
Oxford Prospects Programme of Pedagogical Design and Implementation (PDI)

13th – 26th August, 2023

Programme Introduction

With a focus on faculty development, the core topics of the programme include: Course and Syllabus Design, Effective Teaching and Learning, Education Psychology, Academic Support, Assessment and Feedbacks, Technology assisted teaching, Integration of research on Teaching and Learning. The course will be taught in English, and preference will be given to delegates with good level of English language.

The programme will:

- introduce delegates to teaching and learning system at the University of Oxford 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
- provide opportunities for interaction, discussion and collaboration between the delegates and their counterparts in the UK
- introduce delegates to the culture and customs of the UK.

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 5 interdisciplinary modules focusing on the latest innovation and advancement in Higher Education.

- **Module 1: Active pedagogy**
- **Module 2: Assessment**
- **Module 3: Teacher development**
- **Module 4: New technologies**
- **Module 5: Classroom Participation and Interaction**

Highlights of the programme:

- Oxford Colleges and departments system
- Networking with Department of Education and Oxford Learning Institute
- Introduction to Oxford University library system, career service and other student support system
- One day arrangements with Oxford Brookes University – one of the leading modern universities in the UK
- Seminar at London University
- Presentations and Reports

Provisional timetable

(Details of the course are subject to change depending on availability of teachers and other administrative constraints.)

WEEK 1.	
Sunday	<ul style="list-style-type: none"> ▪ Arrival and Accommodation check in ▪ Welcome meeting
Monday	<ul style="list-style-type: none"> ▪ Talk: programme overview and introduction to Oxford University ▪ Talk: Oxford City and University – academic and historical highlights ▪ Talk: Tutorial system and personalised learning - Oxford’s core teaching method
Tuesday	<ul style="list-style-type: none"> ▪ Talk: College, University and Departmental support for teaching and learning ▪ Meeting: Department of Education ▪ Talk: University support for researchers
Wednesday	<ul style="list-style-type: none"> ▪ Talk: Course and Syllabus Design ▪ Meeting and Talk: University’s Learning resources – over 100 Oxford’s libraries, labs research equipment, museums and galleries, IT infrastructure ▪ Talk: Educational Psychology and its Application
Thursday	<ul style="list-style-type: none"> ▪ Discussion workshop: academic support needs of postgraduate level students ▪ Round-table discussion: international students – case studies
Friday	<ul style="list-style-type: none"> ▪ Oxford College meeting ▪ Talk: Reflective Practice in Practice ▪ Cultural activity: Sino-British cultural resources in Oxford ▪ Weekly Review
Saturday	
WEEK 2.	
Sunday	
Monday	<ul style="list-style-type: none"> ▪ Departmental meeting: (selected department) ▪ Talk: Academic support services on both departmental and college level ▪ Talk: Improve student engagement - understanding the principles of good content and design.
Tuesday	<ul style="list-style-type: none"> ▪ Site Meeting: College and Examination school ▪ Talk: Academic Assessment and Feedbacks ▪ Discussion workshop: Assessment and evaluation on both department and college level ▪ Talk: Integration of research on teaching and learning
Wednesday	<ul style="list-style-type: none"> ▪ Site Meeting: Oxford Learning Institute ▪ Talk: Effective Teaching and Learning I ▪ Talk: Technology assisted teaching and learning
Thursday	Meeting: Oxford Brookes University - a comparison with a leading modern university

Friday	<ul style="list-style-type: none"> ▪ Talk: Effective Teaching and Learning II ▪ Discussion Workshop: comparison of teaching and learning in Oxbridge and modern universities in the UK ▪ Presentation and Report ▪ Graduation Ceremony: certificate award
Saturday	Return to China

Course fee

The course fee is £3850 per delegate. This includes:

- all tuition fees and learning materials;
- college accommodation (one person per room);
- all three daily meals during workdays (during weekends, only breakfast will be provided) ;
- airport pick-up/send-off;
- extras, e.g. delegate pack, delegate card, etc.

Visa application and International flights are not included.

牛津教师发展项目（教学设计与实施）

2023年8月13日-26日

项目简介

项目聚焦教职员工的发展，其核心主题包括：课程及教学大纲设计、有效的教学方法、教育心理学、学术支持、评估和反馈、教学辅助技术和教学的整合研究。课程将由全英文授课，本身英语水平较高的学员将更易快速融入课堂。

项目将

- 向学员介绍牛津大学乃至英国的教学系统
- 带领学员深入了解牛津剑桥的学院体系及核心教学体制 - 导师制
- 提供一些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
- 促进中英教职员工之间的交流、讨论和合作
- 向学员介绍英国的文化和风俗

学员要求

适于广大教职员工，其中包括高校内负责本科 / 研究生教学工作的教授、讲师及研究人员

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

项目内容

该项目由 5 个跨学科模块组成，聚焦高等教育的最新创新和进步。

- 模块 1：主动式教学
- 模块 2：学术评估
- 模块 3：教师发展
- 模块 4：教学辅助技术
- 模块 5：课堂参与度和互动性

项目特色

- 牛津大学相关学院及科系
- 与教育系以及牛津学习中心建立联系
- 介绍牛津大学图书馆系统，职业指导和其他学生支持系统
- 牛津布鲁克斯大学（英国领先的现代大学之一）
- 伦敦大学会议交流
- 展示及汇报

