

会议议程（持续更新中）

时间	内容	地点/主持人
2016年10月28日(周五)		
9:00---22:00	报到接待	
14:00---17:00 (前置研修班)	Designing Activities and Assignments to Promote Student-Centered Teaching and Learning.	史美瑶博士(美国马萨诸塞大学阿默斯特分校)
	微型教学在大学校园的推动实务与挑战	李纹霞博士(台湾大学)
	如何进行设计嵌入式课程评估(Course-Embedded Assessment)	孙建荣教授(澳门科技大学)
	如何使讨论欲罢不能? 有效课堂讨论设计实务	王秀槐教授(台湾大学)
	如何开展新进教师研习营	庞海勺教授(北京理工大学)
	如何组织高效、高质的课堂讨论?	张学新教授(复旦大学)
	Learning for the 21 st century Framing knowledge and skills in a world of super-complexity	Dr. Jennie Winte (Plymouth University, UK)
	成果为本的课程设计	何淑冰博士(香港理工大学)
19:00---21:00	常务理事会议	
2016年10月29日(周六)		
8:00---8:30	领取同传设备	
8:30---8:45	开幕式	
8:45---9:45	Envision the Future: Creating Successful Centers for Teaching and Faculty Development	Dr. Matthew Kaplan (University of Michigan, USA)
9:45---10:00	休息	
10:00---11:00	Research on Science and Engineering Education in United States Higher Education: Bridging the Gap to the Practice of Teaching	Dr. Gabriela Weaver (University of Massachusetts Amherst)
11:00---12:00	Teaching and learning enhancement in higher education: The philosophy and methodology of faculty development in the UK	Professor Debby Cotton, (Plymouth University, UK)
12:00---14:00	午餐	
14:00---15:30	分会场报告一	
15:30---15:45	休息	

15:45---18:15	分会场报告二	
18:30---20:00	晚餐	
20:00---22:00	教发中心新进主任圆桌会议	
2016年10月30日(周日)		
8:00---9:30	分会场报告三	
9:30---9:40	休息	
9:40---10:40	大会报告四	程福臻教授（中国科大）
10:40---11:40	面向廿一世纪的挑战：重构学习成果和学习经验	何淑冰博士（香港理工大学）
11:40---12:00	交接仪式及闭幕式	
12:00---14:00	午餐	
14:00---17:00	参访中国科大	

一、大会发言(持续更新中)



题目: Envision the Future: Creating Successful Centers for Teaching and Faculty Development

发言人: Dr. Matthew Kaplan, Executive Director of the Center for Research on Learning and Teaching (CRLT) at the University of Michigan

摘要: What are the key trends in higher education that should shape the priorities and programs of teaching centers in the coming decade? What innovative pedagogical approaches should teaching center staff be highlighting to prepare faculty on their campuses for the teaching and learning environment of the future? How can teaching centers use evidence-based practices to plan their programs and demonstrate their value by conducting careful evaluation of their programs? The speaker will address the key strategic questions based on their experience running the widely acclaimed Center for Research on Learning and Teaching at the University of Michigan



题目: Research on Science and Engineering Education in United States Higher Education: Bridging the Gap to the Practice of Teaching

发言人: Dr. Gabriela C. Weaver, Vice Provost for Faculty Development, Director, Institute for Teaching Excellence and Faculty Development Professor, Department of Chemistry University of Massachusetts Amherst

摘要: For over 50 years, researchers have examined how students learn and how faculty teach in higher education science, technology, engineering and mathematics (STEM). The proliferation of valuable and generalizable research findings has accelerated over the past two decades, with discipline-specific researchers combining techniques and knowledge from disciplines such as psychology, statistics, anthropology and sociology to enhance their work. Federal agencies in the United States have funded a great deal of this work. Funding priorities and state and federal policies have been drafted based on some of the most salient research findings. But the majority of teaching remains unchanged from models that were established centuries ago. In the STEM disciplines this means that the majority of classes are taught using a didactic lecture approach to

a large passive audience, and laboratory courses are generally taught using verification and recipe (“cookbook”) methods. In this presentation, I will discuss recent efforts by the National Academy of Sciences, the National Science Foundation and the White House Office of Science and Technology Policy to bridge the gap between research findings and actual teaching practice.



题目: Teaching and learning enhancement in higher education:

The philosophy and methodology of faculty development in the UK

发言人: Professor Debby Cotton, Head of Educational Development in the Pedagogic Research Institute and Observatory (PedRIO), Plymouth University, UK.

