

Developing Learning and Teaching
Humanities Division
Participant Handbook 2013-2014

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1. Introduction

Developing Learning and Teaching is the name of the scheme for doctoral and postdoctoral researchers who are undertaking their first experience of teaching in higher education¹.

The scheme takes place during one term, during which time participants undertake some mentored teaching and attend six seminars. Participants also complete a series of activities in relation to their teaching and write about these in a teaching portfolio. This teaching portfolio is then assessed and successful participants are accredited as 'Associate Fellow of the Higher Education Academy'. This is a teaching qualification which is recognised at all universities in the UK.

This handbook contains all the information you need to register for and complete the Developing Learning and Teaching scheme.

2. Pre-requisites for the scheme

In order to register to attend the Developing Learning and Teaching scheme, you must fulfil two pre-requisites:

A. Attend Preparing for Learning and Teaching at Oxford

Preparing for Learning and Teaching at Oxford (PLTO) is a half or full day seminar held in your faculty. It introduces you to the specific types of teaching that you may well undertake in your faculty, and usually involves an introduction to the undergraduate degree in your discipline. PLTO is led by an academic in your faculty.

B. Fulfil the minimum teaching requirements

Oxford's distinctive approach to undergraduate teaching requires that it is primarily delivered by established post holders. Another distinguishing feature of the University is the large number of graduate and postdoctoral researchers; the combined effect is that there are relatively few opportunities for early career researchers to teach by comparison with other Higher Education Institutions. The DLT portfolio programme has been designed specifically for the University of Oxford and so takes account of this situation.

The minimum teaching requirements to take part in the Developing Learning and Teaching scheme and complete a portfolio are relatively low and most researchers should be able to fulfil them.

*Participants either need to experience two different teaching settings (i.e. a lecture and a class; a tutorial and undergraduate dissertation supervision) **or** a more extended experience in one setting (e.g. a series of tutorials or classes or lectures). Co-teaching is encouraged; however, participants must be actively involved in some part of the teaching. Assessing undergraduate work and providing feedback count as active involvement.*

Example 1: give one lecture; complete one set of marking and provide feedback

¹ The English Faculty also calls its mentored teaching scheme Developing Learning and Teaching. If you are in the English Faculty, the DLT mentored teaching scheme and the divisional DLT scheme fit together to give you an experience of teaching and accreditation for your reflection upon the experience. Please make sure you register separately for both schemes.

Example 2: co-teach a set of eight classes with a more experienced teacher

Example 3: teach one tutorial and one seminar

Your faculty may coordinate mentored teaching opportunities for graduate students but, if not, appendix 3 of this handbook offers some suggestions on where teaching opportunities are regularly available in the Humanities division.

It is possible to use teaching experience from another higher education institution in the UK to fulfil the minimum teaching requirements. Unfortunately, because the DLT programme is a UK Higher Education qualification, teaching experience from outside the UK or with students at pre-university level, cannot be counted towards the minimum requirements. Nonetheless, you are encouraged to draw on this experience in your portfolio. For example, good portfolios often compare and contrast experiences in the UK with those in the candidate's home country in order to consider variations in student approaches to learning; pedagogical approaches; or overall goals of higher education.

3. Teaching seminars

The teaching seminars, along with your teaching and the observation and mentoring that you organise, are the core of the Developing Learning and Teaching scheme. The seminars are participative and you are expected to contribute your own ideas and experiences in discussion and debate with others.

Each seminar is organised around a theme relevant to teaching in the Humanities. While the faculty PLTO often considers specific teaching settings (e.g. the tutorial, small groups, lectures), in the DLT seminars the themes cut across teaching settings so that no matter what teaching you are doing you can draw on the ideas and practices discussed.

The seminar programme may vary from term to term, but the following is a typical programme:

Seminar 1: Introduction to Developing Learning and Teaching

Seminar 2: Student writing and academic literacies

Seminar 3: Evaluating your teaching

Seminar 4: Student progress and development

Seminar 5: Module design and teaching beyond Oxford

Seminar 6: Portfolio review

Seminars last for an hour and a half. You are expected to undertake some reading and preparation in advance of each seminar, which should take no more than four hours, and often considerably less. Participants looking to plan their work across the term should note that the seminar with the largest preparation load is Seminar 5, module design.

