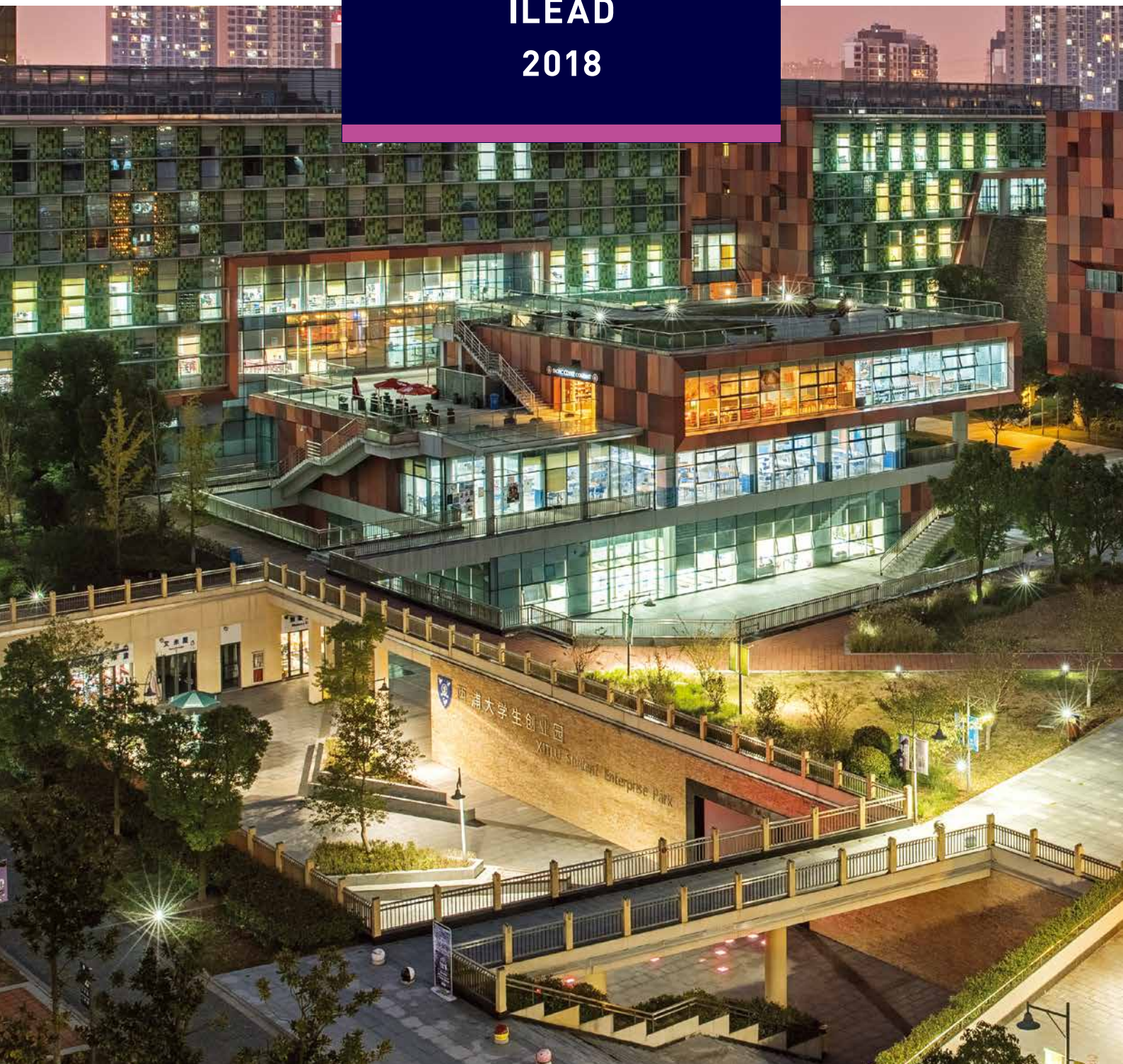


# XJTLU

## ILEAD 2018



Xi'an Jiaotong-Liverpool University  
西交利物浦大学

**XJTLU | ILEAD**  
领导与教育前沿研究院

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## ILEAD PROFILE

Since its establishment in 2006, XJTLU has strived to improve education, reshape teaching, and to redefine what universities can be despite the uncertainty, ambiguity, complexity and changeability of today's world.

The Institute of Leadership and Education Advanced Development (ILEAD), founded in 2013, has become one of the leading institutions in promoting education reform and improving the leadership of education practitioners in China. It is dedicated to connecting education professionals who are passionate about innovation, and integrating education practice and theory.

In February 2018 ILEAD was made an official academic department of XJTLU, with the opportunity to develop and offer both masters and PhD degree programmes in education management. ILEAD also conducts research into and offers support for students' learning, support for teacher development, training on professional competencies and leadership for education practitioners.

It is working to build a global community for education innovation and reform and the study of the future of universities.

## VISION AND MISSION

**Vision:** the interaction of theory and practice, multiculturalism, and the promotion of wisdom in education leadership.

**Mission:** to realise 'theoretical practice' and 'practical theory' by:

- conducting research on advanced leadership and education
- exploring and spreading new models of higher education
- enhancing the leadership skills of higher education practitioners
- supporting student learning for the internet age



## DEAN'S MESSAGE

Higher education is facing great challenges. Globalisation, the knowledge economy, information technology and sustainable development are reshaping the form and value of higher education.

For example, the internet subverts the teaching methods and resource advantages of traditional universities. If you can select courses from prestigious universities and participate in discussions at any time at home via the internet, why go to university?

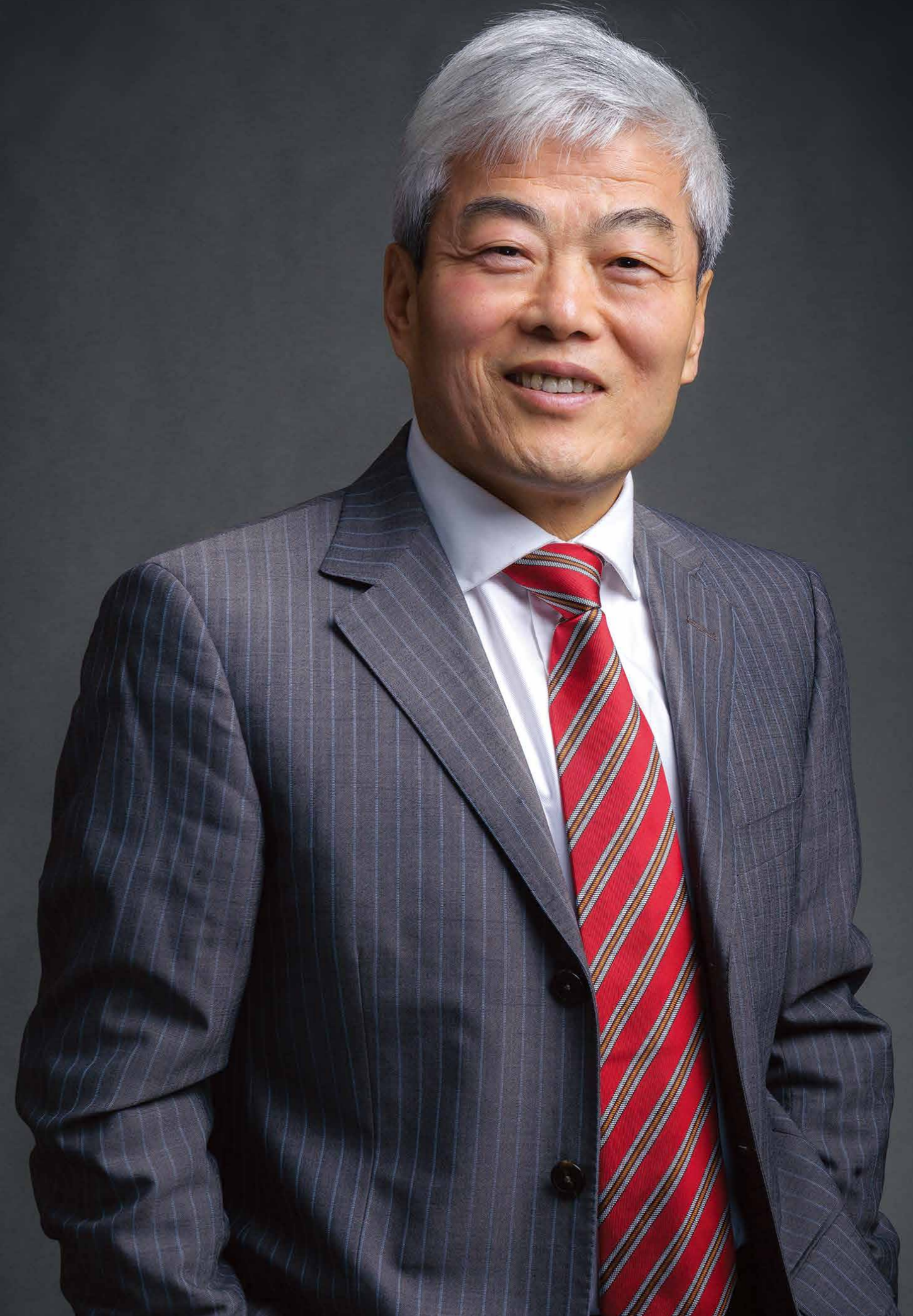
To confront these challenges, we must reflect on and adjust the value, form, function and education models of today's universities.