摘要: This plenary talk will provide an overview of the historical development and current issues in faculty development in the UK. Faculty Development (often referred to as Educational Development or Academic Development) is the term used for the systematic enhancement of educational processes and practices in HE (Stefani 2003) with the aim of improving students' education. Faculty development has been emergent in the UK since the 1960s and is now an established part of the HE landscape, with most universities housing a teaching and learning enhancement unit of some kind.



题目: 面向廿一世纪的挑战:重构学习成果和学习经验

发言人: 何淑冰博士, 香港理工大学教学发展中心总监

摘要: 廿一世纪的特点是全球性的、快速的、深刻的变化, 跨国和跨学科的项目在经济、贸易、技术创新等各个领域飞速发展, 与此同时, 全球也面对著各种社会和环境问题的挑战。这些现象对本科生的培养有重要的意义, 要在迅速发展、日益复杂的社会中成功立足並作出贡献, 毕业生不能只具备狭隘的学科知识, 更需要一个广阔、多元的知识基础, 以及广泛的通用技能, 知识为本的高等教育培养模式已经不能适应廿一世纪对人才的需求。本报告将讨论大学可如何重构学习成果和学习经验以配合时代的发展, 並会分享一些香港相关的实例: 如国际化课程领导能力和企业家精神的发展、服务学习、多学科团队, 在现实世界中学习和评估等等。

二、前置研修班



题目: Designing Activities and Assignments to Promote Student-Centered Teaching and Learning.

主持人: 史美瑶, Associate Director, Institute for Teaching Excellence & Faculty Development University of Massachusetts Amherst

摘要: When designing a college course, faculty need to take into consideration the subject matter, the instructional approaches, assessment and other factors surrounding the teaching and learning environment. The goal of this workshop is to provide participants with models, strategies and tools to aid in creating instructional activities and assignments that maximize student learning experiences and are aligned with the course goals and learning objectives. We will explore various types of learning activities and assignments and examine the challenges and opportunities when implementing these instructional approaches in various learning environments.

题目: 微型教学在大学校园的推动实务与挑战



主持人: 李纹霞, 台湾大学教学发展中心博士、副组长

摘要: 1. 认识微型教学的功能与操作模式,
2. 分享微型教学培训课程的实务经验
3. 讨论校园内推动微型教学会遇到挑战和可行策略
4. 激发开始推动同侪导向模式的教学精进研习课程

题目: 如何进行设计嵌入式课程评估 (Course-Embedded Assessment)

主持人: 孙建荣教授, 澳门科技大学任副教务长兼国际学院院长

摘要: 1. 反思设计工作坊中基于参与者的有效性期待【思考】
2. 了解教育认证标准对基于证据的学生学习结果评估信息的期待【知识】
3. 了解嵌入式课程评估 (Course-Embedded Assessment) 的理论框架支撑【知识】
4. 掌握嵌入式课程评估 (Course-Embedded Assessment) 的步骤与技巧【知识】
5. 设计一个实际可以使用的嵌入式课程评估 (Course-Embedded Assessment) 方法【能力】





题目：如何使討論欲罷不能？有效課堂討論設計實作

主持人:王秀槐, 台湾大学师资培育中心教授

- 摘要:
1. 課堂討論的挑戰: 靜悄悄與亂糟糟
 2. 如何設計好問題: CLEAR 原則
 3. 如何安排討論環節: 分組, 抽點, 分工
 4. 帶領討論技巧演練: 發問, 理答, 摘要



题目：如何开展新进教师研习营

主持人:庞海芄教授, 北京理工大学教学促进与教师发展中心主任

摘要: 随着各校教学准入制度的陆续实施, 新进教师研习营成为教师培训中非常重要的一部分工作。本研修班的主要目标包括在设计新进教师研习营方案以及实施时需要思考的问题: 1. 新进教师应提高哪些能力? 2. 研习营方案设计中应注意哪些问题? 本研修班主要包括以下内容: 第一部分, 介绍如何对新进教师做需求分析, 结合近5年新教师岗前培训的工作经验, 提供给参与者一个比较完整的理论框架, 指导进行需求分析。第二部分, 方案设计中, 需要考虑的几个教学元素, 包括知识、技能和态度; 结合需求分析进行方案设计。第三部分, 介绍整个新进教师研习营的管理过程及总结。