Reading and advance preparation activities for the seminars can be accessed on WebLearn at any time: https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/xhumdiv/humanities_t/page/resources

The preparation which you do for the seminars contributes to your DLT portfolio. You will include revised and polished versions of three (out of the four) seminar exercises in your portfolio.

4. Mentoring and observation

Mentoring and observation are two key ways in which you can explore, analyse and refine your teaching practice. Some faculties in the Humanities division offer DLT mentored teaching schemes, which give participants the opportunity to be mentored and/or to undertake some teaching. In other faculties, researchers must organise mentoring and observations activities for themselves.

In all cases, you should be aware that a successful DLT portfolio needs to contain evidence of observation activities, and/or evidence of gaining feedback on your teaching from students.

Mentoring

A teaching mentor is someone who is more experienced than you who can offer to meet with you to discuss teaching. You should note that your mentor does not need to be much more senior than you. For example, postdoctoral researchers with 2-3 years of teaching experience are often able to be excellent – and approachable – mentors for postgraduates teaching for the first time.

Your teaching mentor can help you in a number of ways, for example they may be able to:

- Provide an opportunity for you to observe their teaching
- Observe your teaching
- Discuss your portfolio ideas and plans, and offer feedback on some draft work
- Help you to think through teaching dilemmas (e.g. how to plan your first teaching experiences, how to improve your approach in a certain area, how to deal with any problems you are having)
- Review a lesson plan, lecture PowerPoint or your written feedback to students
- Share their approaches to teaching and how they developed these over time

The mentoring relationship is primarily about giving you an opportunity to think about your own approach to teaching and to discuss it with someone who shares a similar disciplinary background. You should think of your mentor as a ‘critical friend’ rather than as a ‘teaching expert’. The teaching mentor will NOT do the following:

- Tell you how to teach (they may offer their opinion or their own approach, but you should use your judgement as to whether this is the right approach for you)
- Solve your problems (they are likely to help you talk through your options, but ultimately it’s up to you to decide on any solution)
- Find teaching opportunities for you
- Remain your mentor for a long period of time. The mentoring relationship is expected to last for one or two terms at most.

Remember that your teaching mentor will have many other pressures on their time and may not always be able to fulfil your requests. In particular, make sure you ask in plenty of time if you would like them to observe your teaching or to offer feedback on your marking or lesson plans. Remember that if your mentor is not able to help out on any particular occasion, you could also ask one of your

peers (e.g. another DPhil researcher) to observe you, and you could offer to do the same for them. Peer observation and feedback have been shown to be powerful even when one or both parties lack significant experience of teaching.

Observation

Observation is an excellent way to learn about teaching. Successful observation of others' teaching and having your teaching observed can help you to:

- think about how students learn in individual and group settings
- discover new teaching strategies
- question assumptions about approaches to teaching
- gain experience of practices in a new institution, and/or revisit your own student experience in a new light
- engage in conversations about teaching with others through discussions between the teacher and observer

All DLT participants are encouraged to observe others' teaching and to have their own teaching observed. This experience can be undertaken with the teaching mentor or with peers. Cross-disciplinary observation can be as successful as observation with colleagues who work in the same discipline area. One way to find someone to do teaching observation with is to link up with others in your DLT teaching seminar group at the first seminar of term.

Observation is usually most successful when some thought is put into how the arrangement will be managed, and where the observer and teacher both have time to discuss the observation soon after the teaching has taken place. Some guidelines are provided in appendix 4 to help with this. There may also be local departmental guidelines for teaching observation and DLT participants are welcome to use such guidelines.

