

Oxbridge Teacher Seminars

OXFORD • JULY 28 – AUGUST 4, 2024 | CAMBRIDGE • AUGUST 5 – AUGUST 12, 2024

Enrichment and Professional Development for Educators and Librarians

Dear Teachers, Librarians, and School Leaders,

We founded the Teacher Seminar programs 30 years ago because we believed that there is no group more deserving, harder working, or more responsive to this kind of learning opportunity. This seminar was designed to meet their needs — intellectual, professional, and personal.

From the beginning, our vision has been to bring teachers into direct contact with leading scholars, writers, and public figures, in an historic and stimulating environment, surrounded by cultural and academic resources. At first in Oxford, and then in Cambridge, these Teacher Seminars offer a mixture of intellectual refreshment, cultural enrichment, and professional development. Ultimately, the aim is to support and invigorate classroom teaching and school management with new ideas and fresh energy.

Participants in the Seminars come from every kind of background and school imaginable. They have included new teachers, seasoned veterans, department heads, counselors, librarians, and principals. Invariably, the experience and enthusiasm of the participants themselves have enriched the programs beyond measure. We would be delighted to put you in touch with former participants as you consider applying.

Teachers come to our seminars for various reasons: to pursue professional development, to indulge intellectual interests, or to fulfill lifelong personal dreams. Whatever your priority, I hope to see you in Oxford and/or Cambridge this summer!

Sincerely,

Richard Michaelis
 Director, Oxbridge Academic Programs



MEET THE DIRECTOR

**Richard W. J. Michaelis,
 D.Phil., (Oxon)**

**Executive Director
 Oxbridge Academic Programs
 by WorldStrides**

**BA University College London
 MPhil, DPhil University of Oxford**

Richard taught history for 15 years at Oxford University before joining Oxbridge 20 years ago. During his tenure with the organization, he has taught on the Oxford Tradition as well as directed the Paris Teacher Seminar, the Paris Connection, and Oxbridge in Paris. Richard also edited Walter Scott's *Life of Napoleon*, which he presented at Scotland's premier literary festival in 2015, and is now writing a life of François-René de Chateaubriand, the French author and statesman.



Oxbridge Academic Programs is accredited by the Accreditation Service for International Schools, Colleges and Universities (ASIC). Oxbridge has earned Premier status with ASIC for its commendable areas of operation. ASIC accreditation helps students and parents make a more informed choice and will also help a school, college, university, training provider or distance education provider, demonstrate to an international student body that they are a high quality institution.



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Overview of the Seminars

Our seminars are designed to give participants access to current scholarship and university resources in a variety of fields. Led by distinguished scholars, they are introduced to innovative approaches to traditional subjects, new pedagogical possibilities, and a variety of cultural, social, and imaginative experiences.

The seminars involve plenary sessions, led by outstanding academics and intellectuals, and small-group discussions focused on specific themes; a comprehensive schedule of cultural events and outings; historical tours; museum and gallery visits; and free time for individual research, exploration, and relaxation. At the heart of the Teacher Seminars are elective Study Groups, designed to provide an academic focus for the participant.

The Oxford Teacher Seminar (July 28 – August 4) is held in Worcester College, in the University of Oxford. Participants have the unique opportunity to share in the academic and cultural traditions of one of the world's great centers of learning. Teachers meet Rhodes Scholars, visit colleges, libraries, and historic sites, and gain an insider's feeling for the deeper resources behind the beauty and tradition of "the city of dreaming spires."

The Cambridge Teacher Seminar (August 5 – August 12) takes place in the college commonly referred to as Jesus College, though its full name is the College of the Blessed Virgin Mary, Saint John the Evangelist and the glorious Virgin Saint Radegund. Jesus was founded in 1496 on the site of a medieval nunnery. Here, teachers find an inspiring setting for intellectual reflection and cultural enrichment. The diverse program of speakers and events makes the scholarly wealth and history of the University accessible to all.



Oxford Teacher Seminar

JULY 28 - AUGUST 4, 2024

The College

Oxford has hosted a scholarly community for over 900 years and continues to be one of the world's most important intellectual and cultural centers. Our Teacher Seminar is housed in the beautiful, peaceful setting of Worcester College, near the Ashmolean, Pitt Rivers, and Natural Science Museums, Oxford University Press, and several historic pubs and cafes. The Bodleian Library is within easy walking distance, as is the commercial bustle of Broad and High Streets.

Worcester College lies on a site that has been used for academic purposes since the thirteenth century. Originally known as Gloucester College, it was founded in 1283, for the education of Benedictine monks. Gloucester College was closed down during the dissolution, in the 1530s, only to re-emerge for a brief period - following Benjamin Woodroffe's effort to transform it into a home for Greek Orthodox students - as Greek College. In 1714 it was re-endowed by Sir Thomas Cookes as Worcester College. In addition to twenty-six acres of land that include a lake and a park, Worcester is known for buildings designed by renowned 18th- and 19th-century architects, including Henry Keene, Nicholas Hawksmoor, and James Wyatt. These stand alongside substantial medieval remnants of Gloucester College that are still in use today. Worcester boasts many notable alumni, among them Rupert Murdoch, Emma Watson, and U.S. Supreme Court Justice Elena Kagan.

Teacher Seminar participants live in comfortable rooms in the College. The rooms are all en-suite and there is wifi. Breakfast and dinner are taken in the College dining hall. Breakfast is primarily continental, while a variety of entrée options are available at dinner, including vegetarian dishes.



The Seminar

Oxford Teacher Seminar participants enjoy life in a traditional Oxford college and a meeting of minds with leading academics and educators from the University. At the heart of the Seminar are Study Groups, each with a different focus, offering detailed discussion and exploration of a special subject. Each morning these groups meet individually to discuss a series of topics. These sessions are complemented in the afternoons by a plenary program of speakers, workshops, outings, and events. Teachers select one Study Group for the duration of the week and participate in every plenary session.

Teacher Seminar participants select the Study Group that they would like to join in the online application. In advance of the summer, Study Group leaders recommend optional preparatory reading for all participants. We also ask participants to bring their own proposed topics for discussion, specific to their Study Group. The Study Groups available in summer 2024 are as follows:

Literature and the Fantastic

This course focuses on the works of six of the most prominent children's fantasy authors of the past 150 years. Four of these (Lewis Carroll, C. S. Lewis, J. R. R. Tolkien, and Philip Pullman) were or are Oxford-based. Particular attention will be paid to their biographies and their interactions with the University and Oxford town life. Each seminar will cover both a special author whose work will be featured, and an investigative topic designed to focus the discussion around issues relevant to both readers and teachers of fantasy literature. In addition to learning about the history and background of these canonical texts, seminar participants will be encouraged to develop new and imaginative ways of teaching them.

