
Oxford Prospects Online Programme of Teaching and Learning (TAL)

Proposed date: 22nd Aug- 2nd Sep

Programme Introduction and Learning Outcomes

Oxford as the oldest university in the English-speaking world and has always been at the forefront of cutting-edge thinking and shaping the new generation research and academia. In these uncertain times, shared global understanding and mutual intellectual exchange are more important than ever. Oxford Prospects and Global Development Institute (OPGDI) of Regent's Park College, University of Oxford stands united with the rest of the academic community.

This six weeks online programme will:

- introduce teaching and learning system at Oxford University and in the UK
- gain a deep understanding of Oxbridge's college system and core teaching system- Tutorial system
- showcase some examples of excellent practice in the provision of administrative, academic and support systems for students at Oxford University

Intended Delegates

The programme is suitable for a wide range of faculty staff including professors, lecturers, and researchers involved in undergraduate/postgraduate teaching and learning, including:

- lecturers and researchers who have teaching roles
- academic tutors or supervisors
- others involved in the teaching and learning support work

Programme Content

The programme consists of 6 interdisciplinary modules (12 lectures in total; 2 lectures per week and all delivered via Zoom platform) and focuses on the latest innovation and advancement in Higher Education.

- **Module 1: Active pedagogy**
- **Module 2: Sustainable learning**
- **Module 3: Assessment**
- **Module 4: Teacher development**
- **Module 5: New technologies**
- **Module 6: Student transitions and graduate employability**

All lectures are 1 hour long plus 30 minutes for questions and answers. Some lectures are very interactive and will require participants' full engagement and participation throughout.

The programme can be adapted to organisational needs while the modules can be expanded in terms of the number of sessions and topics. The course will be taught in English, and preference will be given to delegates with good level of English language.

The course fee is £450 per delegate. This is based on a minimum of 20 participants.

*Please find the **Proposed Timetable and Speakers' Profile** in the Appendices.*

Appendix I.

Proposed Timetable

Speaker	Topic	Module
N/A	Induction	N/A
Dr Matthew Nicholls	Specificity of Teaching at Oxford Explained	M1
Ms Anne Ford	Building Supportive Relationships: Effective Limit and Boundary Setting with Students	M4
Prof. Sally Bradley	Innovation and Teaching in Post-Covid 19 Times	M2
Dr Xavier Laurent	Optimising Technology Assisted Teaching and Learning - Hybrid Teaching and Learning	M5
Prof. Liz Browne	Critical Thinking for Sustainable Learning	M2
Prof. Ann Childs	Evidence Based Teaching	M1
Dr Catrin Radcliffe	Effective Teaching and Learning Methods - A Conversation on Academic Student Support	M1
Dr Catrin Radcliffe	Inquiry Based and Differentiated Instruction	M1
Dr Kirsten Jellard	Coaching – Introduction	M4
Prof. Gerry Czerniawski	Transforming Assessment	M3
Prof. Simon Marginson	High Participation Systems	M6
Prof. Maia Chankseliani	Mobility and Employability	M6
N/A	Closing Ceremony	N/A

*Proposed agenda subject to minor changes.

Appendix II.