5. Portfolio requirements

Portfolios are documents of 2500-5000 words, and should be made up of the following:

- Reflective account of your design, teaching and review of a teaching experience (1500-2500 words)
- Three teaching exercises written up from the four exercises undertaken for the DLT seminars (500-1000 words each)

A. Reflective account of design, teaching and review of a teaching experience

This account should draw on some or all of your recent teaching experience at Oxford. You should include the following:

- i. Your teaching plans/design (for an individual session or a series of sessions, e.g. a set of classes or tutorials or lectures) with a commentary explaining your choices. You may want to think both about what you want to achieve in the lesson(s) and what you want your students to be able to do at the end of them. You may wish to consider conceptual or

developmental issues in your subject area; prior student learning; activities that you or your students will engage in; feedback to students; and how much flexibility your plans should have.

- ii. An account of the actual teaching experience, exploring strengths and weaknesses. If you have kept a teaching journal you may want to draw on it here (you may wish to include some or all of your journal in an appendix and to refer to or quote from it).
- iii. *A summary of any observation of teaching (you observing others, or being observed) and what you have learned from this.
- iv. *Student evaluation of the scheme/lesson, of their progress, and/or of your teaching, collected through feedback forms, student interviews, classroom assessment techniques, or any other relevant approach.
- v. An exploration of the educational literature related to this teaching, e.g on the setting itself (lecture, small group teaching, tutorial) or on a particular aspect of it (e.g. giving feedback, encouraging debate, teaching literary theory, etc.). The DLT reading list (see appendix 5) should be your starting place for finding this literature.
- vi. A retrospective review of the strengths and weaknesses of the teaching, indicating any changes you might make if you were to undertake the teaching again, or new ideas you might want to try out. You may also wish to highlight the strongest aspects of your teaching that you would not want to change.

Your portfolio account does not need to follow the exact order or division of topics as listed above. It is up to you to design a way to approach this section of the portfolio that makes best use of your interests, teaching experience, and opportunities for observation/mentoring.

*You must ensure that this section of your portfolio draws on **either** teaching observation **or** student evaluation of your teaching **or both**.

B. Exercises from the DLT seminars

Four of the six DLT teaching seminars require you to prepare some work in advance of the seminar. You will be asked to read one or two published articles or book extracts about teaching, and to do a short exercise or note your ideas on a topic. This preparation will be used during the seminar itself as a basis for discussion with the other participants and the seminar leader.

The exercises are:

- i. Writing feedback for a student essay and explaining the rationale for your feedback
- ii. Creating an evaluation form for a specific teaching setting
- iii. Developing a statement about how students learn in your subject (which you may wish to develop into a 'teaching philosophy')
- iv. Designing a new module/course in your subject area

Full details of the initial exercise (pre-seminar preparation) and how to revise and polish **three** of these exercises for the portfolio are included in the seminar materials which you can download from WebLearn.

Writing style for the portfolio

You should focus in the portfolio on documenting your teaching development and your ideas and analyses of the teaching you are doing. The portfolio is not a document which proves that you are a good teacher. It is not like a CV or job application, for example, where the main concern is to show yourself in a good light. You don't need to worry about whether the teaching itself is always of an excellent standard. For example, it is very acceptable to use the portfolio to explore teaching situations which didn't go particularly well and which you would like to approach differently in the future.

You should use a personal style of writing for the portfolio (e.g. 'I did/ I think'). This does not mean that you should employ an informal writing style; rather you should ensure that your own ideas are clearly expressed alongside those from educational literature and other sources.

You might find it helpful to think of the first half of the portfolio as a reflective commentary on what you have done, which draws out and analyses your values, considers how far the context in which you are teaching has an effect on what you do, and highlights problematic issues or ideas for further reflection. By contrast in the second half of the portfolio (exercises from the seminars) it is likely that more of your writing is focused on ideas about teaching rather than your actual teaching practice (though you are encouraged to incorporate this if you have relevant experience).

