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# Possibilities for staff and student collaboration & innovation in curriculum development

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# Course Conceptualisation, Design to Delivery 2024 - 26

| Actions                                                                                                                                                                | Time           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Extensive consultations with staff across the 3 Colleges (CTP)                                                                                                         | Feb – Jul 2024 |
| Scoping work across university websites, including PATH                                                                                                                |                |
| Empirical data collection from 5 Roundtables (2 online and 3 in-person) conducted with <b>students</b> (UG, PGT & PGR)                                                 |                |
| Presentations to the CTP Board, EDIC, REAR Sub-Committee, Deans of Education, Board of Studies Network, and poster presentation at the Senate Court Seminar (Feb 2024) |                |
| <b>Creating Community of Practice (CoP) for CC contributors &amp; CoP Advisors</b>                                                                                     | Dec 2024       |
| Working with CoP members on course development ( <b>Staff: 6 AS, 4 PS, Students: 4 UG/PGT/PGR</b> )                                                                    |                |
| Submission of course proposal to MHSES CMG                                                                                                                             | Feb – Mar 2025 |
| In collaboration with <b>EUSA</b> - schedule session with <b>students</b> to review the course content                                                                 |                |
| Board of Studies course approval                                                                                                                                       |                |
| - Finalise course content                                                                                                                                              | Jul – Oct 25   |
| - Course delivery                                                                                                                                                      | Jan – Mar 26   |
| - <b>Teaching Matters blogs (staff and student contributions)</b>                                                                                                      | Feb – Mar 26   |

# Course description

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Holistic introduction to key concepts and themes that underpins the concept of decolonisation

## Features

Transdisciplinary approach

Introduction to key concepts

Lecture / workshops

Linked Teaching Approach: Student-led learning (Fakunle, 2026a)

Experiential learning

Formative feedback

## Assessment

Reflective essay



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# Co-design

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# Co-creation: Core Principles

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The guiding principle in our [Community of Practice (CoP)] **deliberations** was to ensure that the course content is **rigorous** and **accessible** to **students**, regardless of disciplinary background. Unsurprisingly, differences in disciplines and backgrounds ensured that the CoP conversations were **robust, interesting** and **challenging**, ... willingness and **commitment** to ensure a truly **collaborative** and **co-learning** process, and **sharing** pedagogical practices... **positive student experience... respectful environment** where all voices matter. (Fakunle, 2026b)



# The Student Voice

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**Working on this course showed me how student voice can shape teaching in meaningful ways.**

I worked on the poster instructions and, in doing so, started to re-read my own course materials...It is easy to grow cynical as a student: lectures can feel long; assignments overwhelming; and deadlines relentless, so it is tempting to **ask why** something is being taught. **Seeing the intention behind each decision in this course was a wake-up call** from such feelings. Much of what seems arbitrary in other modules is often based on careful thinking about how students learn. The **experience helped me develop meta-cognitive skills that I now use across my studies**, made me more empathetic towards lecturers and gave me **renewed trust in course design**. (Piffaretti, 2026, UG Student, CSE)

# Cultivating Criticality

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**Disagreeing was a key part of the process**, but how could you do this as a *student* when you are sitting at a table with staff? From the start, Labake set **clear expectations** and **commitments, cultivating** an environment **where ranks did not matter**; a levelled ground where **we were all equal to contribute**. Our **voices** and opinions were addressed, and disagreements existed due to **positionality**, not power imbalance. Around this CoP table, **I felt empowered and hopeful**. Student and staff collaboration took on a whole new meaning; it became a **partnership**.  
(Rea Michalopoulou, 2026, PGR, CAHSS)



# Navigating Power Dynamics

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As a student collaborating with staff, there were times I found myself conflicted on **how to balance the power dynamics** I thought would be at play. The fact that I was a *student* weighed heavily at first. However, this experience pushed me to break out of my shell and share my ideas and even critique members of staff where necessary. I realised that my **presence meant that I had the privilege as well as the duty to be the voice of other students** who were to take this course. This experience unlocked a **new level of confidence** that I now carry with me in all my **other collaborative endeavours**. (Hilda Tizeba, 2026, PGR CAHSS)

# Community of Practice (CoP)

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What stood out to me most about this **CoP** has been **the richness that comes from bringing together academics from different Colleges and Schools**. In a university as large as Edinburgh, it's rare to have the time or space to pause and contemplate with colleagues outside our immediate disciplinary circles... this CoP has reminded me of **what is possible when we make space for collective thinking**. Universities often speak about collaboration but it is **rare to experience it in such an honest and generative way**. If this course can offer students even a fraction of that, if it can give them the confidence to see themselves as **active shapers of their learning**, and give them the **courage to question and reimagine the spaces they move through**, then we will have **achieved something meaningful**. (Farah Akbar, 2026)

# Planning and delivery

**Transdisciplinary**

**Lectures |  
Workshops**



**Experiential  
Learning**

**Assessment**

# Linked Teaching Approach: Lectures/Workshops

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# Linked Teaching Approach (LTA): Staff

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I'm enjoying how this course promotes **active collaboration between students and the teacher**, with a shared understanding of this complicated topic developing from workshop discussions. I also see **subtle changes emerging in my approach to teaching tutorials, which the LTA is giving me the tools to enact**. Reflecting themes in the decolonisation literature, I'm **becoming more comfortable ceding control of the lectern and giving priority to co-constructing understanding alongside my students**. (Liam Hill, 2026)