	<p>Prof. Simon Marginson is Professor of Higher Education at the University of Oxford, Director of the ESRC/OFSRE Centre for Global Higher Education (CGHE), and Editor-in-Chief of the journal <i>Higher Education</i>. CGHE is a research partnership of six UK and eight international universities with £6.1 million in funding for 16 projects on global, national and local aspects of higher education. Simon's research is focused primarily on global and international higher education, higher education in East Asia, the public and social contributions of higher education, and higher education and social equality. He is currently preparing an integrated theorisation of higher education. His scholarship is widely published and cited (Google h-index 67 in September 2019). Books include <i>Higher Education and the Common Good</i>; <i>Higher Education in Federal Countries</i>; and <i>High Participation Systems of Higher Education</i>.</p>
	<p>Prof. Ann Childs is an Associate Professor of Science Education. Her current research interests focus on how expert teachers explain key concepts in science with their pupils.</p> <p>In addition, her current work is also focused on developing the expertise of beginning science teachers and on teacher education policy in England. She teaches on the Post Graduate Certificate in Education, a course which educates the next generation of science teachers.</p> <p>She teaches on the Masters in Learning and Teaching, which works with experienced science teachers to take a research-informed perspective on developing their practice as expert science teachers. She directs and teaches on the Masters in Teacher Education, an international distance and online course to educate teacher educators in Universities, schools, advisory bodies and so on.</p>
	<p>Dr Matthew Nicholls is Senior Tutor at St John's College, University of Oxford where he holds overall responsibility for the College's academic provision, from the strategic level to working with individual students. Alongside ensuring its students receive the highest quality education, Dr Nicholls participates in the College's governance and its relations with the collegiate University. Dr Nicholls became a Junior Research Fellow at The Queen's College, and then Professor of Classics at the University of Reading. Dr Nicholls academic field is Roman history, focusing on the books and libraries of ancient Rome. He has won several teaching awards for his 3-D digital reconstruction of ancient Roman buildings, and of the entire city of Rome, and has written numerous popular books on ancient Rome, including two for young children.</p>



Ms Anne Ford, MSW runs Connect Peer Support, which provides consultation, training, and supervision to those who are setting up or running a peer support programme, or are evaluating the peer programmes in their university. Ms Ford worked at the Oxford University Counselling Service from 1988-2017, both as a counsellor and as the Coordinator of the Peer Support Programme which she initiated in 1990. With over 38 years' experience of developing and delivering Peer Support Programmes, in both the US and UK, Ms Ford has worked extensively in the higher education field, as well as across schools and youth organisations. Ms Ford co-founded the International Peer Support Symposium and has trained Peer Supporters and Peer Support trainers in the UK, Estonia, and the US. She is passionate about peer support as a means of helping young people to develop emotionally, socially, and psychologically, and to increase a sense of connection and belonging through building inclusive communities.



Dr Liz Browne is a Professor of Education working in the Centre for Educational Consultancy and Development (CECD). As an educationalist she has held senior posts in a number of secondary schools and in the Further Education sector. Whilst working at Oxford Brookes University she has managed the quality assurance of a national quality improvement programme for the Further Education sector, working on behalf of the DfE. She was successful in bidding for funding to create a Centre for Excellence in Teacher Training and managed the Centre between 2008 and 2014.

Liz is an active researcher having articles published in prestigious journals on issues such as data management, the early years standards, ICT and student voice.



Prof. Sally Bradley is a Senior Adviser (Professional Learning and Development), Advance HE. Principal Fellow of the HEA, Senior Fellow of SEDA and Fellow of the Institute of Leadership and Management. Sally has worked for Advance HE, formally the Higher Education Academy, for the last 6 years, initially as Academic Lead for HEA Fellowships and UKPSF. She has worked with more the 150 strategic leaders of learning and teaching on their professional development and the development of their Principal Fellowship applications. She is an experienced academic with more than 22 years of UK higher education and is an Institute of Leadership and Management qualified Executive Coach. Sally has worked as HEA Accreditor and reviewed Senior Fellowship applications for the Staff and Educational Development Association (SEDA) fellowship scheme.



Dr Xavier Laurent is a Learning Technologist based in the Technology Enhanced Learning (TEL) team in Academic IT Services at the University of Oxford. Dr Laurent's interests lie in teaching and learning, experimental psychology and the social sciences. He explores how the fields of experimental psychology and neuroscience can aid understanding and quantification of the impact of blended learning technology in a university environment. His current research focusses on learning and memory, conducting regular workshops on visual perception and psychology, usability testing, and the use of various technologies to support learning and teaching at Oxford University.