Across the portfolio, you may find it helpful to think about the four different sources you can use for thinking about your teaching:

- 1) Your own ideas, reflections and experiences both as a student and as a teacher
- 2) Ideas from peers/mentors in the seminars and through observation activities
- 3) Feedback from your students
- 4) Ideas from educational literature (either from the seminar reading or your own further reading)

Portfolio appendices

You are encouraged to include appendices to your portfolio where these will help the reader to understand your portfolio writing. For example, if you are discussing your written feedback in the first half of your portfolio, then it is very helpful to include one or two actual examples in your appendices, and to refer the reader to these. If you are discussing an evaluation form that you have tried with your students, then the student responses might be included in the appendices for the reader to see.

You should not, however, treat the appendices as a place in which you 'prove' what teaching you have done: every piece of documentation you have about your teaching does not need to be included! A good rule of thumb is to include in the appendices only items to which you refer directly in the main body of the portfolio.

6. Portfolio submission and assessment

Portfolios are assessed three times a year, with the deadline for submission set at **Friday 1st week of each full term**. You may of course submit a portfolio at any time and it will be held until the next assessment period.

We expect most participants to submit their portfolios at the start of the term following their completion of the DLT seminars. So, for example, if you participate in the seminars in Michaelmas term, you should plan to submit your portfolio in the first week of Hilary term.

If you are unable to submit your portfolio at this time, you may submit it at a later date. Please be aware, however, that the designation as Associate Fellow of the Higher Education Academy is only awarded on successful assessment of your portfolio and so you must complete this element of the scheme in order to receive accreditation.

Two printed and bound copies of your portfolio, and **one electronic** copy (PDF or MSWord) including a coversheet (see appendix 1) should be submitted to the DLT administrator, Kathryn Black, Oxford Learning Institute, Littlegate House, 16-17 St Ebbe's Street (email kathryn.black@learning.ox.ac.uk). Inexpensive binding which ensures the portfolio will hold together is acceptable: there is no need to pay for professional binding.

Portfolios are assessed by an academic in your division and one person from the Oxford Learning Institute. The schedule for 2013-2014 below shows the submission deadline and week in which results will be made available. Portfolios are either successful or are returned to the candidate with recommendations for improvement before resubmission. If a portfolio requires revision then support will be offered to you on a one-to-one basis.

If your portfolio is successful, then you will be sent a form to complete in order to gain accreditation as Associate Fellow level of the Higher Education Academy. Please note that it can take up to 12 weeks for this accreditation to be formalised, but that in the interim period you are welcome to write in official documents (e.g. job applications) that your portfolio has passed.

Assessment timetable for 2013-14

Term	Submission deadline	Results available
Michaelmas term	Friday 1 st week (18 October 2013)	Week commencing: 20 January 2014*
Hilary term	Friday 1 st week (24 January 2014)	Week commencing: 24 March 2014
Trinity term	Friday 1 st week (2 May 2014)	Week commencing: 30 June 2014

*Michaelmas results come later than in other terms because of assessors' involvement in undergraduate admissions work which takes place at the end of term.

Appendix 1

Portfolio Coversheet - Developing Learning and Teaching

For students in Humanities and Social Sciences

Candidate Name:	College:
Department:	
Contact email address:	
Portfolio Title:	Tick if this is resubmission
Portfolio word count, excluding bibliography and appendices [2,500-5,000]:	Term and year of submission:

Permission to share portfolio

Please check boxes if you DO NOT give permission. If you leave these check boxes blank we assume you are willing to allow your work to be used as described.

I do not give permission to my division and the Oxford Learning Institute to share my portfolio with future portfolio writers	
I do not give permission for extracts from my portfolio to be used in teaching and learning workshops/seminars as examples of portfolio writing and/or teaching practice	

Plagiarism

In signing this cover sheet I declare that, apart from properly referenced quotations, this portfolio is my own work. It has not been submitted previously for any other assessed course.

