
Oxford Prospects Online Programme of Pedagogical Design and Implementation (PDI)

Programme Introduction

Oxford as the oldest university in the English-speaking world and has always been at the forefront of cutting-edge thinking and shaping the world. 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 online programme will:

- introduce teaching and learning systems at Oxford University and in the UK
- introduce several topical pedagogical theories and techniques
- showcase examples of pedagogical design to engage students in their learning process
- allow participants to reflect on their own teaching style and needs
- invite peer sharing of professional experience

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 (15 sessions) 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**

All sessions are 90 minutes long, consisting of 1-hour long lectures and 30 minutes practical discussion workshops. Some lectures are very interactive and will require participants' full engagement and participation throughout.

The course will be taught in English, and preference will be given to delegates with good level of English language.

Appendix I.

Proposed Timetable

Date	Speaker	Topic	Module
18 th Oct	Prof. Martin Bureau	Oxford University and Its Pedagogy Explained	M1
20 th Oct	Dr Samantha-Kaye Johnston	The absence of evidence is not evidence of absence: Fostering critical thinking in online and offline contexts	M5
25 th Oct	Dr Samantha-Kaye Johnston	When teaching meets how students learn: An evidence-based toolkit from the science of learning	M5
27 th Oct	Dr Catrin Radcliffe	Student-centred learning: What? Why? How?	M1
1 st Nov	Dr Catrin Radcliffe	Learning Outcomes Design	M1
3 rd Nov	Dr Xavier Laurent and Steve Burholt	Improve student engagement - understanding the principles of good content and design. Part 1: Principles of design and how to apply to teaching and learning	M4
8 th Nov	Dr Xavier Laurent and Steve Burholt	Improve student engagement - understanding the principles of good content and design. Part 2: Oxford case studies	M4
10 th Nov	Dr Catrin Radcliffe	Reflective Practice in Practice	M5
15 th Nov	Ms Anne Ford	Mental Wellbeing and Job Satisfaction	M3
17 th Nov	Dr Catrin Radcliffe	Inquiry for Professional Development	M3
22 nd Nov	Dr Kirsten Jellard	Coaching Practice for Higher Education	M1
24 th Nov	Dr Kirsten Jellard	Putting Coaching into Practice	M3
29 th Nov	Prof. Liz Browne	Assessment for Learning	M2
1 st Dec	Ms Janina Duda	Practical Ideas for the Classroom	M5
6 th Dec	Dr Steve Burholt	ABC Learning Design at Oxford	M1

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.

牛津教师发展线上项目

主题：教学设计与实施（PDI）

项目简介

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。此次线上课程将：

- 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
- 示例展示教学设计过程中学生们对于课程学习的参与
- 激励反思教学方式 and 需求
- 鼓励同辈专业技能的分享

接收学员

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5大类专业学术模块，共 15 节课程，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。

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：教学评估
- 模块3：教师发展
- 模块4：新技术应用
- 模块5：课堂参与及互动

附录 I.

Date	Speaker	Topic	Module
18 th Oct	Prof. Martin Bureau	牛津大学及其教育学解读	M1
20 th Oct	Dr Samantha-Kaye Johnston	缺乏证据不是缺乏的证据：在在线和离线环境中培养批判性思维	M5
25 th Oct	Dr Samantha-Kaye Johnston	当教学与学生学习相结合：学习科学的循证工具包	M5
27 th Oct	Dr Catrin Radcliffe	以学生为中心的学习：什么？为什么？怎样	M1
1 st Nov	Dr Catrin Radcliffe	学习目标设计	M1
3 rd Nov	Dr Xavier Laurent and Steve Burholt	提高学生参与度-理解良好内容和设计的原则。第 1 部分：设计原则及如何应用于教学	M4
8 th Nov	Dr Xavier Laurent and Steve Burholt	提高学生参与度-理解良好内容和设计的原则。第 2 部分：牛津案例研究	M4
10 th Nov	Dr Catrin Radcliffe	实践中的反思实践	M5
15 th Nov	Ms Anne Ford	心理健康与工作满意度	M3
17 th Nov	Dr Catrin Radcliffe	专业发展咨询	M3
22 nd Nov	Dr Kirsten Jellard	高等教育辅导实践	M1
24 th Nov	Dr Kirsten Jellard	将辅导付诸实践	M3
29 th Nov	Prof. Liz Browne	学习评估	M2
1 st Dec	Ms Janina Duda	课堂互动应用方法	M5
6 th Dec	Dr Steve Burholt	牛津大学 ABC 学习设计方法	M1

附录 II.

师资列表

	<p>Prof. Martin Bureau 是牛津大学沃德姆学院的 Lindemann 研究员兼物理学导师，牛津大学物理系的天体物理学教授。在哥伦比亚大学被任命为 NASA 哈勃研究员和荷兰莱顿大学莱顿天文台的博士后研究员之后，他已经在牛津大学工作了十多年。除了提供教牧服务和最近担任学院院长外，他还主要辅导一年级和二年级的物理课程。在牛津大学物理系内，他曾任期末考试主任，并监督牛津大学及其他国家的博士生。</p>
	<p>Dr Steve Burholt 在牛津大学教学中心和牛津布鲁克斯大学担任学习技术专家已有 20 多年的经验。他是高等教育学院的院士，并接受过教练和辅导方面的培训。他为整个大学不同学科领域的教学团队举办了学习设计研讨会。</p> <p>这些工作坊改编自 UCL 的“ABC”模式，是 Canvas VLE 推出期间为学者提供的一揽子支持计划的一部分。他与学者和课程负责人合作，在布拉瓦尼克政府学院设计了大学的第一个 MOOC“从贫困到繁荣”。这个为期六周的在线课程吸引了 47,000 个注册，共有 3000 名学生支付了经过验证的证书。</p>
	<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。</p> <p>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。</p> <p>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。</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>



Janina Duda 是牛津全球发展与展望研究院教学主任。她拥有英国教师资格身份，是一名认证教师培训师。她还获得了英国特许人事与发展学院的学习与发展五级文凭。杜达女士在波兰贾吉略大学获得英语和 TESOL 研究硕士学位，然后在法国和意大利大学获得欧洲研究联合硕士学位。她拥有丰富的国际教学经验，并且坚信终身学习。



Dr Kirsten Jellard 热衷于个人转型并帮助他人取得成功。她提供高管教练和设计，并在国际高等教育和高管教育中提供领导力和个人发展研讨会。

她是教练协会认可的教练，是合格的 MBTI 从业者，并且具有使用 NEO 心理测量技术的资格，并且还和 Strengths Finder, VIA Character Strengths, Career Leader 和其他工具一起使用。她拥有伦敦大学的终身学习硕士学位，弗吉尼亚大学的经济学和哲学学士学位，并且是牛津大学格林邓普顿学院的副研究员。



Dr Samantha-Kaye Johnston 是牛津大学教育评估中心的研究人员，她的兴趣涉及阅读发展、创造力、心理学和技术。她旨在将这些领域与循证电子学习技术联系起来，以改善教学、学习和评估结果。她还是科廷大学 (Curtin University) 的大学和莫纳什大学 (Monash University) 的教学指导，分别担任本科生和研究生心理学教学团队的成员。作为人类学阅读的创始人，她试图利用这个平台提升早期阅读教学中的阅读科学、学习科学和技术科学。她的工作得益于她在牙买加、英国和澳大利亚，主要是在 K-12 部门，以及在非政府、私营和社区组织以及联合国机构中担任倡导者和研究员的经验。



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。