Dr Catrin Radcliffe Visiting Academic in the Laboratory of Oscillations and Plasticity, Department of Physiology, Anatomy and Genetics, University of Oxford, using her applied mathematical background to investigate the mechanisms underlying memory formation in the brain. Dr Radcliffe is an Associate Lecturer in Educational Development (Mathematics and Statistics) at Oxford Brookes University. She joined the Oxford Centre for Staff and Learning Development (OCSLD) in December 2019 to lead the development of mathematics and statistics educational practices across faculties.

Previous roles include setting-up a new professional development pathway for university lecturers to gain accreditation as Associate Fellow or Fellow of the Higher Education Academy (HEA), tutoring on the Postgraduate Certificate in Teaching in Higher Education, and a Teaching Fellow in Mathematics in the School of Engineering, Computing and Mathematics. She is a Senior Fellow of the HEA and is an External Examiner for the University of Warwick.



Prof. Gerry Czerniawski runs the doctoral programmes (PhD and Professional Doctorate in Education) at Cass and teaches on Initial Teacher Education (ITE) courses.

In addition to his role as a researcher, author and teacher educator he is the Chair of the British Curriculum Forum, Lead Editor of the BERA Blog and a trustee and council member of the British Educational Research Association (BERA), standing as Engagement Chair since 2017.



Dr Kirsten Jellard is an Associate Fellow of Green Templeton College and the Lead Coach on the GTC Coaching Programme. She is an Association of Coaching Accredited Coach, a qualified MBTI practitioner, certified in utilising the NEO psychometric and also works with Strengths Finder, VIA Character Strengths, Career Leader and other tools. She is a member of the Oxford Coaching Community at the Said Business School. She has led, designed and grown multiple innovative educational programmes enhancing experiences for international undergraduate, MBA and Executive MBA students and has also worked with business school alumni and executives. As a coach and facilitator she is particularly interested in career transitions and helping others achieve success.



Dr Maia Chankseliani is Associate Professor of Comparative and International Education and pathway leader for MSc in Comparative and International Education. She convenes the Comparative and International Education Research Group in the Department.

Dr Chankseliani's research on tertiary education – higher education, university-based research, and VET/apprenticeships – focuses on the understanding of the societal, institutional, and policy forces that shape tertiary education and the potential of tertiary education and research for transforming societies. She brings to her role experience of education research, teaching, policy-making, leadership, and consultancy in different international contexts. She holds BA in Philology from Tbilisi State University (Georgia), Ed. M in International Education Policy from Harvard University (USA), and PhD in Education from the University of Cambridge (UK).

牛津教师发展线上项目

主题：教学方法-教与学（TAL）

拟定日期：8月22日至9月2日

项目简介及预期收获

牛津大学是英语世界国家中最古老的大学，始终屹立于各领域前沿，引领世界思潮。在这充满不确定的时期，全球共识及知识交互比以往任何时候都更为重要，牛津大学全球发展与展望研究院（OPGDI）也与学术界同仁团结一致。此次线上课程旨在：

- 介绍牛津大学及英国大学的教学系统
- 深入了解牛津剑桥的学院体系及核心教学体制 - 导师辅导制
- 提供优秀示例展示牛津大学管理、学术及学生支持系统的实际运用

面向学员

项目内容适合于高校内负责本科/研究生教学工作的教授，讲师及研究人员，包括：

- 担任教学工作的讲师及研究人员
- 学术导师及论文导师
- 其他参与教学支持工作的人员

课程内容

项目包含6大类学术模块，共12节课程（每周2节，以Zoom线上会议形式授课），每节课程将由60分钟理论授课+30分钟互动问答组成。课程互动性较强，请学员务必全心投入和参与。

该项目将可依据反馈需求对部分模块内容进行延展、增添内容安排。课程将以全英文授课，学员选拔以英语水平优异者为优先。

- 模块1：主动教学
- 模块2：可持续性学习
- 模块3：教学评估
- 模块4：教师发展
- 模块5：新技术应用
- 模块6：学生的过渡以及就业

课程费用为450英镑每位学员（20人成团）。

附录 I.