XJTLU was established with the goal of aiding deep innovation of global higher education. It's great vision is to discover new patterns for China's and the world's higher education, and reform and development has been promoted since the very beginning. After several years of exploration, XJTLU has made great achievements in developing education philosophies, management methods and internationalisation strategies and won recognition from all walks of the society.

ILEAD promotes the educational explorations and practices of XJTLU, facilitating innovation for Chinese and global education. It conducts distinctive and high-level research in the fields of leadership and education, offers consultations, and holds conferences, forums, and training programmes.

I hope more colleagues can join ILEAD or cooperate with us to create new education models and, together, promote the development of global higher education.

PROF. YOUMIN XI  
EXECUTIVE PRESIDENT OF XJTLU AND FOUNDING DEAN OF ILEAD





## ILEAD MILESTONES

### 2013

- MAY** The Research Centre of Leadership & Education Advanced Development is created at XJTLU.
- JULY** XJTLU signs an agreement with the National Education Administration formally establishing The Research Centre of Leadership & Education Advanced Development.
- NOVEMBER** The first Education Leadership and Excellence Plan is successfully held.

### 2014

- MARCH** Sponsored by the Ford Foundation, research on 'student-centred' university education systems is carried out and a promotional relationship established with the Ford Foundation.
- AUGUST** The first customised training course for administration staff in the Music School of Soochow University is held.
- SEPTEMBER** The Research Centre of Leadership & Education Advanced Development is renamed the Institute of Leadership and Education Advanced Development (ILEAD). Its first customised training course for basic education is held: The Development Program for Primary English Teacher Trainers from Chongqing.
- OCTOBER** ILEAD's first customised training course for university teachers: training designed for novice teachers in Hunan University; the first Wisdom-lake Internationalism Summit of Higher Education (WISHE) is held and ILEAD receives funding from Suzhou Dushu Lake Science and Education Innovation District; a research centre on higher education internationalisation is established.

### 2015

- JANUARY** ILEAD's first Teacher Training Conference for Bilingual Education is held.
- JUNE** ILEAD's first public training course on primary education internationalisation.
- JULY** The first customised training course on leadership designed for Sanquan College of Xinxiang Medical University.
- AUGUST** The first Higher Education Research-led Teaching training course is held.
- SEPTEMBER** The first XJTLU National University Teaching Innovation Award starts to recruit competitors.

By the end of 2015, over 150 universities had participated in the training courses and forums organised by ILEAD, and total participants exceed 1000.

### 2016

- JANUARY** ILEAD's first training course on research-led teaching.
- MARCH** The first XJTLU National University Teaching Innovation Award is created.
- MAY** ILEAD's first Annual Conference on Innovation in Higher Education; a handbook on 'student-centred' university educational guidance is released.
- JULY** The first Sustainable Development for Sino-foreign Cooperation in Running Schools course is held.
- AUGUST** The XJTLU National University Teaching Innovation Competition, funded and supported by Macao Tong Chai Charity Association.
- NOVEMBER** The first Professional Development for Learning and Teaching Support course is held.





## 2017

- JANUARY** A video conference on teaching reform for 'seeded teachers' in Gengdan Institute of Beijing University of Technology is held. ILEAD successfully completes a full-scale improvement course for management staff and teachers in Gengdan Institute.
- 
- MARCH** The first batch of teachers (all above mid-level leaders) and the second batch of seeded teachers from Shanxi Normal University visit XJTLU in March and November respectively to participate in research-led teaching and classroom reform training.
- ILEAD's first University Teaching Management Training course is held.
- 
- APRIL** ILEAD's first Research-led Learning Competition is held.
- 
- MAY** The second Sustainable Development for Sino-foreign Cooperation in Running Schools course is held.
- The second XJTLU National University Teaching Innovation Award is successfully held.
- Fun in Class 1st XJTLU Student Competition for Research-led Learning is held.
- 
- JULY** 45 teachers from Xi'an International Studies University visit XJTLU to participate in a customised training activity organised by ILEAD.
- 
- AUGUST** The third Higher Education Research-led Teaching training course is held.
- 
- SEPTEMBER** The 2017 Annual Conference (the 10th) on Management in China the first Management 50 People Forum is held at XJTLU.
- A forum on teaching innovation and management is held in Zhengzhou.
- A promotional video for XJTLU National University Teaching Innovation Award is launched.
- Research-led Education: Student-Centred Teaching Innovation and Cases is published.
- 
- OCTOBER** Following a teaching management training course designed for selected staff at China Pharmaceutical University in January, more than 40 teachers visit XJTLU to participate in research-led teaching training.
- A forum on teaching innovation and management is held in Emei, Sichuan.
- Interdisciplinary Talents: The First XJTLU Interdisciplinary Learning course is held.



- NOVEMBER** The eighth Education Leadership Excellence course is held.
- A forum on teaching innovation is held in Hangzhou.

ILEAD merges with XJTLU's Academic Enhancement Centre and the training division of the Language Centre, creating a new academic department for offering education degree programmes, teacher development, education leadership training, student learning support, educational technologies, language education training and research on future universities.

- DECEMBER** 51 teachers from Nanjing Technology University and 29 teachers from China University of Petroleum visit XJTLU to participate in training courses.

Throughout 2017, 1255 participants from 84 universities were involved in ILEAD university training courses.



## LEADERSHIP AND EDUCATION RESEARCH

The core concern of ILEAD is interdisciplinary research on education and management for the greater aim of promoting education reform and innovative teaching practices. Main research topics include: learning theories, teaching methods, systems of higher education institutions (governance, management, and language policies), reform and innovation in higher education.



### RESEARCH ON FUTURE UNIVERSITIES

- Devising new models for higher education: ILEAD conducts research on fundamentals and overall goals, operational mechanisms, and the challenges faced by contemporary higher education institutions.
- Research on the development of Chinese higher education: investigating problems and challenges for the reform of Chinese higher education; devising strategies for reform and promoting the deepening reform of universities.
- Student-centred education systems: discovering and summarising paths and methods for student-centred education systems through observation and application.