# Linked Teaching Approach (LTA): Student

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Another highlight of the course has been **tutorials...** based on the **Linked Teaching Approach**, with **workshop questions clearly linked to lectures and materials**. As questions are **provided in advance**, this **inclusive practice gives extra time to engage with ideas, formulate responses, and make best use of tutorial time**.(Claire Turvey, 2026, UG, CAHSS)



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# Experiential learning

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# Experiential Learning

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As my degree is interdisciplinary, I appreciated bringing together students across fields of expertise. The **diversity of material** being taught, and the **experiential learning opportunities**, attracted my attention because my interests include **bringing different perspectives together and reimagining ways of creating and disseminating knowledge**. I couldn't wait to sign up for the course and become part of this new venture with my peers. (Claire Turvey, 2026)

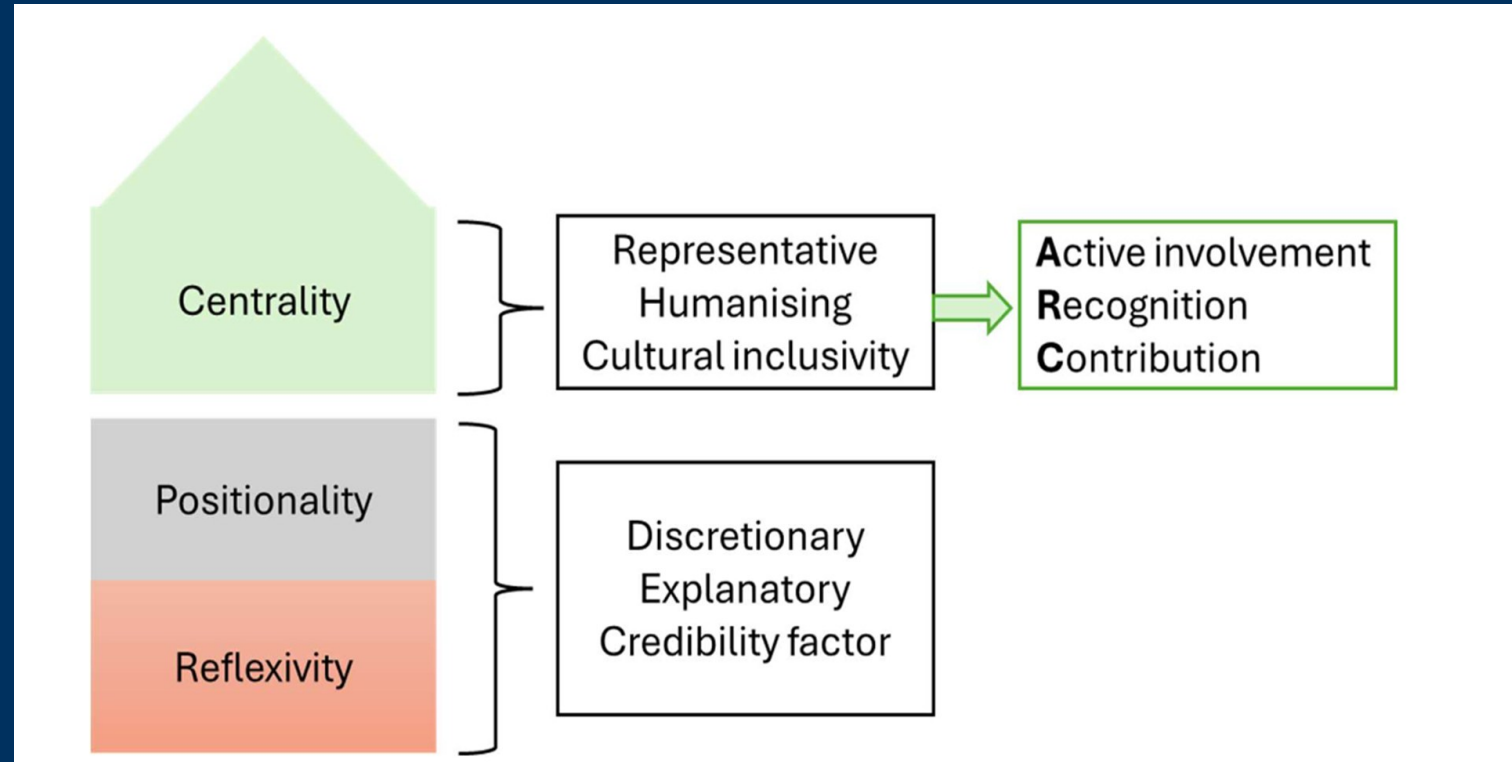
# Interdisciplinarity

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The course is authentically **interdisciplinary**, which I love. It is not pulling content from just one source, or one school's perspective; it is acknowledging that everyone has a **different perspective in different contexts**. This is so **refreshing** to see – I don't know how many courses in the university are actually run with this interdisciplinary mindset. The course is also understandable and the topic is presented in an **engaging way, with resources, lectures, scavenger hunts and tours**. There are so many different mediums of learning used in it (Akrit Ghimire, 2026, UG, CSE)

# Centrality

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## Centrality: Active involvement [AI]; Recognition[R]; Contribution[C]

I was pleasantly surprised and appreciative of the **inclusive approach** of the course organiser, who actively sought not only student input but also our **active participation [AI]**. I **drew from my experiences** as a student and conversations with other students about **preferences and pain points [R]** we encounter when deciphering assignment instructions. As a result, **the key principle was clarity**: ensuring that the language of the documents were simple, accessible and concise, and providing ample information so students know exactly what they need to do for their poster presentation... My experience as an EFI student was helpful in designing this experience [**C**]. (Simi Segun, 2026, PGT, EFI)

# Reference

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Thank you

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