Dr. Matthew Kerr

STUDY GROUP LEADER AND SEMINAR DIRECTOR

Formerly a departmental Lecturer in English at the University of Oxford, Dr. Kerr is currently working as a Lecturer in Southampton while completing a book about the sea in 19th-century literature. His research interests include the Victorian novel – especially the novels of Dickens, Conrad, and Frederick Marryat – and the history of emotions. He has taught and lectured on a wide range of subjects, including film adaptation and Victorian children's literature.

Dr. Kerr's latest project focuses on John Stuart Mill's private library. He completed his doctorate in English Literature at Trinity College, Oxford, where he was a Clarendon Scholar. Prior to taking up his Lectureship he taught at a number of Oxford colleges, including Magdalen, Keble, and Christ Church, and at the University of Lincoln.

The Library and the Academy

Libraries are at the very heart of every educational institution, from the smallest school to Oxford University. Designed for librarians and others with an interest in how libraries contribute to the intellectual and cultural life of the academy, this Study Group draws on the resources of the more than 60 libraries that constitute the Oxford University library system. Because of the great wealth and antiquity of library resources in Oxford, participants have the opportunity to visit medieval libraries that have chained books, see exhibits drawn from rare collections, and visit the Bodleian Library, looking at it not only historically but in relation to a wide range of current issues. Participants meet experts from several fields of library science and archive management.

Steven Archer

STUDY GROUP LEADER

A Librarian at Trinity College, in Cambridge, Mr. Archer read Anglo-Saxon, Norse and Celtic in Cambridge, and then undertook a Master's in Library and Information Studies at University College, London. He has worked in the libraries of Trinity and Christ's Colleges, Cambridge, and was Head of Reference at the London Library. He joined Christ Church Library in Oxford, in September 2016, from his post as Curator and Digital Projects Librarian at the Parker Library, Corpus Christi College, Cambridge, before moving back to the Wren Library, at Trinity. His research centers around the impact of the tenth-century monastic reform movement on manuscript production in England, the social function of books in the medieval world, the interplay between script and print, and the survival of medieval libraries during the Reformation.

Shakespeare in History

Focused on the most influential poet and playwright in western civilization, this Study Group examines Shakespeare's works, popularity, and literary legacy. Looking beyond his life, contemporary depictions, and immediate reception, participants go on to study his sources, his collaborators, and his influence. They explore how plays have been revised and re-written over the centuries, according to popular taste and political will, as well as how selected plays have been adapted for television and film, as specialist performances and Hollywood blockbusters. The Study Group also looks at how Shakespeare can be taught in the classroom through performance.

Dr. Tim Smith-Laing

STUDY GROUP LEADER

A writer and critic based in London, Dr. Smith-Laing completed his doctorate at Merton College, Oxford, with a thesis on the interpretation of Greek mythology in European literature, paying special attention to the mythographical backgrounds of Boccaccio, Chaucer, and Shakespeare. He was a lecturer in English literature at Jesus College, Oxford, and taught at Sciences Po, in Paris, before deciding to concentrate on writing and journalism.

Examining subjects as diverse as early modern philosophy, internet addiction, and Hieronymus Bosch, he is a book critic for *The Telegraph*, a contributor to *Frieze*, *Apollo: The International Art Magazine*, and *The Literary Review*. He is currently working on a cultural history of chance, *Fortuna: The Lives of Lady Luck from Ancient Athens to Quantum Physics*.

Leadership Challenges in Contemporary Education

This Study Group is intended for emerging leaders within schools. Led by an experienced school head, the Group will focus on a selection of key issues that every school leader must face today, such as curriculum reform, the uses and abuses of technology, the pros and cons of parental engagement, faculty retention and development, socioeconomic inequality, academic versus extracurricular balance, and relations with the broader community. Alongside, the Study Group will tackle daily case studies and crisis management scenarios that arise over the course of a school year and collaborate to work out possible responses.

John Allman

STUDY GROUP LEADER

The Head of School at Trinity School in New York, a K-12 coeducational day school serving almost 1,000 students on the Upper West Side of Manhattan, Mr. Allman began his career teaching English at his alma mater, the Lovett School, in Atlanta, Georgia. Following graduate studies, he taught at St. Mark's School of Texas, in Dallas, becoming chair of its English Department in 1990.

In 1994, he returned to the Lovett School as principal of the Upper School. He was appointed headmaster at St. John's School in Houston in 1998, where he served for eleven years, before his appointment to Trinity in 2009.

On the following pages, the Oxford Teacher Seminar's provisional schedule provides an idea of how Study Groups blend with the plenary program. It is representative, but not exact, and is subject to change.

Itinerary

Day 1

4:00 p.m. | Welcome to Worcester College

Dr. Matthew Kerr

Dr. Kerr greets participants in Worcester College and outlines the program.

5:00 p.m. | Plenary Session: *An Introductory Walking Tour of Oxford*

Mr. Thomas Whitecross

Mr. Whitecross explains some of the history of Worcester College and the University of Oxford, as well as the College system that gives the University its character. A short tour orients new arrivals as they explore the grounds of the college and their immediate surroundings, which include the Ashmolean, the Playhouse, St Giles, and Cornmarket.

6:30 p.m. | Dinner at Worcester College

Dinner is served in the Worcester College dining hall. Before dinner, teachers gather for drinks.

8:00 p.m. | Optional Social Outing

Optional local walking tour to see Oxford at dusk, with choice of a concert or conversation in a local pub.



Day 2

9:00 a.m. | Study Groups meet

Under the guidance of the Study Group leader, each group meets every day to cover a number of specific topics:

Literature and the Fantastic

Defining Fantasy: Participants examine Lewis Carroll's *Alice's Adventures in Wonderland* and *Through the Looking-Glass* in an effort to reach a preliminary definition of the genre. The session includes a field trip to Christ Church College to explore the surroundings that inspired Carroll's tales.

The Library and the Academy

The Role of the Library: In this opening session, participants discuss the role of the library in universities and schools across the world, and its place in 21st-century society in general. The discussion will be followed by a tour of the world-famous Bodleian Library.