### CHINESE EDUCATION MANAGEMENT RESEARCH

- To find methods for the management of universities as knowledge organisations, in particular, research on networking organisations.
- Research on education leadership: focusing on the problems and difficulties for improving leadership, and how good leadership promotes the reform and the transformation of both Chinese and international higher education.
- Discovering paths and modes of Chinese higher education reform by researching systemic innovations.



## RESEARCH ON INTERNATIONALISATION IN HIGHER EDUCATION

I-LEAD conducts research in the following areas in cooperation with the Internationalisation Research Center of the Chinese Ministry of Education:

- Research on theories of higher education internationalisation and transnational universities: in-depth scientific research on the essence, influencing factors, and effects of higher education internationalisation.
- Summarising and promoting patterns for university internationalisation: best practices for higher education internationalisation both in China generally, in model zones, and abroad.
- Policies and suggestions on Chinese higher education internationalisation: promoting higher education internationalisation of local governments and universities based on problems and needs nationwide.
- Language policies in global education: studying university language policies in the context of internationalisation, in particular - the regulations and practices of teaching in non-mother tongue languages.

### SELECTED PUBLICATIONS:

- On Leadership by James Muhich, translated by Xiaojun Zhang, Youmin Xi, and XJTU PhD student Xianjing Zheng. The translated book will be published by China Machine Press in March 2018.
- Discovering the Future Universities: The Stories of Sino-Foreign Universities (tentative name), by Youmin Xi and Xiaojun Zhang, based on the findings of research teams at XJTU and other Sino-foreign universities, expected to be published by China Renmin University Press in 2018.
- Research-led Education: Students-Centred Teaching Innovation and Cases, edited by Xiaojun Zhang, Youmin Xi, Lu Zhao, 2017. The first casebook for introducing excellent teaching innovation practices to universities in China.
- Serving or Being Served? Leadership under Conflicting Institutional Logics in Transition China, by Xiaojun Zhang, paper presented at the Academy of Management Meeting, Atlanta, Georgia, 2017.
- Chinese indigenous leadership research: Research questions and process, by Xiaojun Zhang, Wei Han, Youmin Xi, Jing Ge, Peng Liu, Lei Li, Journal of Management Sciences in China, 2017, 20(11): 36-48.

- The Value and Mode of Management Research from the Perspective of Practitioners, by Youmin Xi, Xiaojun Zhang, Chinese Journal of Management, 2017, 14(3): 335-338.
- The Sino-Foreign Integrated Practice of Undergraduate Teaching Quality Assurance System: A Case Study of XJTU, edited by Xiaojun Zhang, Ling Wang, China Management Research Centre, Annual Report of Social Management in China, 2017.
- My University is on My Own - The Stories of XJTU, edited by Youmin Xi and Xiaojun Zhang, published by Tsinghua University Press, 2016. A comprehensive and systematic summary of ten years of teaching innovation at XJTU.
- Rationale “Crazy” - The Way of Education, by Professor Youmin Xi, published by China Renmin University Press, 2016.
- The Way of Management series, by Professor Youmin Xi, published by China Renmin University, 2016.
- ‘Promoting management education in China through developing practice-based management theories: An interview with Practitioner-Scholar Youmin Xi’, by Xiaojun Zhang, Pingping Fu, Youmin Xi, accepted by the Journal of Management Inquiry.
- The Sociality of Resources: Understanding Organizational Competitive Advantage from a Social Perspective, by Lin Zhang, Xiaojun Zhang, Youmin Xi, Asia Pacific Journal of Management, 2016.
- Co-evolution between Institutional Environments and Organizational Change: The Mediating Effects of Managers’ Uncertainty, by Xiaojun Zhang, Journal of Organizational Change Management, 2016, 29(3): 1-25.

### PUBLISHED AND TO BE PUBLISHED RESEARCH REPORTS

- Report on students’ research-led learning activities
- “Double First-Class” University Ranking Report for Education Quality
- Research Report on Students’ Initiative Development
- Survey Report on Leadership Development of the Head-teachers of Kindergartens, Primary Schools, and Middle Schools in Chaoyang District, Beijing
- Report on analysing overseas further study ability between XJTU students and 985 project students



### PROPOSED AND ADOPTED POLICIES AND SUGGESTIONS:

- ① Xi Youmin, Zhang Xiaojun, Li Huaizu, To promote justice in higher education by restructuring the organisation of universities, Experts' Suggestions of Science and Technology Committee of MOE.

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- ② Xi Youmin, Zhang Xiaojun, A tentative study on reform patterns for university internal management systems, Inspiration of XJTLU's Discovery and Practices (Series), Experts' Suggestions of Science and Technology Committee of MOE.

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- ③ Xi Youmin, Zhang Xiaojun, National Education Reform and Development Planning Summary (2010-2020), proposed to MOE.

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- ④ Xi Youmin, Zhang Xiaojun, Ding Yimin, Promoting the internationalisation of universities, Facilitating the Dream of Being the Strong Nation, Experts' Suggestions of Science and Technology Committee of MOE.

### GRANTS AND FUNDING

#### ▪ National Natural Science Foundation of China

In 2017, the ILEAD project The Cooperation Mechanism of Network Organization based on Roles: A Real Action Research in the Organization received a grant from the National Natural Science Foundation. Professor Youmin Xi is leading the project and Dr Xiaojun Zhang is the main participant. This project attempts to explain and reveal how to construct networked organisations from a theoretical perspective based on ten years of experience at XJTLU. In particular, this research discusses role recognition of the staff, interactive mechanisms among the roles, and co-existence mechanism through longitudinal action research in a real organisation. The project, which will run until 2021, hopes to offer new explanations for systems in the internet age and platforms for future operations of organisations.

#### ▪ Macao Tong Chai Charity Association

The Macao Tong Chai Charity Association supported the XJTLU National University Teaching Innovation Competition in 2016 and 2017. Through a series of teaching innovation and achievements exhibitions, the Association facilitates the competition to find and award university teachers with student-centred teaching philosophies, spreading student-centred innovations in teaching reform, and building a sharing, exchange, and learning platform for teachers who are dedicated to teaching innovation and thus promoting the reform of Chinese higher education.



#### ▪ National Press Fund

In 2017, a book project tentatively entitled 'Discovery on Future Universities: The Stories of Sino-Foreign Cooperative Education' received a grant from the National Press Fund, one of three national-level funds including the National Natural Science Fund and National Social Science Fund. It is operated by the National Press Fund management committee and supports high-level research that should benefit China's society and economy.

#### ▪ Jiangsu Province Policy-Making Consultancy Research Based Project

The University Education Quality Evaluation System is the first group of research projects of Jiangsu Policy-Making Consultancy Research Base in 2017. As part of a system for the evaluation of student-centred education quality, this project aims to determine a series of indexes for measuring the extent of "student-centredness" based on the current innovations in global higher education and the transition from quantity to quality in Chinese higher education. It aims to measure the extent to which universities in Jiangsu Province support students' learning and growth and add value to students.

#### ▪ Leadership Development Investigation of Headteachers from Primary & Secondary Schools and Kindergartens of Chaoyang District in Beijing City

In April of 2017, on behalf of the Teaching Work Committee of Chaoyang District in Beijing, ILEAD surveyed 95 headteachers of kindergartens, primary, and secondary schools on the subject of leadership, for the goal of understanding and analysing the current situation and challenges faced by the headteachers in terms of leadership development. Suggestions and guidance in leadership development and related training will be offered.