Signature:	Date:
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Developing Learning and Teaching Portfolio – Assessment Sheet

Candidate name: _____ Term of Assessment: _____

Please tick the boxes that apply and supply feedback below

Pass Criteria	Pass	Border-line	Resubmit	Resubmit Criteria
1. Practice Portfolio includes description, analysis, evaluation and critique of own teaching practice. Teaching includes: <ul style="list-style-type: none"> - Design and planning - Face-to-face teaching - Feedback for learning - Review and future planning 				Teaching practices in the portfolio are described uncritically, without analysis or evaluation.
2. Values/rationale Description and analysis of teaching in portfolio is explicitly connected to candidate's underlying values and/or rationale for teaching.				Description and analysis of teaching in portfolio does not connect candidate's teaching practice to his/her values and/or rationale for teaching.
3. Context Description and analysis of teaching in portfolio demonstrates awareness of student perspectives and of context.				Description and analysis of teaching in portfolio does not demonstrate awareness of student perspectives and of context.
4. Educational literature Portfolio makes appropriate use of relevant ideas from educational literature in critical analysis of teaching practices.				Portfolio does not connect teaching practices described in portfolio items with educational literature, or does so in a way that shows misunderstandings of the literature.

Please include further feedback here (continue overleaf if required). If any areas of the portfolio are borderline/resubmit, please indicate where they fail to meet the criteria and how these issues might be addressed if candidate wishes to resubmit. If all areas are passed, please include feedback comments to the candidate on particular strengths of the portfolio.

Assessor: _____ Date: _____

Appendix 3 Finding teaching opportunities

Before seeking an opportunity to teach, you should think carefully about your ability to balance any time spent teaching with the time you spend on your research. You should discuss your situation with your supervisor and ensure that you have his/her agreement before undertaking any significant teaching workload.

The most common form of teaching undertaken by DPhils in the Humanities division is undergraduate teaching in your faculty or for a college. You may be asked to fill in for a tutor who is on sabbatical, or to take one or two classes in which you have specific expertise. If you are looking for this kind of teaching, you could ask academic staff in your faculty if there is anything available. Attending seminars and giving papers in your faculty is one way to become known to academic staff and for them to be aware of your areas of expertise. In your college, you could approach the tutor for your subject area, or the senior tutor, to ask if there is any teaching available. Do bear in mind that there is not always teaching available and that your request may be turned down.

Visiting student programmes

Some colleges run programmes for overseas students (usually from the US) to come to Oxford for one or two terms to study. Such students usually follow their own study programmes and Oxford tutors are engaged to give tutorials on specialist subjects. As such, demand for tutors fluctuates from year to year and is often dependent upon the subjects required for teaching. Information about colleges with visiting student programmes and others who accept applications from individual visiting students is updated towards the end of each year and made available on the visiting students pages of the university website:

http://www.ox.ac.uk/admissions/undergraduate_courses/international_applicants/visiting_students/index.html

Undergraduate summer programmes

Some Oxford colleges run programmes during the summer vacation which are attended by overseas pupils and students. While many of these are aimed at pre-university level, some are specifically for undergraduate-level students and you may therefore be able to find teaching opportunities on these programmes. There is no comprehensive central source of information about summer programmes in Oxford and so an internet search is recommended.

Teaching at other Higher Education Institutions in the UK

You may want to consider approaching other universities within reasonable travelling distance of Oxford to ask if there is any teaching available. Academic staff at other institutions will typically fill their teaching requirements through graduate students at their own institution or, failing that, through contacting colleagues in other institutions. If you wish to make contact with another institution to ask if there is teaching available, it is strongly recommended that you find out about the courses/modules run at the institution and the teaching approaches used, and that you specifically state the courses you would be capable of teaching. Universities within about an hour's travelling time of Oxford include: all London institutions, Oxford Brookes University, University of Southampton, University of Warwick, the University of Reading, the University of Bath.