Shakespeare in History

Shakespearean Biography: Issues surrounding Shakespeare's life; religious beliefs; sexuality; images of Shakespeare, from the First Folio onwards; competing depictions of the playwright.

Leadership Challenges in Contemporary Education

Setting a Vision: Building a successful school and making leadership work at every level, a personal view.

11:30 a.m. | At the close of each Study Group meeting, teachers visit specific locations around Oxford connected with the morning's subject.

12:30 p.m. | Lunch

2:00 p.m. | Plenary Session: *Uncomfortable Oxford Tour*

Through unique walking tours, the Uncomfortable Oxford team generates discussions about racial inequality, gender and class discrimination, and legacies of empire.

4:00 p.m. | Tea

4:30 p.m. | Plenary Session: *Blood and Iron: Ukraine, Taiwan and the West*

Professor Patrick Porter

The Professor of International Security and Strategy at the University of Birmingham, Dr Porter discusses the war in Ukraine as it grinds on, and escalating global tensions. Why has diplomacy failed? What can we do to survive? Professor Porter's research interests are great power politics, realism, foreign and defense policy in the US and UK, and the causes and consequences of decline. His book, *Blunder: Britain's War in Iraq*, was shortlisted for the British Army Military Book of the Year Prize, 2019. His most recent book is *The False Promise of Liberal Order: Nostalgia, Delusion and the Rise of Trump*. He also wrote *The Global Village Myth: Distance, War and the Limits of Power* and *Military Orientalism: Eastern War through Western Eyes*.

6:30 p.m. | Dinner in Hall

7:30 p.m. | Optional outing: Concert, recital, or play

Participants pick a performance from the vast array on offer every night in Oxford.

Day 3

9:00 a.m. | Study Groups meet

Literature and the Fantastic

Of This And Other Worlds: A close analysis of Tolkien's world-building in *The Lord of the Rings*. How does he use geography to create an immersive fantasy landscape? How does he populate an entire society? And how can we contextualize his epic against the background of the Great War? The session concludes with a visit of Merton College, Tolkien's alma mater.

The Library and the Academy

The Classic Oxford College Library: Oxford has many great libraries besides the Bodleian, particularly those of the colleges which make up the University. Participants visit Trinity College, and learn how its library has been an integral part of its teaching since its foundation. What lessons can be learned from its management, and how universal are they?

Shakespeare in History

Shakespeare in Context: How much does historical context matter to critical readings of Shakespeare? How can a detailed understanding of the circumstances in which his plays were written improve our knowledge of them, and vice versa?

Leadership Challenges in Contemporary Education

Deploying Technology: From the blackboard to AI, technology old and new. A history of tools used by pedagogues; the challenges and opportunities offered by new and emerging technologies; and the prospect of ever more Web-based learning.

12:30 p.m. | Lunch

2:00 p.m. | Plenary Session: *A Tour of Christ Church Library*

Gabriel Sewell

The College Librarian shows participants around Christ Church's spectacular historic collection. Formerly the Assistant Director of Library Services (Special Collections) at the University of St Andrews, Gabriel had responsibility for the management and strategic direction of the University's Special Collections of manuscript, archive, photographs, and rare books. She previously worked as Head of Collections at Durham Cathedral, where she had oversight of the library collections, dating from the 6th century, and museum objects, and worked at Lambeth Palace Library, where she had particular responsibility for reader services and all aspects of work relating to the Library's printed book collections, which includes a 1455 Gutenberg Bible, the earliest book printed in Europe using movable type.

4:00 p.m. | Tea

4:30 p.m. | Plenary Session: *Experiencing Learning: equipping students to become resourceful and resilient learners.*

Charlie Gilderdale

Charlie has worked at Cambridge University for the last 28 years, first training secondary mathematics teachers at the Faculty of Education and now as a member of the Millennium Mathematics Project, where he has focused on creating opportunities for students to learn mathematics through exploration and discussion.

6:30 p.m. | Dinner

Day 4

9:00 a.m. | Study Groups meet

Literature and the Fantastic

C. S. Lewis and Politics: With particular attention paid to *The Chronicles of Narnia*, how does Lewis make use of medievalism, Christianity, and Oxford itself as generic markers? How has contemporary scholarship tackled issues of gender and race in his writing?

The Library and the Academy

Children's Literature and the Next Generation of Readers: What place do books have in children's lives in the 21st century? To help answer this question, participants explore some of the earliest printed books in the Bodleian's collection, and the world famous Opie Collection of Children's Literature.

Shakespeare in History

The Bard's Precursors: How was Shakespeare influenced by other writers, such as Chaucer, Gower, and Lydgate? What impact did traditions of popular and courtly entertainments have on his writing? And how accurate a depiction of the Middle Ages do his plays provide?

Leadership Challenges in Contemporary Education

Comparative and International Education; Curriculum reform: Do they really do things better abroad? Can we learn from comparative educational studies? Balancing learning: are our schools too academic or do we care too much about extra-curriculars?

12:30 p.m. | Lunch

2:00 p.m. | Plenary Session: *The Private Life of the Diary*

Dr. Sally Bayley

Sally Bayley is a tutor in English at Balliol and St. Hugh's Colleges, Oxford, and a member of the Oxford University English Faculty. She is the author of *Eye Rhymes: Sylvia Plath's Art of the Visual* (2007), the first study of Plath's art work in relation to her body of poetry and prose. It was featured in the Sunday Times magazine, on Radio 4 and at the Royal Festival Hall. She has since published *The Private Life of the Diary: from Pepys to Tweets*, telling the story of the diary as a coming-of-age story, and an autobiography, *Girl With Dove* (2018).

4:00 p.m. | Tea

4:30 p.m. | Plenary Session

Punting

Optional river-tour, with a chance for participants to try out this enjoyable and uniquely Oxbridgian pastime for themselves.

6:30 p.m. | Dinner followed by Social Mixer

Optional drinks at Corpus Christi College with Oxbridge faculty

Day 5

9:00 a.m. | Study Groups meet

Literature and the Fantastic

The Postmodern Fantasy: This session focuses on Philip Pullman, and particularly *His Dark Materials*. How might the “Republic of Heaven” be understood as a critique of various political systems? How persuasively does Pullman build an alternative version of Oxford?