课程安排（拟）

师资	内容	模块
N/A	开营仪式	N/A
Dr Matthew Nicholls	牛津大学教学模式的探究及其独特性	M1
Ms Anne Ford	疑难问题解析——如何设置与学生间的界限与边界	M4
Prof. Sally Bradley	后疫情时期的教学方法及模式创新	M2
Dr Xavier Laurent	教学辅助技术的优化提升	M5
Prof. Liz Browne	可持续性学习的辨析及思考	M2
Prof. Ann Childs	循证教学法	M1
Dr Catrin Radcliffe	有效教学方法	M1
Dr Catrin Radcliffe	探究性教学法及差异性教学	M1
Dr Kirsten Jellard	学业指导	M4
Prof. Gerry Czerniawski	教学评估改革	M3
Prof. Simon Marginson	高参与度体系建立	M6
Prof. Maia Chankseliani	流动性和就业能力	M6
N/A	结业仪式	N/A

*实际执行内容或有微调

附录 II.

师资列表

	<p>Prof. Simon Marginson 是牛津大学高等教育学教授，ESRC / OFSRE 全球高等教育中心 (CGHE) 主任，《高等教育》杂志主编。CGHE 是由六所英国大学和八所国际大学组成的研究合作伙伴关系，获得 610 万英镑的资金，用于全球，国家和地方高等教育方面的 16 个重大项目。其研究主要集中在全球和国际高等教育，东亚高等教育，高等教育对公共和社会的贡献以及高等教育和社会平等方面。他目前正在准备高等教育的综合理论化。出版书籍包括: Higher Education and the Common Good; Higher Education in Federal Countries; and High Participation Systems of Higher Education.</p>
	<p>Prof. Ann Childs 是牛津大学教育学副教授。她目前的研究兴趣集中在专家教师如何与学生一起解释科学中的关键概念。此外，她目前的工作还专注于发展初级科学教师的专业知识以及英格兰的教师教育政策。她教授教育学研究生证书，该课程旨在培养下一代科学老师。她在学与教的硕士课程中授课，该课程与经验丰富的理科老师合作，以研究型观点来发展其作为专家理科老师的实践。她指导教师教学硕士课程，这是一门国际远程和在线课程，旨在教育大学，学校，咨询机构等中的教师教育者。</p>
	<p>Dr Matthew Nicholls 是牛津大学圣约翰学院的高级讲师。从战略层面到与单个学生个体的教学合作，Nicholls 博士全面负责学院的学术工作。除了确保学生接受最高质量的教育外，Nicholls 博士还参与了学院的管理及其与大学的关系。</p> <p>Nicholls 博士是牛津大学皇后学院的初级研究员，后成为雷丁大学的古典学教授。Nicholls 博士的学术领域是罗马历史，重点研究古罗马的书籍和图书馆。他因对古罗马建筑以及整个罗马市的 3D 数字重建而获得了多个教学奖，并且撰写了许多有关古罗马的热门书籍，其中包括两本针对幼儿的书籍。</p>
	<p>Ms Anne Ford, MSW 负责运行 Connect Peer Support (CPS)，CPS 为正在建立或运行同伴支持计划或评估大学同伴计划的人员提供咨询，培训和监督。Ford 教授从 1988 年至 2017 年在牛津大学心理咨询中心工作，她是 1990 年发起的同伴支持计划的顾问和协调员。凭借在开发和实施同伴支持计划方面超过 38 年的经验（在美国和英国），Ford 教授在高等教育领域以及学校和青年组织中进行了广泛的工作。Ford 教授共同创立了国际对等支持研讨会，并在英国，爱沙尼亚和美国培训了对等支持者和对等支持培训师。她热衷于同伴支持，以此作为帮助年轻人通过建立包容性社区来发展情感，社交和心理，以及增强联系和归属感的一种方式。</p>



