**Developing Learning and Teaching (DLT)**

Programme aims

The DLT Programme is designed for anyone new to teaching in higher education who wishes to learn how to take a more effective, inclusive and evidence-informed approach to teaching and learning in the sciences. Graduate research students with teaching responsibilities and postdoctoral researchers with an interest in an academic career may find it particularly useful to develop their teaching skills and gain a portable qualification to enhance future employability.

In order to participate you must have attended a Preparation for Learning and Teaching at Oxford (‘PLTO’) seminar/workshop and have a teaching commitment confirmed in Oxford either during the DLT Programme and/or for the near future.

Programme format

The programme comprises three participatory workshops, each three hours long. If you accept a place you will be expected to attend all three sessions.

Programme content

The DLT Programme for Medical Sciences is led by the Oxford Learning Institute and comprises three x three hour interactive workshops during Michaelmas or Hilary Terms. Attendance at all three workshops is expected. Topics covered in the DLT include; models of learning, assessment, feedback, evaluation, reflection and inclusive teaching.

As part of the programme, participants will be required to engage in additional, related activities; for example, reading some educational literature, teaching evaluation and session design. The DLT Programme is assessed via a written reflective teaching portfolio (2,500-5,000 words); support for writing the portfolio is provided by the Oxford Learning Institute.

The DLT Programme is accredited by the Staff and Educational Development Association (SEDA) and successful completion and portfolio assessment leads to a SEDA PDF Supporting Learning Award. This is an award recognised throughout the UK, mapped at Descriptor 1 to the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education.

For more information about the DLT Programme please visit the Oxford Learning Institute website at: https://www.learning.ox.ac.uk/support/teaching/programmes/dlt/

Sample portfolios are available from Enquiries Desk in the Cairns Library at the JR, but are for use in the library only and must not be removed.

Participant numbers

25 (maximum)

**Writing skills - Reports**

Course aims

The course will help participants to:

·        understand the structure of a transfer report, and how content differs from a research manuscript

·        organise information and plan

·        write clearly, concisely, and accurately about their research

·        appreciate the way a manuscript is constructed

·        proofread scientific writing for correctness and consistency.

Course format

·        Workshop format. Short lectures, discussions and exercises. Throughout, participants are encouraged to ask questions and engage in discussion.

Course Content

Planning your report

Key sections. How a transfer report different from a manuscript. What examiners are looking for. Planning techniques. Tools to help organise information.

Principles of effective writing

Be clear. Sentences and words. Difficult sentences. Writing style: active and passive voice.

Refining your style

Flow of ideas. Paragraphs. Layout. Formality and tone. Ways to be concise.

Core sections of a manuscript

Introduction, Methods, Results and Discussion. Use of graphs and tables. Abstracts.

Proofreading

Techniques. Common errors of scientific English including grammar and punctuation problems.

Course length

One day

Number of participants

20

Please note:

·        This course (‘Writing Skills for PRS students’) gives an overview of the structure and particular characteristics of a transfer report, but its focus is on writing skills that are necessary and common to all scientific research documents.

·        Students are also strongly encouraged to attend the workshop ‘How to prepare for a successful Transfer of Status’ provided by the Director of Graduate Studies, which provides detailed information on logistics and preparation for transfer of status.

**Writing skills - Theses and papers**

Course aims

The course will help participants to:

·        appreciate important differences between a thesis and a paper

·        write up their research in an effective and readable style

·        avoid common grammatical and punctuation problems

·        understand open access publishing and the services provided by the Bodleian Library

·        adopt best practice when writing a manuscript

·        navigate the publication process – authorship, journals, submission and peer review.

Course format

·        Workshop format. Short lectures, discussions and exercises. Throughout, participants are encouraged to ask questions and engage in discussion.

·        Participants will be asked to bring along a short piece of their own writing to analysed using readability statistics.

·        Prior to the course, participants will be asked to read a short, non-technical paper to be critiqued during the workshop to illustrate best practice in manuscript writing.

Course content

Theses and papers

Differences. University and journal requirements. What examiners, editors and peer reviewers want.

Effective writing style

Be clear, coherent, concise, relevant, correct, visually aware and consistent. Readability – analyse your own writing using readability statistics.

A view from the Bodleian

Open access. ORCID at Oxford. Library resources.

Words, grammar and punctuation

Quiz. Review of common grammatical and punctuation problems.

Research articles

Best practice when writing the Introduction, Methods, Results, Discussion and Abstract. Manuscript vs. congress abstracts. Titles.

The publishing process

Authorship. Journals. Submission of manuscripts. Peer review process.

Course length

One day

Number of participants

20

**Presentation skills**

Course aims

The course will provide:

·        guidance on planning and delivering an oral presentation, including slide preparation

·        an opportunity to deliver a short presentation and receive constructive feedback on delivery technique.

Course format

·        Workshop format. Throughout, participants are encouraged to ask questions and engage in discussion.

·        Prior to the course, participants will be asked to prepare a 10-minute presentation on a subject of their choice. In the afternoon, participants will deliver their presentations and receive feedback from the course tutors.

Course content

Planning your presentation

Being invited to speak. Defining your audience. Resourcing your presentation. Equipment and the presentation setting. Techniques for rehearsing and keeping to time.

Preparing the content of your presentation

Get off to a good start. Good introductions. The body of a presentation: structure, flow and bridges. How to construct an engaging and flowing presentation. Finish with a satisfying conclusion.

Delivering your presentation

Voice and body language. Dealing with nerves. Should you ever read a presentation? Handling questions and difficult people.

Preparing your slides

Layout, alignment, titles, fonts, capitalisation, emphasis, bullets, wrapping, line spacing, colours, contrast, reducing the amount of text on a slide. Visuals: graphs, tables, images, photographs, diagrams.

Course length

One day

Number of participants

16