## EXPERTS' COMMENTS

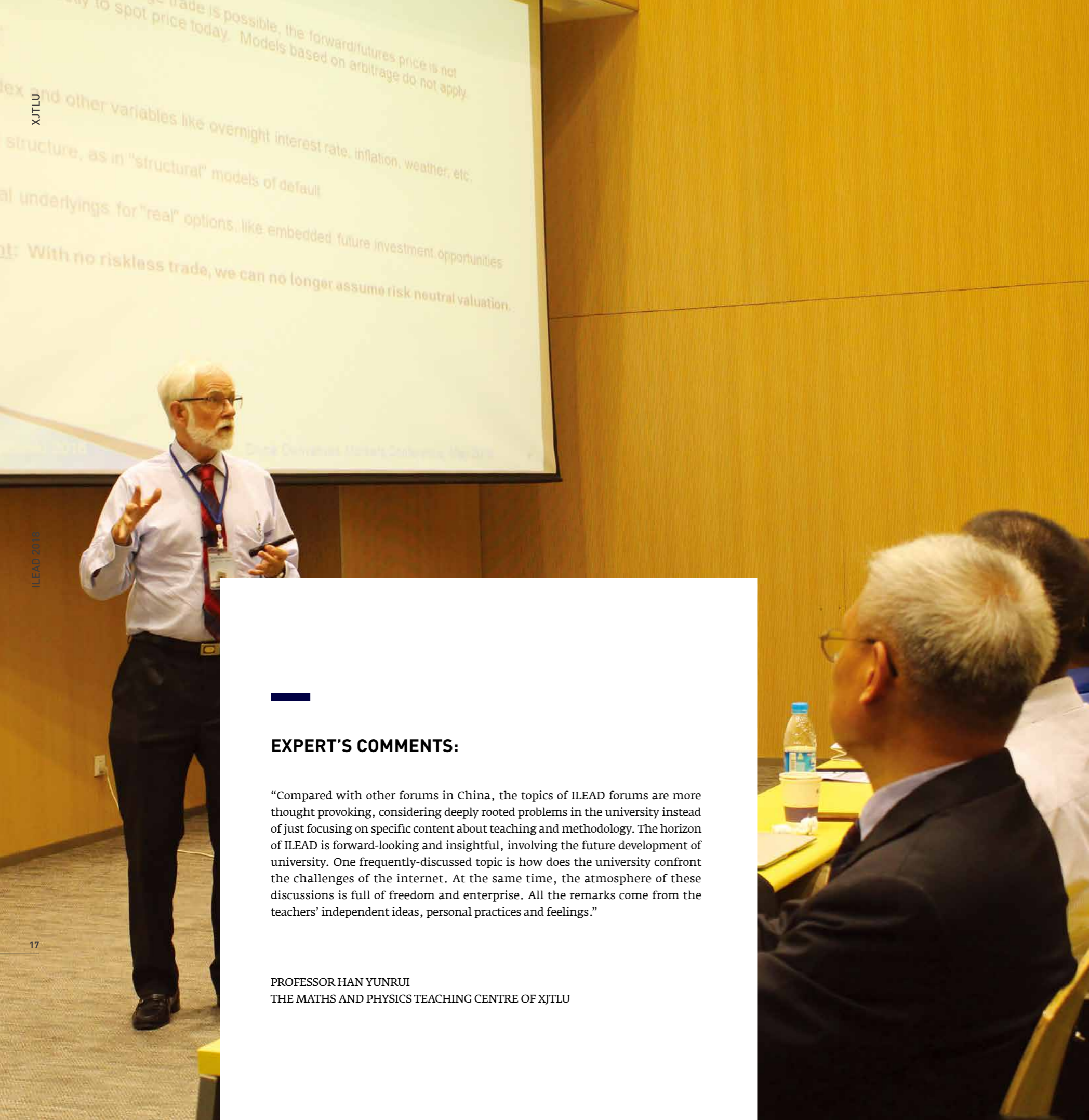
I think the student-centred concepts promoted by ILEAD are not only extremely necessary but also very urgent. Current concepts and practices in Chinese education are very confusing and need clarification; we also need to encourage better teaching practices.

ILEAD's research is not only meaningful to XJTLU but is significant for China's higher education and indeed the country's entire education system. Although the current system on paper intends to emphasise student-centredness and people-oriented practices, there are many local practices which do not.

I participated in an activity organised by ILEAD and it was very impressive. One of the most important things is that ILEAD's research is based on students' real needs and problems, and focused on finding realistic solutions. Their research demonstrates the integration of theory and practice, showing us how, with proper moderation, ideas from other countries can be applied in China.

DR. HE JIN  
FORMER SENIOR PROGRAM OFFICER OF THE FORD FOUNDATION





## EXPERT'S COMMENTS:

“Compared with other forums in China, the topics of ILEAD forums are more thought provoking, considering deeply rooted problems in the university instead of just focusing on specific content about teaching and methodology. The horizon of ILEAD is forward-looking and insightful, involving the future development of university. One frequently-discussed topic is how does the university confront the challenges of the internet. At the same time, the atmosphere of these discussions is full of freedom and enterprise. All the remarks come from the teachers’ independent ideas, personal practices and feelings.”

PROFESSOR HAN YUNRUI  
THE MATHS AND PHYSICS TEACHING CENTRE OF XJTLU

## A GLOBAL COMMUNITY FOR EDUCATION INNOVATION

Community activities and a vibrant community of practice serve as the platform for discussing and promoting the reform and innovation of higher education. The university, education and teaching are confronted with a need for foundational transformation. To organise activities among the education innovation community for the purposes of supporting a foundational transformation of higher education, ILEAD aims to bring together people who are interested in and thoughtful about educational reform and innovation. However, there is also a need for these participants to be willing to try and consider new methods of practice. As a result of this outreach, consensus on transformation can be reached, resulting in further planning, discussions and cooperation between those in the education community.

ILEAD supports reform through a variety of activities throughout the year. The Institution holds an annual, large-scale conference (Annual Conference on Higher Education), hosts several XJTLU education forums, awards the XJTLU National University Teaching Innovation Award and supports the XJTLU Students Research-led Learning Competition. In addition to supporting transformation through activities, ILEAD further reflects on its own progress during the annual conference, updating the “Student-Centred Education Guidance” and the “ILEAD Index”, both of which are produced in-house to measure the educational quality of domestic universities. Through the awarding of the XJTLU National University Teaching Innovation Award, innovation in teaching is encouraged. Through community activities, ILEAD is able to support innovation in teaching among a wider audience; 12 community activities were organised in 2017, reaching practitioners interested in innovation in teaching from more than 300 universities.



## 1. ANNUAL CONFERENCE ON INNOVATION IN HIGHER EDUCATION

The Annual Conference on Innovation in Higher Education is the ideal event for individuals interested in education reform, as it includes a series of activities: keynote speeches, forums, academic development, teaching workshops and training. The annual conference aims to connect people who are interested in and thoughtful about education reform and innovation. Additionally, there is a practical aspect to the conference with workshops focused on training and practice. This conference establishes the ideal atmosphere for practitioners and educators to explore issues related to education reform and transformation; it provides an opportunity to build networks and engage in idea generation and discussion.

In May, 2016, the 1st Annual Conference on Innovation in Higher Education was held. This conference focused on discussing serious topics that impact changes in higher education, such as creating new structures, considering how to respond to future trends, maintaining relevance in an Internet era, and responding to the impacts of globalisation on higher education. More than 200 guests and practitioners, including university principals, renowned education scholars, and government officials from several nations and regions, participated in the inaugural conference.

