

附件二

大会报告简介一



Defining and applying the Scholarship of Teaching and Learning (SoTL): Challenges and Opportunities

Professor Joëlle Fanghanel
Pro-Vice Chancellor (Academic)
University of West London.

报告简介: The role of academics in higher education has become quite complex and contested as increasingly value is put on research, at the expense of teaching activities. In this presentation I will first discuss the context in which we need to examine the Scholarship of Teaching and Learning (SoTL) to make sense of it. I will then consider what is understood by SoTL, based on a recent study funded by the Higher Education Academy, in which the researchers found that the concept of SoTL, developed by the American educationalist, and once President of the Carnegie Foundation for the Advancement of Teaching, Ernest Boyer is still relatively ill-defined. I will explore what SoTL means for academics on the ground, in their everyday practice, and how institutions recognise and reward SoTL activities.

I will then examine more broadly the main challenges for the engagement of individuals, groups and institutions in SoTL activities in today's educational contexts. I will offer some reasons for this slow progress, and some opportunities that need to be seized and built upon to ensure SoTL impacts on student learning and individual and collective conceptions of the academic role in twenty-first century universities.

主讲人简介: Professor Joëlle Fanghanel, former President of the International Society for the Scholarship of Teaching and Learning, Chair of the Heads of Educational Development Group, Governing member and Trustee of the Society for Research into Higher Education Council, Joelle Fanghanel holds a senior executive position as PVC at the University of West London. She continues to act as an international expert consultant on Quality Assurance; SoTL; and academic work. She hold several positions as advisor to research projects and laboratories on academic work and identities, and SoTL. She is an active reviewer on several international academic journals has published on academic identities and academic work, and higher education in a globalised context. Her 2012 book *Being an Academic* examined the impact of higher education policies on academic practices. Recently, she has co-edited *Dimensions of Marketisation in Higher Education* with Peter John.

大会报告简介二



The Scholarship of Teaching and Learning: Inquiry and Reflection

Jeffrey L. Bernstein
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Eastern Michigan University

报告简介: Excellence in teaching does not only involve being effective in the classroom. The best professors are those who consistently work to improve their practice by gathering data on student learning, reflecting on what they see, and changing their practice to help improve their performance as instructors. In this keynote address, I will offer perspectives on how instructors can do this most effectively, using examples from over twenty years in the college classroom, and as a scholar of the teaching and learning process. My focus will be on how teachers should develop habits of focused inquiry, and critical reflection, about their practice.

主讲人简介: Jeffrey L. Bernstein is Professor of Political Science and Affiliated Faculty in Jewish Studies at Eastern Michigan University, where he has been on the faculty since 1997. He holds a B.A. from Washington University and an M.A. and Ph. D. from the University of Michigan. He is currently working on a book-length project, entitled *Who Gets to Choose: Superdelegates, Closed Primaries, and the Presidential Nomination Process*. Bernstein writes frequently on the scholarship of teaching and learning, particularly on how to foster effective civic engagement on the part of his students. He also studies collaborative teaching, and how to enhance the role of teaching in the academy. Bernstein was a 2005-06 Carnegie Scholar with the Carnegie Foundation for the Advancement of Teaching in Palo Alto, California. He is co-editor and contributing author of *Citizenship Across the Curriculum* (Indiana University Press, 2010), *Enhancing Teaching and Learning through Collaborative Structures* (Jossey-Bass, 2016) and of numerous scholarly articles and book chapters, many co-authored with the kind of remarkable students who make being a professor so much fun, and so rewarding.

大会报告简介三



促进大学物理深度学习的教学设计与实验检验

董占海
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上海交通大学

报告简介：在实施以学生为中心、促进学生大学物理深度学习的教学中，报告者对工科大学物理课堂教学模式、教学效果评估和教学内容三方面进行了研究与设计。第一方面介绍互动教学环节的研究成果：如何确定和选择师生课堂占用时间比例(课堂翻转度)、如何在不压缩教学内容前提下完成教学任务、怎样让学生积极参与课题活动；第二方面介绍如何对课程进行多维度评价，如何设计相应的验证实验，并给出实验研究结论；第三方面介绍如何揭去物理的神秘外衣、使大学物理简单化、形象化、生活化，如何展现物理的神奇美等方面的研究工作。此外，还分享慕课、微信等网络电子教学平台的制作使用情况及感想。

主讲人简介：董占海，上海交通大学物理与天文学院教授，博士学位，是上海交通大学最受学生欢迎的教师之一。先后从事强关联电子系统物理特性的研究、物体红外特性的建模技术研究、以及工科大学物理教学和教学研究项目。主持多项科学研究和教学研究项目，有的教学项目获得了上海交通大学优秀教学成果特等奖。发表多篇与教学相关的文章，参编多部大学物理教材，所讲授的大学物理已经制作成慕课并在网络上发布。