The Library and the Academy

OUP: It is often forgotten that Oxford University Press is a department of the University. In this session, participants meet the team responsible for constantly revising the Oxford English Dictionary. They explain how they use libraries to guide and inform their endeavors.

Shakespeare in History

Contemporaries and Collaborators: This session explores the interplay and influence between Elizabethan and Jacobean theater, as well as Fletcher, Marlowe, Middleton, the culture of patronage, and the business of theater.

Leadership Challenges in Contemporary Education

The Death of Science and the Triumph of the Arts: How to make Science and Math attractive.

12:30 p.m. | Lunch

2:00 p.m. | Plenary Session: *Re-discovering Women in Art: The making of the Victoria & Albert Museum’s Medieval and Renaissance Galleries*

Eleanor Townsend

Currently researching the commissioning, function, and agency of religious images in late-medieval England, Eleanor spent twenty years at the Victoria and Albert Museum, in London, in a variety of curatorial and project management roles. Her projects included the major loan exhibition, Gothic: Art for England 1400-1547 (2003-4) and the new permanent Medieval and Renaissance Galleries (which opened in 2009), as well as the record-breaking exhibition, David Bowie Is... (2013). In addition to parish churches, devotional images and medieval sculpture, her broader interests include English country houses, museological practice, particularly in the display/interpretation of medieval objects, and the senses and their role in the creation and reception of art, particularly in the context of the museum.

4:00 p.m. | Tea followed by free time

6:30 p.m. | Dinner

7.30 p.m. | Plenary Session: *Romeo & Juliet*

A captivating theatre performance of ‘Romeo & Juliet’ in the beautiful setting of the Oxford Castle courtyard.

Day 6

9:00 a.m. | Study Groups meet

Literature and the Fantastic

The Wizarding World: Story, class, and the consumption of magic in J.K. Rowling’s Harry Potter series. To what extent is Harry an archetypal literary hero? Participants visit the Lamb and Flag pub, one of the homes of the Inklings.

The Library and the Academy

The Role of the Library in Society: Public libraries, school libraries, academic research libraries; intellectual freedom, copyright, censorship; the evolution of library science.

Shakespeare in History

Shakespeare Re-Written: Restoration Shakespeare; interpretations, revisions, and happy endings; Nahum Tate’s *King Lear*; William Davenant’s *The Tempest*; the Romantic Shakespeare; the birth of bardolatry.

Leadership Challenges in Contemporary Education

Trip to Radley College: In this session participants visit Radley College, a famous boarding school outside Oxford. The group discusses meritocratic education. What role will it play in 21st-century teaching?

12:30 p.m. | Lunch

2:00 p.m. | Plenary Session: *New College*

Optional guided visit of this 14th-century foundation, to explore the magnificent chapel, hall, cloisters, and gardens.

4:00 p.m. | Tea

4:30 p.m. | Plenary Session: *The Physics of the Atmosphere and the Oceans*

Dr. Mark Hammond

Following his undergraduate studies at the University of Cambridge and a doctorate in Atmospheric, Oceanic, and Planetary Physics at the University of Oxford, Dr. Hammond worked as a Lindemann Fellow at the Department of Geophysical Sciences at the University of Chicago, and as a postdoctoral researcher in the School of Geographical Sciences at the University of Bristol. He is currently a Junior Research Fellow at Christ Church. He studies the atmospheres of exoplanets, using mathematical and computational models to understand their atmospheric circulation.

6:30 p.m. | Dinner

7:30 p.m. | Optional Quiz Night

Teachers meet for an evening of intellectual competition and fun.



Day 7

9:00 a.m. | Study Groups meet

Literature and the Fantastic

The Reception and Afterlife of Fantasy Literature: J.K. Rowling, *Harry Potter and the Philosopher's Stone*.
Trip to the Ashmolean Museum.

The Library and the Academy

The Future of Librarianship and Information Science: In this final session the group discusses how modern libraries and reading have been transformed by the advent of digital technology and address how institutions such as Oxford are coming to terms with new media, and outlines its many implications for teaching and research.

Shakespeare in History

Assessing Shakespeare's Legacy: During this final session the group discusses how each generation idolized, interpreted, and revised Shakespeare. What is his position in the contemporary literary world?

Leadership Challenges in Contemporary Education

Building Citizens: The week concludes by tackling tough questions about how schools address socio-economic inequality within and outside their communities. How do we support our community and build citizen students?

12:30 p.m. | Lunch

2:00 p.m. | Free Afternoon

A free afternoon for individual research, preparation for the concluding Participants' Forum, and personal goodbyes to Oxford.

