



THE UNIVERSITY *of* EDINBURGH

BLOGGING FOR TEACHING MATTERS

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Teaching Matters blog

Promoting, discussing and celebrating teaching at the University of Edinburgh



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27TH NOVEMBER 2018

Global Challenges for Business: A model introductory course



22ND NOVEMBER 2018

Our Changing World: Breaking our academic bubble



22ND NOVEMBER 2018

Teaching building and building teachers



21ST NOVEMBER 2018

Mini-series: A summary of recently published lecture recording papers

Teaching Matters

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

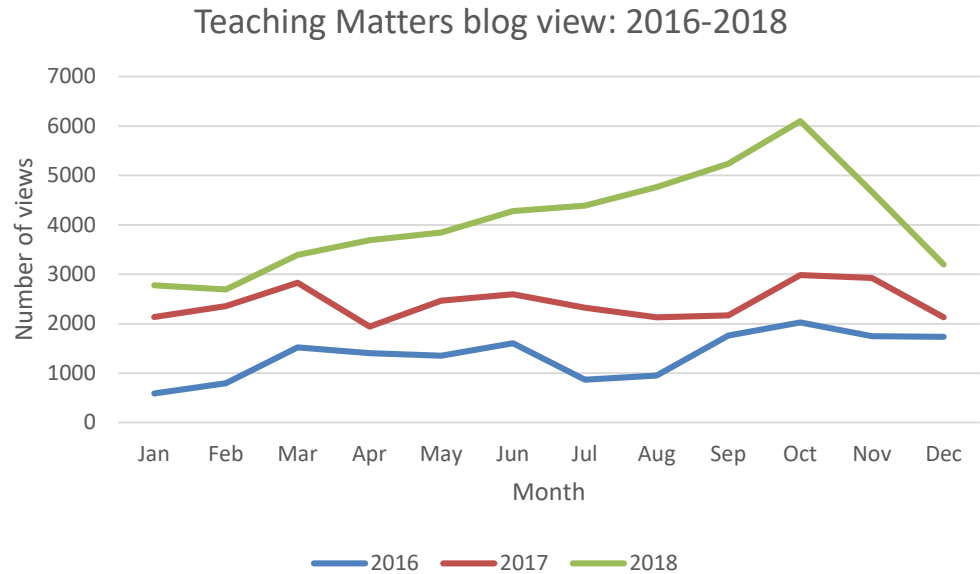
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Contribute to Teaching Matters

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



October 2018: **6,099 (Interdisciplinary theme)**

Total views: **96,048**

359 published posts.

1,610 Twitter followers

168 Instagram followers



Themed blog posts (every Tuesday and Thursday):

Monthly themed posts centred on a broad theme; aligned to the University's Learning and Teaching Strategy.

Mini-series blog posts (every Wednesday):

Run over two to three months; invites conversations around current University initiatives or hot topics, e.g. Near Future Teaching project, lecture recording, sustainability. Co-edited by invested colleagues.



Themes and Mini-series for Teaching Matters blog: Academic Year
2018/19

January 2019	Student and Staff co-created learning and teaching <i>Mini-series - sustainability</i>
February	Programme and Course Design <i>Mini-series - sustainability</i>
March	PTAS outcomes & Scholarship of Teaching and Learning (<u>SoTL</u>) <i>Mini-series – Academic blogging</i>
April	Building academic communities <i>Mini-series – Academic blogging</i>
May	Widening participation <i>Mini-series – Inclusivity in the Curriculum</i>
June	Celebrating a discipline – what makes it special? <i>Mini-series – Inclusivity in the Curriculum</i>
July	Fieldwork and placements <i>Mini-series – Student mental health and wellbeing</i>
August	Lectures / First year experiences of Learning & Teaching <i>Mini-series – Student mental health and wellbeing</i>
September	Student partnership agreement
October	Research-led teaching
November	Telling stories of when things don't work



What is academic blogging?

- Most posts are short, concise and communicate ideas or concepts in broad general terms.
- Writing for blogs requires different skills from scholarly writing; the writing is more informal and conversational.
- Illustration with photos, graphics, and other media is encouraged.

Sometimes a blog post will be more valuable than a book, because

- It is open access so more people can reach it;*
- It is shorter, so busier people can read it;*
- It is simpler language than more scholarly work, so more practitioners can understand it, and*
- It is more immediate, so there is less “time” lost between my thinking the thought, and it reaching someone to benefit him/her.*

[Academic blogging revisited: Thinking, writing, action](#), Maha Bali, Reflecting Allowed



Designing your blog post:

- 500-700 words, submitted on a Word Document to: jenny.scoles@ed.ac.uk
- Avoid overly scholarly language, jargon, acronyms, or technical terms without explaining them.
- Students highly encouraged to (co)author.
- Include a short bio of the author(s).
- Include photos, hyperlinks, media etc. (making sure you have correct photo/video permissions and include any attributions for photos, video and text).
- University has an [Open Educational Resources \(OER\) policy](#) that encourages staff and students to share resources they create under [Creative Commons open licences](#).