Appendix 4 Observation guidelines

Observer: _____ Person being observed: _____

Some brief notes on successful observation of novice teachers

- Do plan in advance where the observer will sit and whether you will introduce him/her to the students. You may want to make it clear to students that they are not being judged.
- Finding out what you do well is as useful as finding out what is not going so well. Do ask for and give positive feedback.
- It is very easy for the observer to watch the teacher, but it is usually more helpful for the observer to focus on student behaviour. This is because if the observer and person being observed share a disciplinary background the observer may easily understand aspects of the session which are not so clear to students.
- There are many different approaches to teaching and for very valid reasons you and your observer may not always agree. This is why we suggest that the person being observed specifically directs the focus of the observer, and that the observer notes for later discussion any strategies that he/she has never tried.
- It is best to have a discussion about the observation within 24 hours of the observation taking place – preferably immediately afterwards.

This section is for the person being observed:

Course/Session title: Number of students _____ Course year _____
About the session: to be filled in by the novice teacher in advance of the session What do you hope to achieve in this session? What do you expect students to gain from the session? Do you have any comments for the observer about how you expect the session to unfold? e.g. have the students been studying this topic already? Have students been asked to prepare in advance of the class? Is this a group you know well?

What specific aspects would you like to be observed or get feedback on?

e.g. are you trying out an approach for the first time? Would you like the observer to watch for something that you won't be able to easily observe? Is there a particular concept you really want students to grasp?

This section is for the observer to fill in during/straight after the session. It should act as the basis for post-observation discussion.

1. In your opinion, are the students likely to have gained what the tutor expected them to achieve? Did you note any differences between students in the class?

2. Highlight what the tutor did particularly well during the session

3. Give feedback on the particular aspects of the session that the tutor wanted you to observe

4. Do you have any other comments or feedback about the session?

Appendix 5 Reading list

You are not expected to read every item on this list, but to select items which are of interest to you. You are very welcome to use literature which is not on this list, and some recommendations of journals in the field are made at the end of the reading list.

All journals and journal articles listed are available online via Oxford e-journals unless otherwise indicated. Individual chapters on this reading list are available to download on weblearn. The texts which are recommended in the 'general' section may be available in your departmental or college library, or are inexpensive to purchase.

General texts with no specific discipline focus

Brookfield, S. D. 2006. *The skillful teacher: On technique, trust, and responsiveness in the classroom* (2nd ed.). San Francisco: Jossey Bass.

Fry, H., S. Ketteridge and S. Marshall (eds). 2003. *A handbook for teaching and learning in higher education: Enhancing academic practice* (3rd ed.). London: Routledge. See especially the chapter 'Key aspects of teaching and learning in arts, humanities and social sciences'.

Morss, K. and R. Murray. 2005. *Teaching at university: A guide for postgraduates and researchers*. London: Sage Publications. Particularly helpful chapters on lectures and small group teaching, which the authors call 'tutorials' – don't get caught out! The book also discusses teaching portfolios and you should remember that this is general advice, not specific to the Oxford DLT portfolio.

Discipline-specific general teaching and learning texts

Showalter, E. 2003. *Teaching literature*. Oxford: Blackwell.

Chambers, E. and M. Gregory. 2006. *Teaching and learning English literature*. London: Sage Publications.

Booth, A. 2003. *Teaching history at university: Enhancing learning and understanding*. London: Routledge.

Coleman, J. and J. Klapper (eds.). 2005. *Effective learning and teaching in modern languages*, London: Routledge.

Delphi <http://www.delphi.bham.ac.uk/whatisdelphi.shtml> Delphi is the name for a set of free to access online modules on language teaching –you have to register for access and it may take a few days to get a password.

Lecturing

See also the chapters on lecturing from the general texts recommended above.

Bligh, D. 2001. *What's the use of lectures?* (5th ed.) Exeter: Intellect. A well-known text which reviews the research on lectures. Not discipline specific. The Evans report below is (among other things) a response to Bligh from a discipline perspective.

Evans, E. (2007). *Rethinking and improving lecturing in History*. Research report for the HCA Subject Centre and the Higher Education Academy.

http://www.heacademy.ac.uk/assets/hca/documents/reports/eric_evans.pdf In spite of the title, actually looks at lectures in History and Archaeology. The findings can be generalised across Humanities subjects.