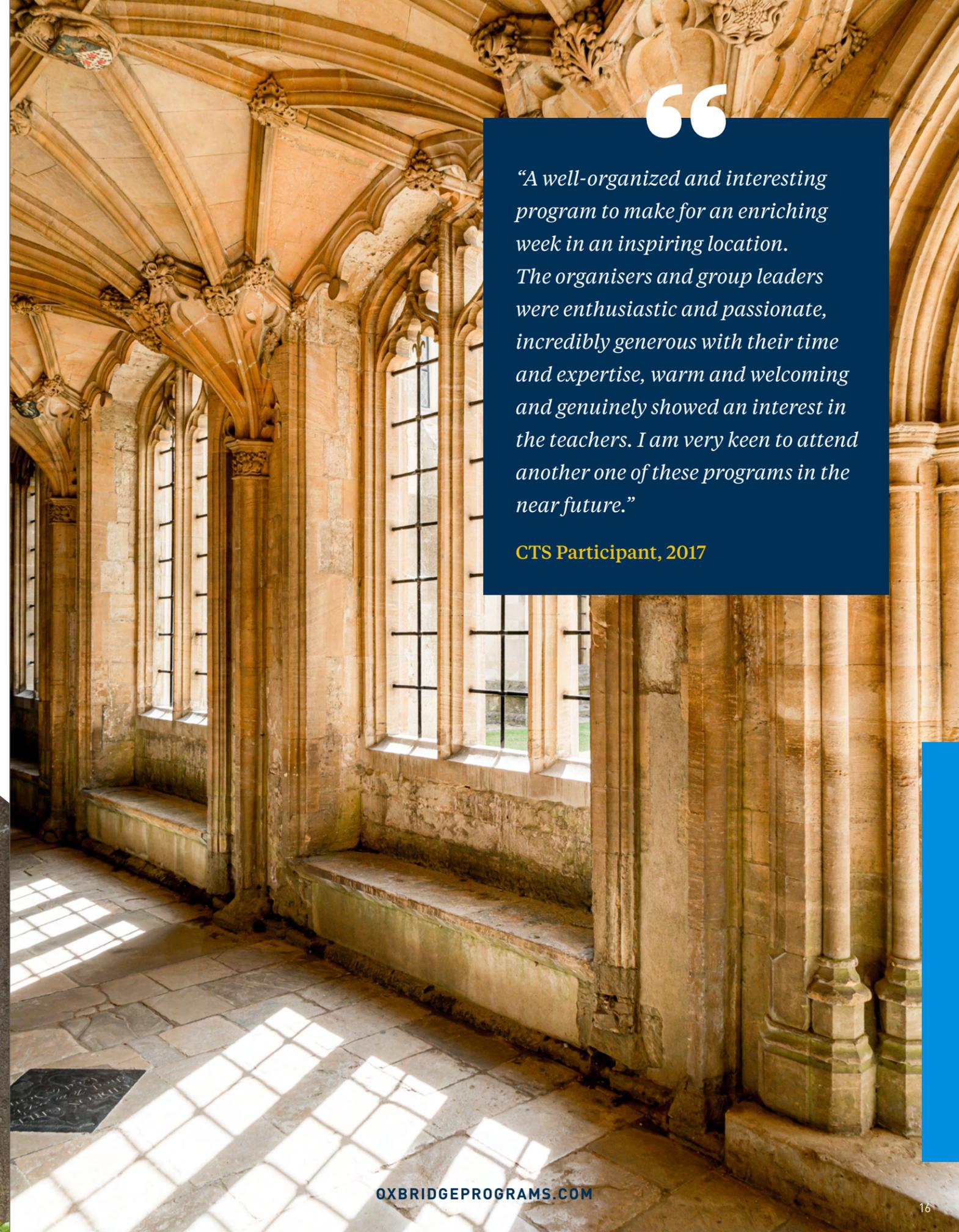
4:30 p.m. | Participants' Forum

Participants meet in their respective Study Groups to reflect upon their experiences over the past week and present their preliminary findings on ways in which they might influence their professional futures.

6:30 p.m. | Reception and Final Dinner at Worcester College

Day 8

9:00 a.m. | Farewell Breakfast and Departure



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“A well-organized and interesting program to make for an enriching week in an inspiring location. The organisers and group leaders were enthusiastic and passionate, incredibly generous with their time and expertise, warm and welcoming and genuinely showed an interest in the teachers. I am very keen to attend another one of these programs in the near future.”

CTS Participant, 2017

Cambridge Teacher Seminar

AUGUST 5 - AUGUST 12, 2024

The College

The Cambridge Teacher Seminar takes place at Jesus College, which was founded in 1496, and has some of the most extensive grounds of any Cambridge college as well as some of the most comfortable accommodation. Its oldest building is its chapel, which was part of the Benedictine Convent of St Mary and St Radegund. It dates back to 1157, though it took until 1245 to complete. It is widely believed to be the oldest university building in Cambridge still in use. Over the centuries, Jesus has welcomed some of the most important figures in English and British culture and history: the reformation martyr Thomas Cranmer, who produced the *Book of Common Prayer* and established the doctrinal bases to Anglicanism with the *39 Articles*; the novelist Thomas Sterne; the economist and demographer Robert Malthus; and the poet, essayist, and philosopher, Samuel Taylor Coleridge. Participants on the Cambridge Teacher Seminar join this great tradition in considerably more comfort than most of their august predecessors. The College is an easy and pleasant stroll from all the major attractions in Cambridge.



The Seminar

Cambridge Teacher Seminar participants enjoy life in a traditional Cambridge college and a meeting of minds with leading academics and educators from the University. At the heart of the Seminar are Study Groups, each with a different focus, offering detailed discussion and exploration of a special subject. Each morning, these Study Groups meet individually to discuss a series of topics that are complemented in the afternoons by an open program of speakers, workshops, outings, and events. Teachers select one Study Group for the duration of the week and participate in each session.

Teacher Seminar participants select the Study Group that they would like to join using the online application. In advance of the summer, Study Group leaders recommend optional preparatory reading for all participants. We also ask participants to bring their own proposed topics for discussion, specific to their Study Group. The Study Groups available in summer 2024 are (descriptions and personnel are indicative and subject to change):

Why History Matters

Using Cambridge's extraordinary resources, this Study Group explores a selection of themes lying at the interstices of history as it is taught in schools and as it is researched in universities. Drawing on examples from all periods, sessions address pedagogical questions such as how to incorporate literature, art, and cinema, as well as social sciences such as anthropology and archaeology, into the syllabus; and how best to convey the value, uses, and abuses of history to the next generation of students. The Study Group also addresses research topics, privileging areas that are all too often excluded from syllabi, such as the long-term historical influence of environment, geography, and disease, as well as how the changing nature of war affected the human experience and transformed political institutions.

Dr. Sophie Lunn-Rockliffe

STUDY GROUP LEADER

Dr. Lunn-Rockliffe is a Lecturer in Patristics in the Faculty of Divinity at Cambridge. She is also a Fellow and College Lecturer in Theology and Religious Studies at Peterhouse, Cambridge, where she completed her doctorate on the political theology of Ambrosiaster, a late Christian writer of the fourth century. From 2006 to 2016 she taught Roman History at King's College London as a Senior Lecturer, before returning to Cambridge and Peterhouse in 2016.

She has also held visiting fellowships at the Italian Academy for Advanced Studies at Columbia University and at the Davis Center for Historical Studies at Princeton University. Her research interests lie in the history of late antiquity, with a specialization in early Christianity and the history of ideas.

English Literature

How do we excite today's students about English Literature? With this question in mind, the Study Group reads and discusses selected texts by major writers, exploring key ideas in literary criticism and how these may be presented in classrooms around the world. While considering texts that can stand on their own or be integrated into thematic courses, the group examines canonical writers from Shakespeare to Virginia Woolf, along with others who have a particular connection to Cambridge such as William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Lord Tennyson, Rupert Brooke, Sylvia Plath, and Zadie Smith. Participants visit special collections, the colleges of famous authors, and other sites of special literary interest around Cambridge.

Dr. Ewan Jones

STUDY GROUP LEADER

A University Lecturer in the Nineteenth Century at the Faculty of English, and a fellow and Director of Studies at Downing, Dr. Jones studied at King's College, Cambridge, and was previously a Research Fellow at Trinity Hall.