For the 2nd Annual Conference on Innovation in Higher Education, hosted in conjunction with the 4th WISHE (Wisdom-lake Internationalism Summit of Higher Education), the success of the first conference paved the way for participants to consider further how education reform takes shape; this idea was supported by the theme, “Reshape undergraduate education: Construct ‘Student-centred’ Education System.” Each year, these conferences grow in number of participants and scope, taking on new challenges and planning for the future of higher education through the consideration of such projects as “the Thirteenth Five-Year Education Plan” and the “Double First-Class Project”.

## 2. XJTLU NATIONAL UNIVERSITY TEACHING INNOVATION AWARD

The XJTLU National University Teaching Innovation Award awards teachers in higher education institutions who adapt a “student-centred” teaching philosophy, spreading innovative practice and furthering teaching reform. The award provides a platform for sharing, communicating and learning from the best teachers integrating student-centred approaches in their teaching further supporting and encouraging reform in Chinese higher education.

The first XJTLU National University Teaching Innovation Award was held in 2016. It attracted contestants from 23 universities in China. The competition has continued to grow and includes several phases and rounds of competition, including reviews from expert boards, web voting, and a live final demonstration. During the final competition, contestants compete for the “Annual Teaching Innovation Award” by demonstrating their innovative teaching practices that facilitate student learning and growth.

The 3rd XJTLU National University Teaching Innovation Award was held on 20th May 2018.



### 3. XJTLU EDUCATION FORUM

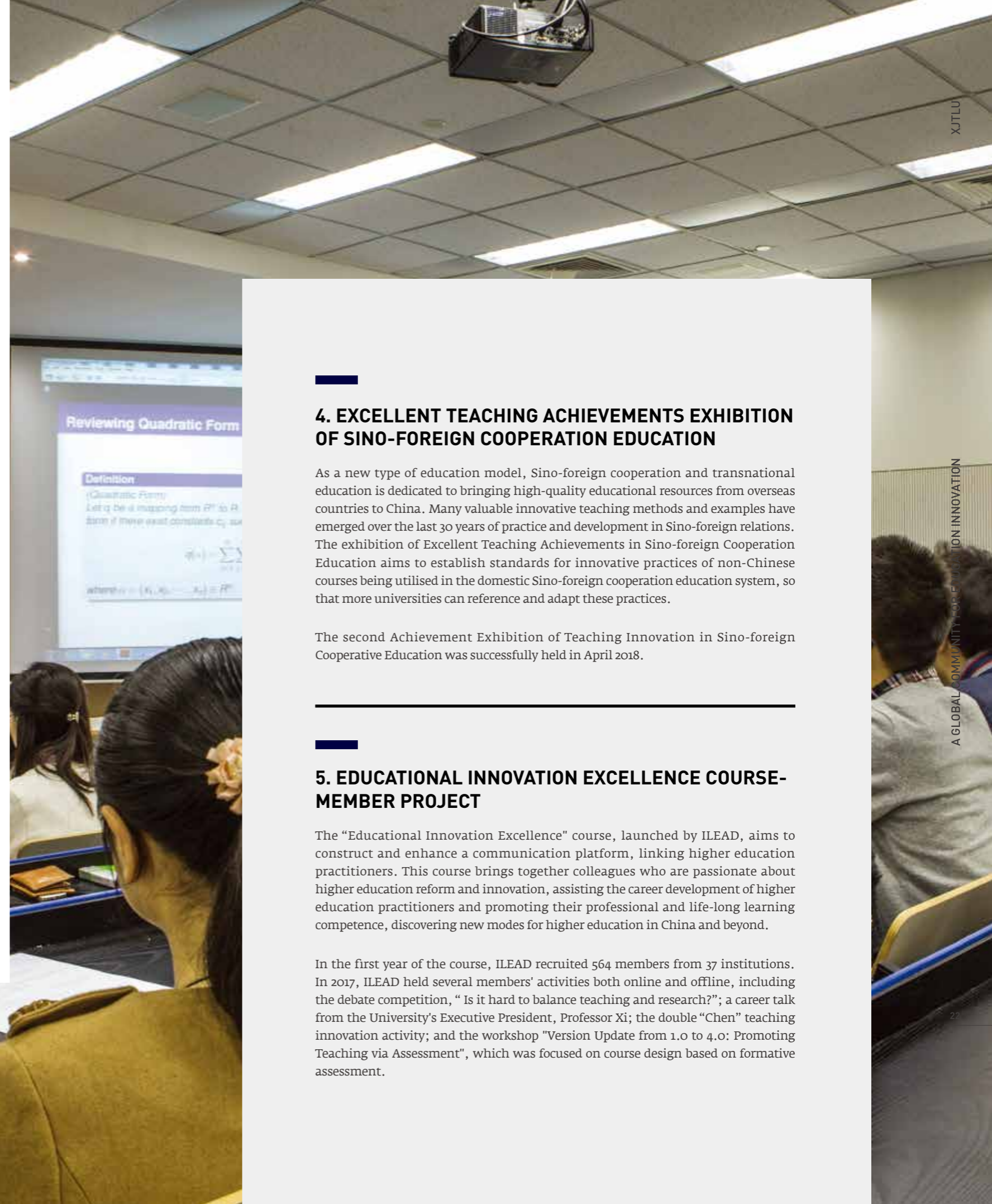
The XJTLU education forum aims to link and assist education practitioners, researchers, and policy-makers in sharing experience in education reform, discovering new paths for transformation and facilitating progress for Chinese education reform.

In September, 2017, the seminar for “Student-Centred Higher Education Teaching Innovation” was jointly held by ILEAD and Zhengzhou Institute of Light Industry. The seminar attracted more than 80 teachers from Zhengzhou Institute of Light Industry, Xinlian College of Henan Normal University, SIAS International College of Zhengzhou University, PLA Information Engineering University, Zhengzhou University of Aeronautics, and Anyang University. The seminar mainly discussed learning features of students in the Internet era, student-centred active-learning teaching philosophies and examples, and how to support teachers in the implementation of innovative student-centred teaching practices.

At the end of September 2017, “Management in China” Annual Conference & the 1st 50 people Forum on Chinese Management was held at XJTLU. The topic of this annual conference was “Indigenous Management Research: From Argument to Theory Innovation”. Many management practitioners from renowned enterprises like Haier, TCL, China CEFC, etc., accompanied by management experts from prestigious universities: Tsinghua University, Beijing University, Xi’an Jiaotong University held a substantial discussion on discovering the theoretical innovation of Chinese indigenous management started from the current challenges and opportunities confronted with Chinese managing research.

In October, “The Forum on Teaching Innovation and Management” was held in the Emei Campus, South-West Jiaotong University. More than 200 senior teachers, managers and staff from the teacher development centre discussed the future directions, challenges and breakthroughs for university teaching innovation on the topic of “reshape the undergraduate education, promote the students’ experience”.

In November, 2017, ILEAD jointly hosted another seminar focused on education reform titled “XJTLU Education Forum-Teaching Innovation,” which mainly considered how to “reshape the undergraduate teaching and promote the learning experience.” This seminar was held at and in conjunction with Zhejiang International Studies University. Nearly 100 teachers and management staff from 20 universities attended this seminar to discuss innovative teaching concepts and cases, leading to attempts to establish a student-centred, research-led teaching design.



### 4. EXCELLENT TEACHING ACHIEVEMENTS EXHIBITION OF SINO-FOREIGN COOPERATION EDUCATION

As a new type of education model, Sino-foreign cooperation and transnational education is dedicated to bringing high-quality educational resources from overseas countries to China. Many valuable innovative teaching methods and examples have emerged over the last 30 years of practice and development in Sino-foreign relations. The exhibition of Excellent Teaching Achievements in Sino-foreign Cooperation Education aims to establish standards for innovative practices of non-Chinese courses being utilised in the domestic Sino-foreign cooperation education system, so that more universities can reference and adapt these practices.