主题：如何组织高效、高质的课堂讨论？

主持人: 张学新, 复旦大学心理系教授、博导

- 摘要:
1. 认识常见课堂讨论的第一误区, 自学预习误区
 2. 认识常见课堂讨论的第二误区, 忽视独学误区
 3. 认识常见课堂讨论的第三误区, 分工合作误区
 4. 认识常见课堂讨论的第四误区, 奖惩竞争误区
 5. 认识常见课堂讨论的第五误区, 问题引导误区
 6. 理解“对分课堂”如何克服五大误区, 实现高效、高质的课堂讨论



题目： Learning for the 21st century

Framing knowledge and skills in a world of super-complexity

主持人： Dr Jennie Winter, Associate Professor in Educational Development at the Pedagogic Research Institute and Observatory (PedRIO), Plymouth University

摘要： This workshop will take an interactive approach to considering the needs of students as they progress through higher education and into subsequent employment. Higher education is increasingly required to prepare students for working in a 'super-complex' world – one in which their very conceptual frameworks are challenged (Barnett, 2000).The

increasing difficulty of selecting the crucial required knowledge and understanding in an information-rich world is an issue which universities and students are grappling with. Universities have the dual goals of enhancing student knowledge whilst providing them with the skills to put this into practice. Finding a balance between these goals calls for a range of pedagogic approaches both within and outside the classroom. The recognition of student engagement as a key driver of success in learning has also lent weight to the need for new approaches to teaching (Kahu, 2013), and the use of 'high impact activities' such as learning communities, internships and service learning experiences (Kuh, 2009). Work on the hidden curriculum identifies the campus and teaching environment as key influences on student learning and outcomes (Cotton *et al.*, 2013). In this workshop, we introduce a case study from the UK offering a skills development framework to assist in supporting student engagement and learning across the curriculum and co-curricular activities. Workshop participants will be offered the opportunity to reflect on this framework in light of their own experiences as teacher and students, considering questions such as: is there a place for such a framework in their own practice, are the challenges different in the Chinese context and what can we learn from each other to enhance student learning for the 21st century?

题目： 成果导向的教学方案设计

主持人： 何淑冰博士，香港理工大学教学发展中心总监



摘要： 1. 阐释「成果为本」与「内容为本」的不同
2. 用恰当的行为动词来定义各类预期学习成果
3. 运用「反向」的课程设计
4. 检验教学方法能否帮助学生达到预期学习成果
5. 选择恰当的方法评核学生是否已达致预期的学习成果
6. 利用评核学习成果所得数据改善学生的学习

三、密西根大学工作坊（29 日下午）



题目：How Do We Shape the Future? Visions and Trends in Faculty Development

主持人：Dr. Matthew Kaplan, Executive Director of the Center for Research on Learning and Teaching (CRLT) at the University of Michigan

摘要：Participants in this session will consider the models discussed in the plenary session and identify how these trends apply in the specific context of their campus and their teaching center. There will be time for questions, and attendees will be encouraged to share perspectives from their universities in order to build their networks for strategic planning at their centers.



题目：How Do We Communicate the Value of Our Work? Evidence-Based Practices in Planning and Assessing Educational Development

主持人：Dr. Mary Wright, Director of the Sheridan Center for Teaching and Learning at Brown University in Providence, Rhode Island

摘要：Participants will discuss current practices for planning and documenting the effectiveness of teaching center programs. Attendees will develop plans for a sample needs assessment and a comprehensive evaluation plan that can be brought back to their centers.



题目：What's on the Cutting Edge? Innovative Pedagogies and Technologies

主持人：Dr. Erping Zhu, assistant director of the Center for Research on Learning and Teaching (CRLT) at the University of Michigan

摘要：Participants will share teaching innovations from their own campus contexts and discuss strategies and draft plans for promoting innovative pedagogies and technologies to improve teaching at their universities.

四、新进教发中心主任圆桌会议

圆桌主题：

- 1、 教发中心的工作定位（对教师的作用、与校内外其他机构的关系等）
- 2、 不同业务形式的作用及其难易程度分析

主持人：高捷（上海交通大学教学发展中心主任）

参会人员：新近担任教发中心主任或中心工作的实际主持人（上任时间在一年内）

会议形式：逐个讨论议题，平等参与，案例介绍，讨论解惑，启迪智慧

参会人数：30 人

五、密西根大学&教发中心主任圆桌会议

圆桌主题：Directors of faculty development centers face challenges in creating a culture of teaching on campus.

主持人：Matthew Kaplan、Mary Wright、Erping Zhu

参会人员：教师教学发展中心主任（需要有一定英文交流能力）

会议形式：圆桌讨论式

参会人数：限 50 人

会议时间：10 月 30 日上午 8:00--9:30