Evaluation of teaching

Angelo, T.A. and P.K. Cross. 1993. *Classroom assessment techniques* (2nd ed.). San Francisco: Jossey-Bass. See especially Chapter 3, First Steps.

McKeachie, W. J. et al. 1999. Appraising and improving your teaching, in *McKeachie's teaching tips: Strategies, research and theories for college and university teachers* (10th ed.), pp. 270-283. Many general teaching books contain good overviews of evaluating your teaching. This one is particularly thorough but do look at others, perhaps from the general texts suggested above.

Enquiry/Inquiry-based learning

<http://www.campus.manchester.ac.uk/ceeb/eb/> Many of the resources and case studies are Humanities-specific.

<http://www.sheffield.ac.uk/ibl/whatis.html> Click on 'resources' to access the case studies, which include many Humanities-specific examples.

Student writing including examples of writing-intensive modules for undergraduates

Lea, M. R. and B.V Street (1998). Student writing in higher education: an academic literacies approach. *Studies in Higher Education* 23: 2, 157-173.

(French Studies) Anderson, K. 2010. The whole learning: The role of imagination in developing disciplinary understanding. *Arts and Humanities in Higher Education* 9:2, 205-221.

(English) Maxwell, C. 2010. Teaching nineteenth-century aesthetic prose: A writing-intensive course. *Arts and Humanities in Higher Education* 9:2, 191-204.

(History) Ricot, R. 2010. Students rewriting Gibbon, and other stories: Disciplinary history writing. *Arts and Humanities in Higher Education* 9:2, 169-184.

Small group teaching

See also the chapters on small group teaching in the general texts recommended above.

Jacques, D. 1991. *Learning in groups* (2nd ed). London: Kogan Page. See especially chapter 7, 'The Tutor's Job'.

Wilson, A. 1980. Structuring seminars: A technique to allow students to participate in the structuring of small group discussions. *Studies in Higher Education* 5: 1. A practical Humanities example of structuring a seminar that is very applicable to Oxford.

Lang, J. M. 2005. September: Teaching, in *Life on the tenure track: Lessons from the first year*. Baltimore: The Johns Hopkins University Press. Lang recounts his first experiences of small group teaching

in a US English department, the issues that arise and how he deals with them. It's a realistic account which contains much useful advice and balances educational theory with experience.

The role of the teacher

Northedge, A. 2003. Enabling participation in academic discourse. *Studies in Higher Education* 28:2, 169-180

Fox, D. 1983. Personal theories of teaching. *Studies in Higher Education* 8: 2, 151-163.

Kugel, P. 1991. How professors develop as teachers. *Studies in Higher Education* 18:3, 315-329.

Pratt, D. 2002. Good teaching: One size fits all? In *An Update on teaching theory*, Jovita Ross-Gordon (ed.), San Francisco: Jossey-Bass. See also the Learning Institute handout on Pratt's five teaching styles.

Masters courses

Smith, S. 2007. The taught MA in English. Report 15. English Subject Centre. Available online at <http://www.english.heacademy.ac.uk/archive/publications/reports/taughtma.pdf> Although written about English, the points made are applicable to most Humanities disciplines. The foreword is particularly recommended.

Moore, Z. B., L. Faltin and M. Wright. 2003. Critical thinking and international postgraduate students. *Discourse* 3:1. Explores international students' experiences of taught MAs in Religious Studies and Philosophy.

Collar, J. 2002. Third colloquium on learning and teaching support in theology and religious studies. Theme: BA to MA student progression. *Discourse* 2:2, available online. Explores practical issues faced by departments, e.g. teaching masters and final year undergraduate students together, resourcing issues in small departments.

Postgraduate taught experience survey (PTES)

<http://www.heacademy.ac.uk/ourwork/supportingresearch/postgraduatework?tabIndex=1&#tab2>

A UK national survey which has run since 2009 across all discipline areas.