Dr Liz Browne 是在英国教育咨询与发展中心（CECD）工作的教育教授。作为一名教育家，她曾在许多中学和继续教育领域担任高级职务。

在牛津布鲁克斯大学工作期间，她代表 DfE 管理着继续教育领域国家质量改进计划的质量保证。她成功地竞标了建立卓越教师培训中心的资金，并在 2008 年至 2014 年期间管理了该中心。

Browne 博士是一位活跃的研究人员，在著名期刊上发表了有关数据管理，早期标准，ICT 和学生声音等问题的文章。



Prof. Sally Bradley 是高等教育高级顾问（专业学习与发展）。HEA 首席研究员，SEDA 高级研究员和领导与管理学院研究员。Bradley 教授在过去的 6 年中一直为 Advance HE（英国高等教育学院）工作，是 HEA 奖学金和 UKPSF 的学术带头人。Bradley 教授与 150 多个战略学习和教学的战略领导者合作，共同引导他们的专业发展和 Principal Fellowship。Bradley 教授是一位经验丰富的学者，拥有超过 22 年的英国高等教育经验，并且是领导力和管理学院合格的行政教练。Bradley 教授曾担任 HEA 认证人，并为员工与教育发展协会（SEDA）奖学金计划审查了高级研究金申请。



Dr Xavier Laurent 是牛津大学学术 IT 服务技术增强学习（TEL）团队技术专家。劳伦特博士的研究兴趣在于教学，实验心理学和社会科学。劳伦特博士探索了实验心理学和神经科学领域如何帮助理解和量化混合学习技术在大学环境中的影响，他目前的研究重点是学习和记忆，定期举办关于视觉感知和心理学的研讨会，可用性测试以及利用各种技术来支持牛津大学的学与教。



Dr Catrin Radcliffe 是牛津大学生理学，解剖学和遗传学系振荡与可塑性实验室的访问学者，运用应用数学背景研究了大脑记忆形成的机制。Radcliffe 博士是牛津布鲁克斯大学教育发展（数学和统计学）副讲师。她于 2019 年 12 月加入牛津职员与学习发展中心（OCSLD），负责领导各系数学和统计学教育实践的发展。

此前的职务包括为大学讲师建立新的职业发展途径，以取得英国高等教育学院（HEA）的副研究员或院士资格，高等教育教学研究生证书的辅导以及大学数学系的教学研究员。工程，计算和数学学院。她是 HEA 的高级研究员，也是华威大学的外部考官。



Prof. Gerry Czerniawski 在 Cass 负责博士学位课程（博士学位和教育专业博士学位），并教授初始教师教育（ITE）课程。除了担任研究员，作家和教师教育者的角色外，Czerniawski 教授还是英国课程论坛的主席，BERA Blog 的主编以及英国教育研究会（BERA）的受托人和理事会成员。



Dr Kirsten Jellard 任教于牛津大学格林坦普顿学院，GTC Coaching Programme 领衔导师。牛津赛德商学院 Coaching Community 成员之一，曾领导，设计并改良众多创新教育计划，以增强国际交流生，MBA 及行政 MBA 学生的教学体验。作为一名教练和促进者，她对职业转变和帮助他人取得成功特别感兴趣。



Dr Maia Chankseliani 是比较和国际教育学副教授，同时也是比较和国际教育理学硕士申请的负责人。她负责该系的比较与国际教育研究组。Chankseliani 博士对高等教育（高等教育、大学研究和职业教育与培训/学徒制）的研究侧重于了解塑造高等教育的社会、制度和政策力量，以及高等教育和研究对社会转型的潜力。她将她在不同国际背景下的教育研究、教学、政策制定、领导和咨询方面的经验带入了自己的角色。她拥有第比利斯州立大学（格鲁吉亚）的语言学学士学位。哈佛大学（美国）国际教育政策硕士，剑桥大学（英国）教育学博士。