The second Achievement Exhibition of Teaching Innovation in Sino-foreign Cooperative Education was successfully held in April 2018.

### 5. EDUCATIONAL INNOVATION EXCELLENCE COURSE-MEMBER PROJECT

The “Educational Innovation Excellence” course, launched by ILEAD, aims to construct and enhance a communication platform, linking higher education practitioners. This course brings together colleagues who are passionate about higher education reform and innovation, assisting the career development of higher education practitioners and promoting their professional and life-long learning competence, discovering new modes for higher education in China and beyond.

In the first year of the course, ILEAD recruited 564 members from 37 institutions. In 2017, ILEAD held several members’ activities both online and offline, including the debate competition, “Is it hard to balance teaching and research?”; a career talk from the University’s Executive President, Professor Xi; the double “Chen” teaching innovation activity; and the workshop “Version Update from 1.0 to 4.0: Promoting Teaching via Assessment”, which was focused on course design based on formative assessment.





## TRAINING AND CONSULTATION ON EDUCATION LEADERSHIP

Ilead is dedicated to assisting the career development of higher education practitioners and promoting their professional and life-long learning competence, thus facilitating Chinese higher education reform and world higher education development. A series of education leadership training programs are provided to help universities:

- Facilitate innovation and reform in education and teaching
- Construct student-centred education systems
- Improve students' knowledge, capacities and quality

### STRENGTHS OF ILEAD'S TRAINING AND CONSULTATION COURSES:

- **DIVERSIFIED EDUCATION PRACTICE**  
Discussions based on case studies from XJTLU and other universities
- **GLOBAL ACADEMIC FACULTY**  
High-quality resources in theory and practice for domestic and global higher education presented by senior professors and scholars
- **DIVERSE LEARNING EXPERIENCES**  
Online and offline options supported by a combination of full-time professors, academic elites and peers
- **MULTI-DIMENSIONAL COMMUNICATION PLATFORMS**  
Ilead's platforms for communication include academic journals, a summit on higher education, an annual conference for education practitioners, and social networks
- **PROFESSIONAL SERVICES AND FACILITIES**  
Our courses are staffed by an enthusiastic and efficient training service team, and our facilities are advanced and well-equipped
- **ONGOING SUPPORT**  
Participants receive not only on-site training, but also ongoing support from six months to one year afterwards



Currently, the following education leadership training courses are provided by ILEAD:

- Education Leadership Excellence
- Research-led Teaching Training
- Professional Development for Learning and Teaching Support
- Professional Development for Student Services
- Sustainable Development for Sino-foreign Cooperation in Running Schools
- Headteacher Leadership Training for Primary & Secondary Schools
- Internationalisation for Primary Education
- Primary Education English Teachers Training Course
- Certificate in Professional Studies in Learning and Teaching in Higher Education (CPS)
- Certificate in Teaching English for Academic Purposes (CTEAP)
- Teaching with English as Medium of Instruction (TEMI)

## 1. EDUCATION LEADERSHIP EXCELLENCE COURSES

The education leadership excellence training program, aims to discuss the directions and strategies for national even world higher education reform together with all participants, helping the cooperative universities to build up the “student-centred” education system, promoting the reform and development of China and the world. In addition, the program assists cooperative universities to train the middle and senior leaders teams, which can lead the education reform and development, improving their competence in managing the changes and leadership on innovation; enhancing their professional quality and competence and integrating the international horizon into the university’s development plan.

The training program will be held every November.

In 2017, more than one hundred university management staff from three universities including: Wenzhou-Kean University, Shanxi Normal University and Shanghai University participated in the customized education leadership excellence program.

Up to the end of 2017, eight education leadership excellence programmes have been held by ILEAD of XJTU, more than 293 leaders from 131 universities of all levels have participated in this program.

“We participated in the education leadership excellence program for two consecutive years and gained a lot from it. The discussed philosophies and practices are worth of our reference in the education innovation. After the first-time participation, we started to implement the freshmen formative education, receiving the positive comments from the students and teachers.”

Hunan University

The “student-centred” talent cultivation practice of XJTU has gained a sound reputation in society. Traditional education claims that the main channel for talents cultivation is in the classroom. However, we would like to change this concept completely. It is found that students have read a lot of books and learned many theories but the practical abilities are comparatively weak. Many facts indicate that students who are actively participating in the extracurricular practice have a stronger practical ability and will perform better whether in job-hunting or future development.

Yang Guoxin

Head of Student Affairs Department in Henan University of Science and Technology

“There are claims that the main channel for talents cultivation is in the class. However, we would like to change this concept completely. It is found that students have read a lot of books and learned many theories but the practical ability is comparatively weak. Many facts indicate that students who are actively participating the extracurricular practice have the stronger practical ability and will perform better whether in job-hunting and future development. The “student-centred” talents cultivation philosophy of XJTU is advanced, detailed in system structure and obviously effective, which has the very practical referenced meaning to us.”

Yin Fubin

Deputy Secretary of Committee of CPC in Business College of Beijing Union University

“Currently, the most influencing factor of innovation is mainly manifested in the aspects of course design and quality assurance; accordingly, the reform on teacher assessment system is needed, which is supported by a high-efficient information system. For teachers, it is important for us to transfer the concept from managing students to serving students; however, there are great challenges in real life. Once I came back from XJTU, I realised the distinctive features of this university.”

Hebei University of Science and Technology

The “student-centred” talent cultivation philosophy of XJTU is advanced, detailed in system structures and obviously effective, which has very practical referenced meaning for us.

South-West Jiaotong University

“The South-West Jiaotong University has participated the excellence course, and the “student-centred” practice reform of our university has taken reference from many philosophies and practices of XJTU. It is pleasure to share our “student-centred” reform experience with more colleagues by this platform.”



## 2. RESEARCH-LED TRAINING COURSES

The core objective of the research-led teaching training courses is to help university teachers to understand and accept student-centred teaching and education philosophies, to familiarise them with methods of research-led teaching, and ultimately to help them make real changes to their teaching practices.

These courses help participants to replace traditional 'spoon-feeding' teaching with research-led methods. Such methods cultivate students' active, collaborative, and autonomous learning capacities, provide insights into their developmental problems, build teamwork and communication skills, and boost their critical thinking and problem-solving abilities, which not only improves the student learning experience, but enriches student employability.

Since 2014, 423 university teachers from 12 universities have participated in these courses, including: Hunan University, Jiaying University, Qinghai Normal University, Shanghai Finance University, Nanjing University of Information and Engineering, Jiangsu University, Gengdan Institute of Beijing University of Technology, Shanxi Normal University, China University of Petroleum, Nanjing Tech University, China Pharmaceutical University and Xi'an International Studies University.

### TESTIMONIALS FROM PARTICIPANTS:

"This courses has the positive influence on facilitating teachers to change the traditional knowledge spoon-fed teaching pattern. Several teachers were sent to participate the training every time. After the training, teachers implemented the research-led teaching methods in their classroom practice and changed the traditional teaching pattern, which created the excellent atmosphere for teaching innovation both in department and school levels."

Participant from the Department of Mechanical Science and Engineering  
Jilin University

"I learned a lot of teaching philosophies and methods from this training course. Firstly, many philosophies have been transferred and I systematically learned about the "student-centred" philosophy and education mode. Meanwhile, I had the in-depth discussion and thought with teacher peers on how to implement the "student-centred" philosophy from the perspectives of course design, students' interaction and learning assessment and evaluation."

