

# ALL for all

In this insightful post, Cathy Benson, an EAP Lecturer at English Language Education in the Centre for Open Learning and Coordinator of Academic Language and Literacies for Research Students at the University of Edinburgh, explores the evolution of English for Academic Purposes (EAP) courses to inclusively serve all doctoral students, irrespective of their first language. [...]

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## **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 [...]

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## **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 [...]

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## **The importance of academic relationships**

In this post, Dr Claire Haggett emphasises the profound impact of building academic relationships between staff and students. Stressing the requirement for sustained interaction, personal engagements, and proactive outreach, she discusses how these efforts not only aid academic success but significantly enrich the university's learning environment. Dr. Haggett teaches at the School of Social and [...]

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## **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 [...]

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## **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 [...]

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# **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: [...])

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# **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 [...]

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# **Thoughts on impostor syndrome: Shifting focus from yourself to others**

In this compelling blog post, Will Zhang, a PhD student in Marketing at the Business School of the University of Edinburgh, shares a personal and reflective exploration of impostor syndrome—a common experience among high achievers in academia. Since starting his PhD journey, Will has encountered and grappled with feelings of self-doubt and fraudulence that impostor [...]

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# **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 [...]

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# **The ambassador scheme: Supporting student carers at The University of Edinburgh**

In this blog post, Michelle King-Okoye, Lecturer in Nursing Studies and co-director at the Centre for Research on Families and Relationships, along with Aigli Raouna, former Clinical Psychology PhD student, Joanna Alexjuk, a Lecturer in Counselling, Psychotherapy and Applied Social Science (CPASS), Mathilde Lotteau, second year PhD candidate in Clinical Psychology, Liam Gilchrist, second year [...]

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## **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 [...]

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# **“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 [...]

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## **Ways of thinking about teaching and learning**

In this post, Prof Noel Entwistle introduces crucial insights gathered from his research into student learning dynamics at The University of Edinburgh. Exploring how teaching environments influence the study approaches of students, the findings reveal the pivotal role of teachers in fostering deep connections among concepts and enhancing overall comprehension. This post belongs to the [...]

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## **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. [...]

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## **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 [...]

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## **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 [...]

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## 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 [...]

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# **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 [...]

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# **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 [...]