partnerships: Supporting educational trajectories at Project CARE and the University of Edinburgh

In this extra post, Lei Garcia from Project CARE (Community Action for and with Refugees in Edinburgh) and Dr Sam Spiegel from the School of Social and Political Science, explore learning through exchange initiatives linking University of Edinburgh MSc students and Afghan, Eritrean, Sudanese and other refugees supported at St Ninian's Episcopal Church. Here, they [...]

Collegiate commentary: Five lessons learned from the Student as Change Agents (SACHA) series

In this post, we share with you the Collegiate Commentary from our latest Teaching Matters 'Five things' reflective round-up: Five lessons learned from the Students as Change Agents (SACHA) series. In this commentary, David Jay offers his thoughts on student belonging, intentionality, variety, co-

creation and group work in relation to similar 'change agent' activities being undertaken at [...]

Five lessons learned from the Students as Change Agents (SACHA) series

In this post, the co-editor of the Students as Change Agents (SACHA) June-July 2024 series, Emma Taylor, presents a reflective round-up from the ten blog posts, offering five lessons learned from the series. Emma is the Students as Change Agents Programme Manager, where she leads on the development, delivery, and management of SACHA. (Please note: [...])

Garden @ BioQuarter: Developing green spaces on campus

In this post, Alessia Stanistreet-Welsh, Kelly Douglas, and Nick Mullin describe their Student Partnership Agreement-funded project: developing a community garden at the BioQuarter, and hosting gardening events. Alessia is a recent graduate from IRR, Kelly is the Postgraduate Teaching and Administration Manager for IRR, and Nick is a researcher at

IRR. This post belongs to [...]

Co-Creation, creativity, and course design: Three Cs for success!

In this post, Jill Haldane, Philip Davies, and Dr Faith Dillon-Lee from the Centre for Open Learning, share how they used Student Partnership Agreement funding to work with staff and students in collaboration on the redesign of the Academic Language and Literacies course, and to employ students to develop a student-led project. This post belongs [...]

APEX 7: Pushing the boundaries of Medical Education

In this extra post, Colette Revadillo, David Geddes, and Anya Tan showcase APEX 7, an upcoming student-led medical research expedition to Bolivia that seeks to advance the field of high-altitude medicine. Colette, David and Anya are currently undergraduate Medical Students at the Edinburgh Medical School and are all part of the APEX Committee What can [...]

“We have always been here. And we always will be.”

In this post, Ash Scholz reflects on their Student Partnership Agreement-funded project: creating a database of student LGBTQ+ sources in the University archive, as well as hosting a portfolio of events during LGBTQ+ History Month. Ash is a fourth-Year History and Politics student, and is in their second term as LGBTQ+ Liberation Officer for the [...]

The uniqueness of learning: Rethinking the meaning of student-centred education

In this extra post, Dr Adan Chew, Dr Jess Gurney, and Dr Magdalena Cerbin-Koczorowska, from Edinburgh Medical School, explore the concept of student-centred education through the lens of medical education and clinical practice. In considering different learning theories, they foreground the importance of social and cultural influences, and the uniqueness of the individual, on learning. [...]

Welcome to the Oct-Dec Hot Topic: Student Partnership Agreement 2024

Welcome to the October, November and December Hot Topic: Student Partnership Agreement 2024. The Student Partnership Agreement is an engaging and enriching experience for students and staff to come together to work in partnership to enhance the student experience. The Agreement itself is an official document, outlining the explicit commitment between Edinburgh University Students Association [...]

It's the metrics, not the Matrix, part 3: Degenerative AI

In this post, Dr Vassilis Galanos continues his exploration of metrics, arguing that the passive acceptance of a metrics-oriented culture is what feeds, establishes, and normalises hype and high adoption rates of Generative Artificial Intelligence (GenAI) machinery. This post is part 3 of 3, and belongs to the Hot Topic theme: Critical insights into contemporary [...]

Welcome to Oct-Nov learning & teaching enhancement theme: Engaging and empowering learning at The University of Edinburgh

Welcome to Oct-Nov Learning & Teaching Enhancement theme: Engaging and Empowering Learning at The University of Edinburgh In this inaugural post of our blog series, Kirsten Cowan, co-editor and passionate advocate for transformative educational practices, delves into the pivotal themes of engagement and empowerment at The University of Edinburgh. This series, a collaborative effort among [...]

It's the metrics, not the Matrix, part 2: Rigorously Established Fear

In this post, Dr Vassilis Galanos continues his exploration of metrics, its place in Higher Education, and the impact of the Research Excellence Framework on our work practices. This post is part 2 of 3, and belongs to the Hot Topic theme: Critical insights into contemporary issues in Higher Education. In a previous post with [...]

It's the metrics, not the matrix: Part 1 – Higher Education State Critical

In this post, Dr Vassilis Galanos dissects what metrics really mean for students, educators, and researchers in the wider academy. This post is part 1 of 3, and belongs to the Hot Topic theme: Critical insights into contemporary issues in Higher Education. As the heading suggests, it's not some Matrix-like virtual reality conspiracy controlling all [...]

Reflections on academic standards from the marking and assessment boycott

In this post, Dr Charlotte Desvages and Dr Itamar Kastner reflect on the notion of academic standards and its relationship with assessment and feedback, drawing on the events from the 2023 Marking and Assessment Boycott. Charlotte is a teaching Lecturer in Mathematical Computing, and Itamar is a Senior Lecturer in Linguistics and English Language in [...]

Supporting and promoting positive mental health and wellbeing for ethnic minority students and staff in Higher Education

In this extra post, Dr Michelle King-Okoye, Dr Jansi Natarajan and Dr Nichole Fernandez introduce the iMatter magazine, which was co-produced by participants of the iMatter support and writing group. They also share some empirical research on student and staff experience of the writing process. Introduction According to the Higher Education Students statistics, in 2022/3, [...]

Is ChatGPT spelling the end of take-home essays as a form of assessment? Part 2: The practice

In this post, Dr Matjaz Vidmar offers Part 2 of his exploration about the future of the take-home essay as a form of assessment in the era of generative large-language models. Matjaz is Lecturer in Engineering Management and Deputy Director of Learning and Teaching overseeing the interdisciplinary courses at the School of Engineering. This post [...]

Is ChatGPT spelling the end of take-home essays as a form of assessment? Part 1: The principles

In this post, Dr Matjaz Vidmar explores the future of the take-home essay as a form of assessment in the era of generative large-language models. Matjaz is Lecturer in Engineering Management and Deputy Director of Learning and Teaching overseeing the interdisciplinary courses at the School of Engineering. This post is Part 1 of 2, and belongs [...]

The cost of knowledge: Exploring the increasing complexity of student mental health

In this post, Indigo Williams explores some of the factors contributing to the student mental health crisis, the varied ways this is shaping their university experience, and how we can begin to tackle it. Indigo is the Vice President Welfare at Edinburgh University Students' Association. This post belongs to the Hot Topic theme: Critical insights [...]