ONLINE COURSES 2015

Oxford Centre for Staff and Learning Development

FIRST STEPS INTO LEARNING AND TEACHING IN HE (FSLT)

28 January – 6 March 2015

This five-week introduction to teaching in higher education runs as a MOOC, free and open to all for participation (assessment incurs a fee). The course relies on sharing knowledge with your peers, and will leave you better informed about teaching and learning in higher education and confident that you could try out new things. Through the course you may also form and strengthen your professional support network of teachers in higher education.

Accredited: 10 M-level credits.

STRATEGIES FOR SUCCESS IN ACADEMIC WRITING

3 June – 3 July 2015

The main topics covered are: planning research writing, submitting publications, conducting peer review, revising texts, and enhancing your productivity as an academic writer. This course is designed to support your completion of a publication or other project you are near to finishing, but it will also be useful to kick-start your academic writing, or help you overcome the challenges of juggling writing with a busy professional life.

TEACHING ONLINE OPEN COURSE (TOOC)

15 March – 8 May 2015

This is an intensive introduction to supporting student learning in online environments, designed as a follow-on course to FSLT; it also runs as a MOOC. Because learning by doing is the best way to learn the skills required of the online tutor this course is highly participative and is designed around frequent opportunities for participants to practise and receive feedback on their developing skills as an online tutor.

Accredited: 10 M-level credits.

EXTENDING YOUR LEARNING ENVIRONMENT

17 June – 17 July 2015

This course focuses on enhancing teaching and learning by harnessing the potential of new technology and tools for interactivity and engagement. You will have a chance to explore a range of up to date tools and assess their suitability for use in online courses. You will discuss with your peers the issues they raise including privacy, disclosure, and digital and information literacy and explore the extent to which new pedagogies are required to teach in this digital age.