He is currently working on a number of projects, including tracing the historical development of the notion of rhythm across the nineteenth century, developing new computational resources to uncover the structure and change of concepts over long historical periods, and a project to digitize manuscripts relating to Alfred, Lord Tennyson. His publications include Coleridge and the *Philosophy of Poetic Form* (2014).

Thinking Mathematically

We hope that our students leave us as confident, curious, and resourceful mathematicians. But how can we contribute to making it happen?

There's plenty of stimulating material on offer, but what do we pick and how do we use it?

This Study Group is intended for teachers wanting to create a culture of enquiry and activity in their classroom. The course will offer an opportunity to explore activities that challenge students to think mathematically, and consider how the activities can be integrated into the school curriculum. It will introduce participants to the range of rich mathematical tasks which are freely available on the [NRICH website](#) and will consider the opportunities they offer for developing students' reasoning and problem solving skills, and deepening their mathematical understanding.

Charles Gilderdale

STUDY GROUP LEADER

Mr. Gilderdale was an undergraduate at the University of Cambridge and earned his PGCE in Secondary Mathematics before becoming a mathematics teacher. He then served as Head of the Mathematics Department at a secondary school in Cambridgeshire. He has worked at the University for the last 28 years, first training secondary mathematics teachers at the Faculty of Education and now as a member of the Millennium Mathematics Project, where he has focused on creating opportunities for students to learn mathematics through exploration and discussion.

He is responsible for developing resources for secondary students that aim to challenge them to think mathematically as they enrich their academic experience. He also develops resources for secondary teachers that are linked to the secondary school curriculum.

Astronomy and Astrophysics

Taking place in one of the world's great scientific universities, Newton, Herschel, and Dirac's alma mater, this Study Group has two intentions: to expose educators to the latest research being undertaken in fields as varied as the Big Bang, Dark Matter, the formation of galaxies, and the study of Exoplanets, and to discuss the best approaches through which to convey these often abstruse concepts and theories into the classroom. The Study Group will also address the latest developments in space exploration – including the James Webb telescope – and discuss how that, too, can be relayed back into the classroom.

Dr. Matthew Bothwell

STUDY GROUP LEADER

Dr. Bothwell is an astrophysicist and the Public Astronomer of the University of Cambridge. Currently working at The Institute of Astronomy and the Kavli Institute for Cosmology in Cambridge, Dr. Bothwell is studying the evolution of galaxies across cosmic time.

Before taking up science communication, he was a postdoctoral researcher at the Steward Observatory at the University of Arizona. In 2021, he published *The Invisible Universe: Why There's More to Reality than Meets the Eye*.

Media Literacy

This course is designed to assist educators in developing the tools and ideas with which to teach media literacy and news analysis. Working through talks, discussions, and case studies, the course is designed to provide a deep and up-to-date understanding of contemporary journalism and the different media through which it is consumed while considering the possible evolutions in news dissemination students will have to contend with in coming years. It will go on to discuss strategies for analysing and assessing media, to help students develop the critical skills they need to evaluate and negotiate their way through information, with the intention of coming up with methods for promoting responsible news consumption.

Peter Lowe

STUDY GROUP LEADER

Peter Lowe is a highly experienced news executive who played a key role in the success of Sky News in the UK over 24 years. His last role was Head of Home News, during which he led news teams through tumultuous events including terrorist attacks in London and Manchester, Brexit, the Covid pandemic, political and economic upheaval, and the death of Queen Elizabeth II. Previously he was Managing Editor at Sky News, and before that he ran its political unit through much of the Tony Blair years. He is also a specialist in editorial policy and compliance issues. Peter has also worked for the BBC, commercial radio and regional newspapers. He's now a journalism coach and consultant.

On the following pages, the Cambridge Teacher Seminar's provisional schedule provides an idea of how Study Groups blend with the plenary program. It is representative, but not exact, and is subject to change.

Itinerary

Day 1

4:00 p.m.

Dr. Mackowiak, the Cambridge Teacher Seminar Director, greets participants and outlines the program.

5:00 p.m. | Keynote Session: *Introducing Cambridge*

Dr. Jeff Mackowiak

Dr. Mackowiak introduces Cambridge on foot. On a leisurely stroll, the group will take in some of the town and University's main landmarks – King's College Chapel, Great St. Mary's Church, and Senate House. Dr. Mackowiak explains the unique college system that Cambridge and Oxford share, creating some of the richest learning environments in the world.

Dr. Mackowiak has been a lecturer, Director of Studies and summer-term Praelector at Robinson College. He has also been elected a Junior Research Fellow of Hughes Hall and a Bye-Fellow of Homerton College. His diverse interests include the interrelationships between literature and science, especially in the Victorian period, and between art/music/architecture/pop-culture and writing, more broadly. He received his first degree in English and Astronomy, Phi Beta Kappa and *summa cum laude* from the University of Pennsylvania, after which he spent a year at the University of Virginia as the President's Fellow in English Language and Literature. His scholarship has appeared in *The American Journal of Physics* and elsewhere. Jeff has been a captain of graduate rowing at Trinity College, twice captain of the Cambridge Stymies, and is a member of the Hawks' Club.

6:30 p.m. | Dinner at Jesus College

Dinner is served in the college dining hall. Before dinner, teachers gather in the Jesus College bar and common room for drinks and conversation.

8:00 p.m. | Optional Social Outing

Optional trip to a local pub with fellow participants and the Study Group leaders.



“I absolutely loved my discussion group. Matthew was very good at presenting the material and answering our questions. I learned so much that I can now take back to my classroom.”

CTS Participant, 2023

Day 2

9:00 a.m. | Study Groups

Under the guidance of the Study Group leader, each group meets every day to cover a number of specific topics:

Why History Matters

History and Anthropology: A session on comparative history using anthropological and ethnographic approaches. How far can we extrapolate information about past societies from our knowledge and understanding of contemporary ones? Visit to the Cambridge Museum of Archaeology and Anthropology.

English Literature

A Cambridge Tradition: The Study Group takes a deep dive into Practical Criticism, founded in the early 20th century in Cambridge and still a central and compulsory part of the Cambridge undergraduate curriculum.

Media Literacy

The History of News Analysis: Deconstructing the current state of media – how ‘fake news’ has eroded trust in journalism. Why we have ended up where we are and likely evolutions.