Research supervision: the Oxford Learning Institute's website has a section dedicated to research supervision which provides an overview of key research in this area, and recommendations for further reading. Although focused on PhD supervision, many of the supervisory ideas are useful for supervising masters' students. <http://www.learning.ox.ac.uk/supervision/supervisor/>

Oxford specific publications

The Oxford Learning Institute has a series of webpages and resources specific to Oxford:

<http://www.learning.ox.ac.uk/support/teaching/resources/>

Archer, I et al. 2006. *Students' experiences of the formative assessment of essays in history and archaeology at Oxford*. A research and development project funded by the Subject Centre for History, Classics and Archaeology http://www.heacademy.ac.uk/assets/hca/documents/reports/archer-formative_assessment_of_essays.pdf. This study also takes in other topics along the way: the tutorial system; student experience of and preparation for tutorials; and so on. Useful for all Humanities teaching.

Ashwin, P. 2005. Variation in Students' Experiences of the 'Oxford Tutorial', *Higher Education* 50, 631-644.

Ashwin, P. 2006. Variation in academics' accounts of tutorials, *Studies in Higher Education* 31:6, 651-665.

Horn, J. (2013). Signature pedagogy/powerful pedagogy: The Oxford tutorial system in the humanities, *Arts and Humanities in Higher Education*, DOI: [10.1177/1474022213483487](https://doi.org/10.1177/1474022213483487), first published on April 17, 2013.

Oxford University Students Union. 2010. *Teaching review report*. Oxford: OUSU. **Error! Hyperlink reference not valid.** Highly recommended and available on WebLearn. One section is devoted to the student experience of teaching in the Humanities division.

Palfreyman, D. (ed.). 2001. *The Oxford tutorial: 'Thanks, you taught me how to think'*. Oxford: OxCheps. Available as a word document online: http://oxcheps.new.ox.ac.uk/Publications/Resources/OxCHEPS_OP1.doc

Journals

- *Arts and Humanities in Higher Education* (UK journal)
- *Discourse: Learning and Teaching in Philosophical and Religious Studies*, available online at: <http://prs.heacademy.ac.uk/publications/discourse.html>
- *Journal of Music History Pedagogy* <http://www.ams-net.org/ojs/index.php/jmhp/>
- *Teaching Philosophy* (US journal, many UK contributors)

Higher Education Academy resources

- The HEA also develops and delivers subject-specific resources and services, including: workshops and seminars, teaching development grants, journals, support and guidance for staff new to teaching, resources and networking opportunities. To find out more about what is available in your discipline area go to: <http://www.heacademy.ac.uk/disciplines>

Appendix 7 The Higher Education Academy and DLT accreditation

The Higher Education Academy (HEA) provides support to the UK higher education sector by working with [individual academics, departments and institutions](#). One key aspect of the HEA's work is to provide national accreditation for teaching development programmes provided at individual institutions, such as the Developing Learning and Teaching programme at Oxford.

Developing Learning and Teaching is accredited at Associate Fellowship level. The HEA also accredit programmes at Fellowship level, for those whose teaching experience is more extensive (often those at postdoctoral level or in their first lecturing position). The University of Oxford fellowship-level programme is called Teaching Fellowship Preparation (TFP) and is available to those with a minimum of one year of teaching experience and around 3 hours of teaching contact time per week. Most participants on the TFP course are postdoctoral researchers or new lecturers at the University. It is common for individuals to complete DLT during their doctorate and subsequently to enrol on TFP.

Candidates who complete DLT at Oxford and who take up lecturing positions at other universities in the UK may be required, or may wish to complete a programme leading to accreditation as Fellow of the Higher Education Academy. In these cases, credit will usually be given for completion of the DLT programme and candidates may be exempt from part of the fellowship programme. As programmes vary across institutions these exemptions are usually agreed on an individual basis.

To understand more about the different expectations for each level of accreditation, and how they link together, you are encouraged to read the UK Professional Standards Framework for teaching and supporting learning <http://www.heacademy.ac.uk/ukpsf>.

To see how these standards map on to the programmes available at the University of Oxford go to <http://www.learning.ox.ac.uk/support/teaching/> and download the document 'Learn about teaching – support for your academic practice'.