University Teacher from Hunan University

"The most impressive point of XJTU is that it is an open environment, which gives teachers much support. From the personal viewpoint, the greatest transfer of my mentality is that I start to think the first thing the teacher should do as the teacher stands on the stage, that is, spread the positive energy, standing in the classroom with the pretty positive mentality. Then we should deliver the thought and knowledge. Previously, we always complain the system and environment of the university but I found that I can make innovations and breakthroughs from my personal perspective through this training."

Du Jing from Business School of Hunan University



"Honestly speaking, we have the great distance from XJTU in terms of the education mode and environment. This distance does not merely refer to the physical environment of running schools, but also the education concepts. Our students, teacher and parents are not ready for this innovation but the mode of XJTU is definitely the right path for the reform. In the path of teaching reform, the experience of XJTU is precious and worth of our reference."

Teacher Cao  
Yan'an University

"The essence of research-led teaching is to design some methods to make students learn how to learn and research autonomously, focusing on designing the teaching forms."

Teacher Lv  
Ocean University of China

"The lectures given by XJTU academic staff impressed me a lot. They emphasise the aims, which should be learner-centred and leaves deep impression to me, a senior teacher with 20 years' teaching experience. Previously, we always implement the teaching tasks of the university without considering the students and the teaching. The training grants me fresh energy to involve in the interesting teaching plans design."

Teacher Li  
School of Science of China Pharmaceutical University



### 3. PROFESSIONAL DEVELOPMENT FOR LEARNING AND TEACHING SUPPORT COURSE

The core objective of professional development for learning and teaching support course is to lead education administrators to think about how to construct “student-centred” teaching management systems; in particular, curriculum transfer from the traditional mode of teaching content and management to the new mode, which facilitates student-centred active-learning from a research-led approach. This course discusses the objectives, systems and reform strategies of teaching management in detail.

In 2017, 69 teaching management staff in total from Shanghai International Studies University and China University of Geosciences participated in the customised professional development course for learning and teaching support.

The course has been held two times, in March and December, 2017, respectively; more than 100 teachers in various subjects from nearly 40 universities have participated in the course. This course integrates the needs of the participants with the experience of XJTLU, aiming to discuss how to transfer university management of teaching and learning, how management staff of teaching and learning change their roles from administrators to the supporters and servants both for student learning and teachers’ teaching with the participants, in the trend of “teacher-centred” to “student-centred” teaching and learning reform.

#### PARTICIPANT FEEDBACK:

“The university always focuses on the teacher development support and pays less attention to the training of teaching and learning management staff. Nowadays, the university is promoting the teaching and learning reform; however, it is impossible to achieve the reform by innovating the teaching and teachers without innovating the concepts of according administration system and staff. It is supposed to change the thoughts and philosophies in order to implement the “student-centred” system. We are still under the influence of tradition and lay much emphasis on “administration” and lack of support and services. The front-line teaching and learning management staff gained many practical suggestions and shocking ideas from this course.”

Wang Xinran

Deputy Head of Academic Affairs Office at China Pharmaceutical University

“XJTLU systematically demonstrated to us how to fulfill student-centredness into our teaching system. All the IT systems are the same at first, however they will reflect our thoughts due to our different using process.”

Teacher Feng

China Pharmaceutical University

#### EXPERTS’ COMMENTS:

“(After the releasing of the education development outline for the thirteenth five-year plan) As a senior teacher working in the front-line for several decades, I feel the greater responsibility which I afford. Currently, we should avoid speaking out the abstract slogans but summarising the experience and lessons carefully, analysing the teaching contents, requirements, methods, assessment carefully. We should stick to the “student-centred” principle and implement it into each phase of teaching in every course, putting forward specific and oriented measures. Only in this way can we make our undergraduate teaching meet the requirements of the time and benefit, benefiting the students and serving the talents needs of the nation.”

Professor Guo Jingming

The Math and Physics Teaching Centre of XJTLU

### 4. PROFESSIONAL DEVELOPMENT FOR STUDENT SERVICES COURSE

The course in professional development for student services aims to inspire the participants to rethink the positioning and the roles of staff for student affairs. It helps the participants to change their beliefs from maintaining stability to educating people; from “teacher and administration-centred” to “student and service-centred”. Moreover, it assists the participating universities to promote the innovation of student affairs, making it able to interact with classroom teaching, help and support students’ learning and development.

The core modules include “student-centred” education systems, working system of student affairs management and education practice, etc.

Jiaying University, which cooperated with ILEAD six times, ordered the customised Professional Development for Student Services course for its student affairs working team. Nearly 40 teachers participated in it. In January, 2017, 41 people in the student affairs working team of Jiaying University including the staff in student affairs office, deputy secretary of CPC committee and counselors came to XJTLU to visit and take the training. The training course was organised by ILEAD of XJTLU and the topic was how to implement the “student-centred” philosophy and conduct supportive guidance of student work.

#### CUSTOMERS FEEDBACK:

“Previously, several teachers and administration staff at Jiaying University have been selected and sent to XJTLU to receive the training. All the departments in XJTLU work around the concept of student-centred, which leaves me deep impression. The student work system and innovation practice in XJTLU broaden the participants’ horizon and set up the future working procedures. I have come to XJTLU for study several times and obtained the new gains and feelings every time. I hope to reflect the positioning of student work in the future, breaking the profits of various departments, building up the features of each college, insisting to move forward.”

Xu Jin

Deputy Head of Student Affairs Office at Jiaying University



"I have been engaged in student management for three decades, the gains at XJTLU can be summarised as three key words: "openness", "people-oriented concept" and "internationalisation". There is not any wall in the campus, which is open and similar as the foreign universities. The thought for cultivating global citizens is very open and manifested in the concepts and practice in student affairs work. XJTLU really realises the mission of supporting students' growth and providing professional services for meeting the diversified needs of students."

Bu Yuliang, Associate Professor, Deputy Secretary of CPC Committee in College of Humanities and Law at Jiaying University

"The greatest gain of this training is the concept of supporting and guiding student work, which is very inspiring. Also, I think how to implement the working concept, for instance, turning the service from "taking care of everything" to "accompany with students' growth", building the high-efficient platform by sharing and integrating the resources, establishing the equal and mutual-respect teacher-student relationship guided by the needs, guiding the students based on their levels and types, combining and jointing the three parties: society, school and family."

Zhan Xin, Deputy Secretary of CPC Committee in College of Mechanical and Electrical Engineering at Jiaying University



## 5. SUSTAINABLE DEVELOPMENT FOR SINO-FOREIGN COOPERATION IN RUNNING SCHOOLS COURSE

The course in sustainable development for Sino-foreign cooperation in running schools centres on experience sharing and in-depth discussion about the policies, modes of running schools, internal administration structure and operating mechanism, acquisition and support for multi-cultural talents, student management and university branding, government engagement of Sino-foreign cooperation education, helping the universities which intend to or are running Sino-foreign education to make full use of policies and set up an improved reasonable cooperation mode.

The course was held in September, 2016 for the first time and from July 6th to 9th, 2017; 53 managers from 26 universities in total participated. The university leaders of Sino-foreign cooperation education, the head of international cooperation and related parties from local government have gathered at XJTLU to discuss the topic of "how to maintain the sustainable development in the long term", elaborating some confusing problems on the aspects of talent cultivation, teaching and learning, faculty development, and management mechanism; issues which are pervasive in running the Sino-foreign cooperation education.

### PARTICIPANT FEEDBACK:

"New understanding on Sino-foreign cooperation education can be gained from taking part in this activity, the concepts on teaching and learning, management, education of XJTLU can be learned, the role of government in the Sino-foreign cooperation education can also be learned about. The current operation mode and situation are understood not only in concepts but also the experience sharing in practice."