Thinking Mathematically

Mathematical Reasoning: What are the different forms of reasoning available to us? How does exploration and inductive reasoning contrast with deduction and logic? How do external authority and personal experience interplay to form mathematical knowledge? Visit of the Cambridge Department of Pure Mathematics.

Astronomy and Astrophysics

Explaining Dark Matter and Dark Energy.

12:30 p.m. | Lunch

2:00 p.m. | Plenary Session: *Cambridge Past and Present*

Dr. Jeff Mackowiak

4:00 p.m. | Tea

4:30 p.m. | Plenary Session: *Restless Souls and Porous Bodies*

Dr Sophie Lunn Rockliffe

A Lecturer in Patristics in the Faculty of Divinity at Cambridge and a Fellow and College Lecturer in Theology and Religious Studies at Peterhouse, Dr Lunn Rockliffe explores possession between animals, demons and humans in antiquity.

6:30 p.m. | Dinner

7:30 p.m. | Evensong at King's College Chapel

Participants experience a traditional evensong service with world-class choral music amidst the architectural splendor of King's College Chapel.

Day 3

9:00 a.m. | Study Groups meet

Why History Matters

Art in History: An exploration of how art has shocked and shaped the world, examining examples from ancient, medieval, and modern societies in which works of art have had an influence on social, cultural, and religious life.

English Literature

Themes and Contexts: How do we teach students difficult texts, and why? Can “difficulty” generate anything constructive, or only frustration? And how best to address difficulty in the classroom? Visit to the Pepys Library at Magdalene College.

Media Literacy

Defining, Analyzing, and Evaluating in the Post-Truth Age: Creating a framework for assessing information, notably understanding the differences between misinformation, disinformation, and fake news, and sharing fact-checking techniques.

Thinking Mathematically

Experimental Learning: How can we use experimental evidence to form conjectures of our own? How can we move beyond conjectures to a hypothesis, and how are hypotheses challenged, developed, and refined? Visit of the laboratories at the Cambridge Department of Engineering.

Astronomy and Astrophysics

The James Webb Space Telescope and the formation of galaxies.

12:30 p.m. | Lunch

2:30 p.m. | Optional Punting Session

4:00 p.m. | Tea

4:30 p.m. | Plenary Session: *Supercharging Immune Cells to Kill Cancer*

Segun Afolaranmi

A graduate of Oxford, where he was a Clarendon Scholar, currently conducting research in Cambridge, Segun discusses his research on enhancing the ability of immune cells to kill cancerous cells in the hope of producing potential cures.

6:30 p.m. | Dinner

7:30 p.m. | Plenary Session *Shakespeare Play: A Midsummer Night's Dream*

A captivating theatre performance in the beautiful setting of St John's College Gardens.

Day 4

9:00 a.m. | Study Groups meet

Why History Matters

History through Literature: This session explores how literary fiction might be used to deepen our understanding of a particular period or issue, looking at contemporary imaginative reconstructions of the past, and at poetry and drama focusing on the theme of war.

English Literature

Shakespeare in Performance: Teachers attend a Shakespeare play that is part of the annual Cambridge Shakespeare Festival and discuss historicist readings, gender, and Shakespeare as a cultural icon.

Media Literacy

Navigating the Information Landscape: Participants will discuss framing and agenda-setting, covert marketing, and the effects echo-chambers and filter bubbles have on news consumers, especially younger students, while seeking to understand why they are drawn to them.

Thinking Mathematically

Argumentation: What is the interplay between definitions, experimental evidence, deductive proofs, and the statements of a formal theorem? How do arguments get challenged, refuted, and proved? What are the differences between problem solving as professional research, and problem solving by students? Visit to the Cambridge Mullard Radio Astronomy Observatory.

Astronomy and Astrophysics

Exoplanets and the search for life in the Universe.

12:30 p.m. | Lunch

2:00 p.m. | Plenary Session: *Guided Tour of the Fitzwilliam*

4:00 p.m. | Tea

4:30 p.m. | Plenary Session: *Bloomsbury Art and Ballet*

Dr. Sophie Pickford

An Art Historian who was the recipient of the Rylands Prize at King's College, Cambridge, Dr. Pickford graduated top of her year with Starred First Class Honours in History of Art. Her PhD research was on Renaissance French Château Interiors. Following this, she became a Junior Research Fellow at St. Edmund's College, Cambridge, and was a Research Associate for a project led by Professor Deborah Howard. Sophie then digressed into law, picking up a first-class law degree and working as a lawyer in London and Singapore for several years before returning to academia. She now works in Cambridge on early twentieth-century British art and teaches History of Art to Cambridge undergraduates.

6:30 p.m. | Dinner

7:30 p.m. | Optional musical soirée at the Cambridge Botanical Gardens



Day 5

9:00 a.m. | Study Groups meet

Why History Matters

Forces of Historical Change: An examination of the different ways historians from antiquity to modernity have explained historical change as influenced by humans, and as shaped by environment, climate, and disease. Visit of the Cambridge Museum of Classical Archaeology.

English Literature

Whose Opinion Matters? Is the author's word the last word, and, if not, what other points of reference do we have as readers? The group considers authority, opinion, and taste. Visit of the G. David Antiquarian Bookshop and The Haunted Bookshop for treasures and hidden Cambridge history.

Media Literacy

Applying Critical Thinking to the News: Teaching students how to question information. Using case-studies, participants will take part in practical exercises and activities that they can implement in the classroom to assist learners in identifying credible sources and evaluating the reliability of media while simultaneously encouraging source-diversity.

Thinking Mathematically

Rethinking Problem Solving: How can teachers use problems and problem-solving to make math and its sister subjects come alive and seem relevant to students? What resources are available to us? How might technology in the classroom be used to enhance the students' experience of solving problems in traditional ways? Visit of the Centre for Computing History.

Astronomy and Astrophysics

Gravitational waves.

12:30 p.m. | Lunch

2:00 p.m. | Plenary Session: *Nazi Germany, Coercion and Consent*

Professor Sir Richard Evans

Since acting as principal witness in the David Irving libel trial, Professor Evans' work has dealt with Holocaust denial and the clash of epistemologies when history enters the courtroom. He has published a large-scale history of the Third Reich in three volumes. He has been Editor of the Journal of Contemporary History since 1998 and a judge of the Wolfson Literary Award for History since 1993. Over the years, his work has won the Wolfson Literary Award for History, the William H. Welch Medal of the American Association for the History of Medicine, the Fraenkel Prize in Contemporary History, and the *Hamburg Medaille für Kunst und Wissenschaft*. His most recent book is on 1815-1914 for the Penguin History of Europe.

