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# Oxford Prospects Online Programme of Teaching and Learning (TAL)

## 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 four 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; 3 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.

*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><b>Prof. Simon Marginson</b> 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 Higher Education. 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><b>Prof. Ann Childs</b> 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><b>Dr Matthew Nicholls</b> 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).