

OXFORD
BROOKES
UNIVERSITY

www.brookes.ac.uk/services/ocslid

January–December 2011

Learning and teaching essentials Strengthen your skills and enhance your teaching

Oxford Centre for Staff and
Learning Development

Our online courses are:

- Carefully designed around principles of collaborative learning, tried and tested over the many years we have been running courses online.
- Now using a range of established and emerging technologies to support your learning experience.
- Intensively tutored by teams of experienced and highly skilled online tutors.
- Created by expert educational developers who select and design resources and activities on issues relevant to post-compulsory education.
- For anyone who teaches and/or supports learning in post-compulsory education.
- An experience in themselves! Whichever topic you choose for your first online course, you will experience online learning from a student perspective.

What will happen on an OCSLD online course?

- You will join a group of 8-20 course participants, usually including a mix of UK and international participants.
- You will receive a welcome mailing which includes a guide to getting started advice from previous participants, and often a course text.
- When you login to our online learning environment you will find a schedule of weekly learning activities based around short selected readings and podcasts.
- You will engage in a range of individual and collaborative activities with support from your tutors and other course participants.



What else does OCSLD do?

Bespoke courses

We can develop face-to-face workshops, online or blended courses specifically to meet your needs.

Course Design Intensives (CDIs)

For course teams who have already committed to undertaking some significant course development, CDI's aim to develop the practice of course design and development in expanded, multi-disciplinary teams, by linking academics with educational developers, learning technologists, and subject librarians.

Community building

We support professional development by creating and facilitating communities, using appreciative and asset-based approaches. We make innovative use of social networking software to bring together a community as well as facilitating highly engaging face-to-face events with an emphasis on social interaction and mutual engagement.

Support, synthesis and benefits realisation

We work with national organisations to analyse outputs and synthesise new understandings from research and development programmes in pedagogies and new learning technologies for higher education and lifelong learning. We help projects to widen impact and increase uptake by creating tool-kits, guidelines, workshops and other dissemination activities.

Evaluation

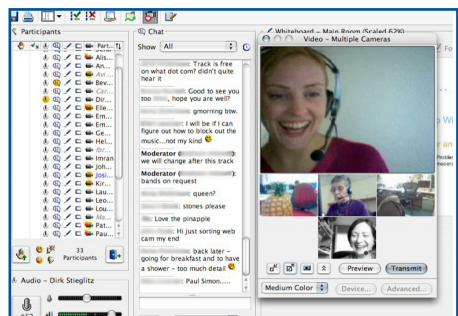
OCSLD consultants conduct evaluations for individual projects and national programmes. Our evaluation approach is formative and consultative in nature and we have particular expertise in appreciative inquiry.

For more ideas of what we can do for you, see our lists of projects and consultants at: www.brookes.ac.uk/services/ocslid/.

No time for a four week course?

Want a quick briefing on the issues from an expert in the field? Our webinars assume no prior knowledge and get you up to speed quickly. They are also useful background experience for some of our longer online courses.

The sessions are conducted in real time using environments which combine audio, video, slide presentations, text discussions and drawing tools. The fee includes a short, practical, hands-on introduction, which will be a prerequisite for attending these sessions.



Costs

Find more information and book your place now at www.brookes.ac.uk/services/ocslid/booking.html.

Four week courses cost £325, webinars cost £100. Discounts are available for two or more people from the same institution.

Feedback from course participants

"Many thanks to the course moderators and participants. I've found the extended opportunity to engage with the course material much more satisfying than a one-off workshop."

"Before I have only supported students on a one to one basis via e mail and can now see what a great impact collaborative discussion could have."

"The tasks set have been very useful and discussion with other students online has also proved worthwhile... It is the encouragement of other students and the tutors which have helped me get through this course and I thank all of them. It has been a rewarding learning experience."

OCSLD courses 2011

Teaching and learning

Reflective learning

2 Mar – 1 Apr 2011

led by Peter Jackson

Provides a broad introduction to the topic of reflective learning and offers practical ideas for those who are helping their students to start with reflection and to deepen their reflection in order to enhance their learning.

Teaching international students

13 Apr – 20 May 2011

led by Jude Carroll

Looks at how teachers might adapt and adjust their practice to recognise and meet the needs of students from different cultural backgrounds and with varying language capability. The key message is that addressing the needs of international students as learners, in classrooms, course planning and on campus, tends to improve learning for all students.

Internationalising the curriculum for all students

12 Oct – 11 Nov 2011

led by Valerie Clifford

Challenges your conceptions of an internationalised curriculum and offers the opportunity to explore curriculum, teaching and assessment strategies in terms of global perspectives, inter-cultural capabilities and responsible citizenship.

The e-learning suite

Teaching online courses

19 Jan – 18 Feb 2011

led by Greg Benfield

There is really no other way to learn the skills required of the online tutor than in the online environment. This course is highly participative and is designed around frequent opportunities for you to practise and receive feedback on your developing skills and online identity in virtual learning environments, wikis and blogs.

Preparing online courses

8 Jun – 8 Jul 2011

led by Rhona Sharpe

Are you planning to put your course online? Following on from 'Teaching online courses' this course will support you through the decisions you need to make when putting a course online including designing online activities, selecting content, tools and resources and evaluating how the course meets your learners' needs.

Extending your online course

2 Nov – 2 Dec 2011

led by George Roberts

Provides a safe environment to try out the most up to date, freely available social software and collaboration tools and explore their potential to enhance your online courses and communities.

Webinars

Online identity

14 Jan 2011

Focuses on the questions of to what extent is identity fixed, immutable and grounded in a physical body, to what extent is it malleable and socially constructed and the influence of this for learning and teaching in higher education.

Digital literacies

10 Mar 2011

Looks at those ways and means by which we become effective online learners and teachers. We will ask what is particular and special about digital literacy? Is this simply reframing an ongoing theme in education concerned with critical thinking and scientific methods? Or are there particular aspects of 'being digital' that can be abstracted from these wider debates?

Benefits and challenges of communities of practice in HE

18 May 2011

Asks whether 'community' is simply the new discussion forum? Here we look at the differences between constructed and emergent communities of practice and ask at what scale they can become useful in higher education.

For further information please visit www.brookes.ac.uk/services/ocsld/online