4:00 p.m. | Tea

4:30 p.m. | Plenary Session: *Uncomfortable Cambridge Tour*

Through unique walking tours, the Uncomfortable Cambridge team generate discussions about racial inequality, gender and class discrimination, and legacies of empire.

6:30 p.m. | Curry Night



Day 6

9:00 a.m. | Study Groups meet

Why History Matters

Why History? Reflecting on the week, the group discusses defenses of history both as an enriching intellectual exercise and as a means of helping this latest generation of students to understand their pasts and their presents.

English Literature

Making Literature Come Alive!: The final session explores how we can use our students' personal stories and experiences, our school and local settings, and even props to bring works to life.

Media Literacy

In Their Shoes: How to teach students by turning them into responsible creators.

Thinking Mathematically

Planning Session: With new ideas to consider, as well as new tactics and strategies in mind, participants conclude the Study Group with a planning session to prepare for the new academic year.

Astronomy and Astrophysics

Review of all topics and discussion of how to apply concepts to the gen ed classroom.

12:30 p.m. | Lunch

2:00 p.m. | Plenary Session: *Tour of the Wren Library and Trinity College*

4:00 p.m. | Tea

4:30 p.m. | Plenary Session: *Nineteen Eighty-Four and a Brief History of Dystopia*

Professor Robin Bunce

A Fellow working on British politics and the history of ideas, Professor Bunce has published on Black Power as an ideology and a movement, the work of Thomas Hobbes and Francis Bacon, and science fiction and utopianism. He has written on politics and contemporary culture for the Huffington Post, New Statesman, Independent, and Guardian. He recently published a biography of Diane Abbott MP with Samara Linton. Together with historian Paul Field, he was also a historical consultant on the Steve McQueen film *Mangrove* and Rogan Production's recent documentary on Black Power.

6:30 p.m. | Dinner

8:00 p.m. | Optional Outing: *The Cambridge Challenge*

A light-hearted test of intellect, wit, and general knowledge at a local pub.

Day 7

9:00 a.m. | Participants' Forum

Participants meet to reflect on the week and to discuss ways in which their experiences might influence their classroom teaching and other projects.

3:00 p.m. | Free Afternoon with Optional Walk to the Grantchester Tea Rooms

8:00 p.m. | Reception and Formal Dinner at Jesus College

The group celebrates the conclusion of the seminar with a formal evening. First, a drinks reception followed by a final dinner.

Day 8

9:00 a.m. | Farewell Breakfast and Departure

Fees & Details

Eligibility

Teachers, librarians, school leaders, counselors, administrators and, in certain circumstances, trustees, school board, and PTA officers, are eligible.

Fees

Until December 31, 2023, the comprehensive fee for each Seminar is \$2,975 US. On January 1, 2024, the fee will rise to \$3,125. This sum includes all tuition and lectures, accommodation, two meals daily, and all activities scheduled as part of the Seminar.

The fee does **not** include airfare, lunch, items of a personal nature, health or travel insurance, or elective activities above and beyond the program. A 20% reduction from the total fee is available to participants signing up to attend more than one Seminar in the same summer.

References

We are happy to put you in touch with former participants from all over North America and around the world, including Australia, Austria, The Bahamas, Brazil, China, Cyprus, France, India, Indonesia, Japan, Pakistan, The Philippines, Saudi Arabia, Singapore, Switzerland, and Turkey, and from every kind of school: public, parochial, and independent.

Professional Development Points

Oxbridge Teacher Seminars comply with state requirements for teacher professional development. Oxbridge will help you identify opportunities to earn professional development in your state, assist you in the development of your portfolio, and issue a transcript for up to 35 points/hours of professional development.

Fellowships

A small number of Fellowships are available for each Seminar. These are based on professional accomplishment and the ability to contribute to the Seminar in the broadest sense. Once applicants have decided on a particular Seminar, they should contact us as soon as possible with their top two Study Groups choices and a recent copy of their CV at info@oxbridgeprograms.com. To ensure your spot on the Teacher Seminar, we would also encourage you to complete our regular application and pay the deposit. Applying for a Fellowship does not secure your place in the program or in a specific Study Group. All Fellowship applications must be received by March 3, 2024. You will hear from the Fellowship Committee within ten days of the deadline.

We are pleased to support applications from school-based professional development funds and to help candidates who are applying for alternative sources of funding, including school-based faculty development grants and other fellowships. Please contact us with details of the funding source to which you are applying and let us know what information we can provide.

Flight Arrangements

You are required to make your own travel arrangements. Full information on how to go about making travel plans will be provided in a mailing to registered Teacher Seminar participants. If, meanwhile, you have any questions, please do not hesitate to call our office.

As a general rule, we recommend that participants book flights that arrive in London between 6:00am and 12:00pm on the day the Seminar starts and depart in the afternoon of the day the Seminar ends. The first formal commitment on each Teacher Seminar is indicated in the Seminar's individual schedule in this brochure. The last event is breakfast with the Director on the final day.

Getting to the Teacher Seminar

We will send all participants information about buses and trains between local airports and our residences. The services are generally excellent.

Programs for Students in Grades 8-12

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SUMMER 2024

The Oxford Tradition Oxford University

DATES: July 2 – July 27
GRADES: 10 – 12

The Cambridge Tradition Cambridge University

DATES: July 7 – 20; July 22 – August 4
GRADES: 10 – 12

The Oxford Prep Experience Oxford University

DATES: June 29 – July 25
GRADES: 8 – 9

The Cambridge Prep Experience Cambridge University

DATES: July 6 – 19; July 20 – August 2
GRADES: 8 – 9

Oxbridge in Barcelona LIV Residence Barcelona Sarrià

DATES: July 4 – July 31
GRADES: 9 – 12

Oxbridge in Paris Lycée Notre-Dame de Sion

DATES: July 7 – August 3
GRADES: 9 – 12

The Oxford Summer Seminars Oxford University

DATES: July 27 – August 3; August 3 – August 10
GRADES: 10 – 12

Oxbridge in New York Barnard College, Columbia University

DATES: June 26 – July 23
GRADES: 9 – 12



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