示例课表

（将根据老师和其他实际情况对具体课程进行适当调整）

第一周	
周日	<ul style="list-style-type: none">▪ 抵达及办理入住▪ 欢迎会
周一	<ul style="list-style-type: none">▪ 会谈: 项目概述及牛津大学简介▪ 牛津城及牛津大学 – 学术亮点及历史亮点▪ 会谈: 导师制及个性化教学 - 牛津大学核心教学方式
周二	<ul style="list-style-type: none">▪ 会谈: 不同层面上的教学支持（学院、科系、大学）▪ 会谈: 牛津大学教育系▪ 会谈: 大学对研究学者的支持
周三	<ul style="list-style-type: none">▪ 会谈: 课程及教学大纲设计▪ 研讨: 大学的教育资源 – 超过 100 所牛津图书馆、实验室研究设备、博物馆及展览馆和 IT 基础设施▪ 会谈: 教育心理学及其应用
周四	<ul style="list-style-type: none">▪ 讨论工作坊: 研究生学术支持▪ 圆桌讨论: 国际学生--案例研究
周五	<ul style="list-style-type: none">▪ 牛津大学学院会谈▪ 会谈: 教学中的反思性实践▪ 文化活动: 牛津的中英教育文化资源▪ 一周回顾
周六	
第二周	
周日	
周一	<ul style="list-style-type: none">▪ 院系会谈: (2-3 个院系会谈: 科系及学院层面下的学术支持服务▪ 会谈: 提高学生参与度——了解优质教学内容和设计的原则

周二	<ul style="list-style-type: none"> ▪ 会谈: 学院和考试院 ▪ 会谈: 学术评估及反馈 ▪ 讨论工作坊: 对于科系及学院层面的评估和评价 ▪ 会谈: 教学研究一体化
周三	<ul style="list-style-type: none"> ▪ 会谈: 牛津学习中心 ▪ 会谈: 有效教学法 I ▪ 会谈: : 教学辅助技术
周四	会谈: 牛津布鲁克斯大学- 与现代大学的比较
周五	<ul style="list-style-type: none"> ▪ 会谈: 有效教学法 II ▪ 讨论工作坊: 牛剑和其他英国现代大学的教学对比 ▪ 展示及汇报 ▪ 结业典礼: 颁发结业证书
周六	▪ 返回中国

课程费用

课程费用为每人£3850，其中包括：

- 所有学费及课程材料费用
- 住宿费用（牛津大学学院住宿一人一间）
- 工作日一日三餐费用（周末仅提供早餐）
- 接送机服务及所有项目行程所涉及的交通费用
- 其他费用（如：项目包、学员吊牌等等）

费用不包含：国际机票，签证，以及个人消费

Appendix II.

Speakers Profile

	<p>Prof. Martin Bureau is Lindemann Fellow and Tutor in Physics at Wadham College, University of Oxford, and Professor in Astrophysics within the Department of Physics, University of Oxford. He has been at the University of Oxford for over a decade, following appointments at Columbia University as a NASA Hubble Fellow and a Postdoctoral Fellow at Leiden Observatory, University of Leiden, the Netherlands. In addition to providing pastoral care and recently acting as College Dean, Prof. Bureau mainly tutors the first year and second year Physics curriculum. Within the Physics Department, University of Oxford he was Head of Finals' Examiners and supervises PhD students at the University of Oxford and abroad.</p>
	<p>Dr Steve Burholt has more than 20 years' experience working as a Learning Technologist, at the University of Oxford's Centre for Teaching and Learning, as well as Oxford Brookes University. He is an Associate Fellow of the Higher Education Academy and trained in Coaching and Mentoring. He has facilitated Learning Design workshops for teaching teams from different subject areas across the University. Adapted from the UCL 'ABC' model, these workshops formed part of a package of support offered to academics during the introduction of Canvas VLE. He worked with academics and course leaders to design the University's first MOOC 'From Poverty to Prosperity' at the Blavatnik School of Government. This six-week online course attracted 47,000 registrations, with a total of 3000 students paying for a verified certificate.</p>
	<p>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.</p> <p>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.</p>



Janina Duda is the Director of Teaching and Learning at Oxford Prospects Programmes. She holds the British Qualified Teacher Status and is a certified teacher trainer. She also gained a Level 5 Diploma in Learning and Development from the Chartered Institute of Personnel and Development. Ms Duda gained her MA in English and TESOL Studies from Jagiellonian University in Poland and then a joint MA degree in European Studies from Universities in France and Italy. She has an extensive international teaching experience and is a firm believer in lifelong learning.



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 Kirsten Jellard is passionate about personal transformation and helping others achieve success. She offers executive coaching and designs and delivers leadership and personal development workshops in international higher and executive education. 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 holds an MA in Lifelong Learning from the University of London, a BA in Economics and Philosophy from the University of Virginia and is an Associate Fellow of Green Templeton College, University of Oxford.



Dr Samantha-Kaye Johnston is a Research Officer at the University of Oxford Centre for Educational Assessment and her interests are at the intersection of reading development, creativity, psychology, and technology. She aims to link these areas with evidence-based e-learning technologies to improve teaching, learning, and assessment outcomes. She is also a University Associate at Curtin University and a Teaching Associate at Monash University, where she sits on the undergraduate and graduate psychology teaching teams, respectively. As Founder of Reading for Humanity, she seeks to use this platform to elevate the science of reading, the science of learning, and the science of technology within early reading instruction. Her work is informed by her experience as an advocate and researcher in Jamaica, England, and Australia, primarily within the K-12 sector, as well as within non-governmental, private, and community organisations, and UN bodies.



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.