Participant

"I learned about the operation mode and situation of Sino-foreign cooperation education by participating this course, which not only involves some abstract aims, values and concepts but also the sharing of practice."

Participant

"I updated my concepts different thoughts collided here. The most impressive is that the XJTLU had the very clear and precise positioning and plan from the begging of establishment and penetrated them into every aspect of talents cultivation and management system."

Participant



## 6. HEADTEACHER LEADERSHIP TRAINING FOR PRIMARY & SECONDARY SCHOOLS COURSE

The core objective of this course is to improve the leadership of headteachers for primary and secondary schools; in particular: in the critical period of the education is undergoing the deepened reform, how headteachers can initiate reform at the school level and how to cooperate with stakeholders to successfully complete reform. Meanwhile, this course pays much attention to the international leadership of headteachers, mainly including: understanding and contacting with the international pioneering leadership concepts and practice in depth and putting them into the practice in their own schools.

Currently, the course is jointly developed by ILEAD and the Institute of Education, University College London, which is the top university in education leadership field. Therefore, it not only absorbs the leading concepts in the world, but also has the successful experience of the leading Sino-Foreign cooperative university in China.

There are two methods available for participants to join our course:

- ① 6-month training including four stages in two places: Suzhou and London; the basic stages include: Suzhou: Discussion about the 'Future of Education and Innovation Trends'; London: Studying International Leading Concepts and Learning about the Education Practices in Britain; Online: Sharing in China: Peer Learning, Discovery regarding Practice Promotion; Field Investigation: Best Practice School (Selecting the most successful headteacher after training and On-Site Investigation).
- ② For the headteachers for whom it is not convenient to study overseas, a 6-month training including four phases in Suzhou is available, the stages include: Discussion on the Future of Education and the Innovation Trends; Instruction from lecturers from Institute of Education, University College London about international leading concepts and the education practices in Britain; Online: Sharing in China, Peer Learning, Discovery regarding Practice Promotion; Field Investigation: Best Practice School (Selecting the most successful headteacher after training and On-Site Investigation).

## 7. INTERNATIONALISATION FOR PRIMARY EDUCATION COURSE

This course is designed for school leaders who are managing internationalisation; the core objective is to help them to promote internationalisation and improve their international leadership.

### THE CORE MODULES INCLUDE

- Why internationalisation: The Trend of Global Education in 21st Century
- The Essence of Education internationalisation: Promoting Students' Learning and Development
- The Tactics for Education internationalisation: Three-Level internationalisation
- The Strategies for Education internationalisation: How to Promote the Level of internationalisation

From June, 29th to July, 1st in 2015, the first training course for primary education Internationalisation leaders started; 96 headteachers and teachers from 56 schools participated. From December, 13th to 15th, 2015, the second teacher career development training course of primary education internationalisation was held; 85 headteachers and teachers from 58 primary and middle schools participated. From January 4th to 6th, the internationalisation training course for deputy headteachers and officials in foreign affairs of Suzhou Municipal Education Bureau involved 34 participants from 27 primary and middle schools. In total, 215 headteachers and teachers from 141 schools have participated in this course.

### PARTICIPANT FEEDBACK:

“The experts for this training are all practical, their reports and introduction are closely related with the topic. I have gained the deeper understanding on how to achieve the education internationalisation in schools and some enlightenment on adjusting the international strategies of the school in the future.”

Headteacher of a Middle School





## 8. CERTIFICATE IN PROFESSIONAL STUDIES IN LEARNING AND TEACHING IN HIGHER EDUCATION (CPS)

CPS is a course designed to improve the student learning experience through instructor awareness of culture, pedagogy, issues, technology, and quality of teaching in a 21st Century, transnational context.

As the only teacher development postgraduate course that has been accredited by the Higher Education Association (HEA), CPS aims to train the professional competence and quality of university teachers. The participants can master the theory and techniques in teaching design, which can meet the diversified and personalised learning needs; develop the skills that can support students' autonomous learning and life-long study competence, using multiple learning and teaching assessment strategies to promote the learning effect through the theoretical framework of learning, teaching and assessment, the procedural support for students' learning and development, the learning and reflection of the three modules for learning and teaching assessment.

The course is positioned as the basic teaching competence training for teachers new to university, the participants need to complete the required modules with 20 credits with two years, successful candidates will be awarded the postgraduate certificate after completing the study and assessments. It has mainly been opened for internal academic staff in XJTU over the past ten years, yet will be open to be public for the first time in 2018.

Successful completion of CPS will entitle you to Fellowship of the Higher Education Academy, which can enhance your CV. It is also possible that having done the CPS you will be exempt from having to undertake a similar mandatory course if you move to another university.

### THE COURSE:

- provides an introduction to both the knowledge and the skills needed to support student learning at university;
- supports all academic staff in their teaching role, and develops and enhances their teaching skills, knowledge and understanding of learning and teaching in higher education;
- introduces academic staff to the opportunities for linking excellence in research with high-quality teaching and to the strategies and governance of a research intensive university;
- provides hands-on assistance with technology and a virtual learning environment;
- assists in the development of academic staff as reflective practitioners, and as higher education professionals.

## 9. CERTIFICATE IN TEACHING ENGLISH FOR ACADEMIC PURPOSES (CTEAP)

This course provides relevant training on EAP (English for Academic Purposes) course design and delivery for those who are devoted to teaching academic English. Particularly, it helps university English teachers to better implement the concept of "student-centred active-learning", supporting the students' academic study in the medium of English (e.g. academic discussions, academic presentations and academic writing) instead of regarding the language as a kind of exam skill. The course encourages the participants to reflect on themselves and their work from different perspectives, improving their understanding on the roles of EAP teachers, discovering relevant linguistic theories and facilitating the practitioners to put methods into practice through combining the classroom observation and reflective practice. The course is divided into five modules: The EAP Teacher as Language Expert, Observation and Teaching Practice, Teaching the Language Skills, EAP Course Design and Assessment, Materials and Techniques.



## 10. TEACHING WITH ENGLISH AS THE MEDIUM OF INSTRUCTION (TEMI)

Globalisation and trends in transnational education have made intercultural communication and employability must-haves for university graduates, which is why communicative competence in the medium of English is a growing mode of teaching. Universities in China have implemented a series of responses to global trends, focusing on bilingual education for major courses under the guidance of national policies in the past 20 years; and a great number of bilingual courses and teaching teams have been formed; more recently, many universities proposed to implement TEMI education. However, there are still many difficulties for implementing TEMI in universities, for instance, mixed English proficiency of both staff and students, lack of appropriate textbooks and course materials, concept validity in curriculum design and assessment, teacher-centred learning and teaching, a lack of QA, little academic support or advocacy for educators now having to teach in English, etc.

In order to address these issues, the teaching competence of teachers should be strengthened, and teacher-centred pedagogy should be rethought, even when teaching in Chinese.

The TEMI development course starts with the development and current challenges of Chinese bilingual education in higher education, helping the teachers to improve their knowledge, skills and competence of teaching in English, by learning and practicing several modules including: student-centred active-learning pedagogies, scenario-oriented teaching, effective creation, choice, and use of teaching materials and micro-teaching (attempting to implement new technologies, teaching new terms and concepts, peer evaluation). In this way, a pluralistic learning experience can be offered and students' competitiveness can be promoted in the international environment. ILEAD offers a four-lens approach to departments and universities transitioning to an TEMI model which includes:

- student-centred active-learning pedagogies as effective and research-proven methods of instruction;
- language awareness and discourse analysis to be able to teach specific academic disciplines in English beginning with the actual English levels of staff and students;
- awareness of international standards and best practices as models for local practice;
- provides hands-on assistance with technology and a virtual learning environment;
- formation of communities of practice for mutual support and advocacy.

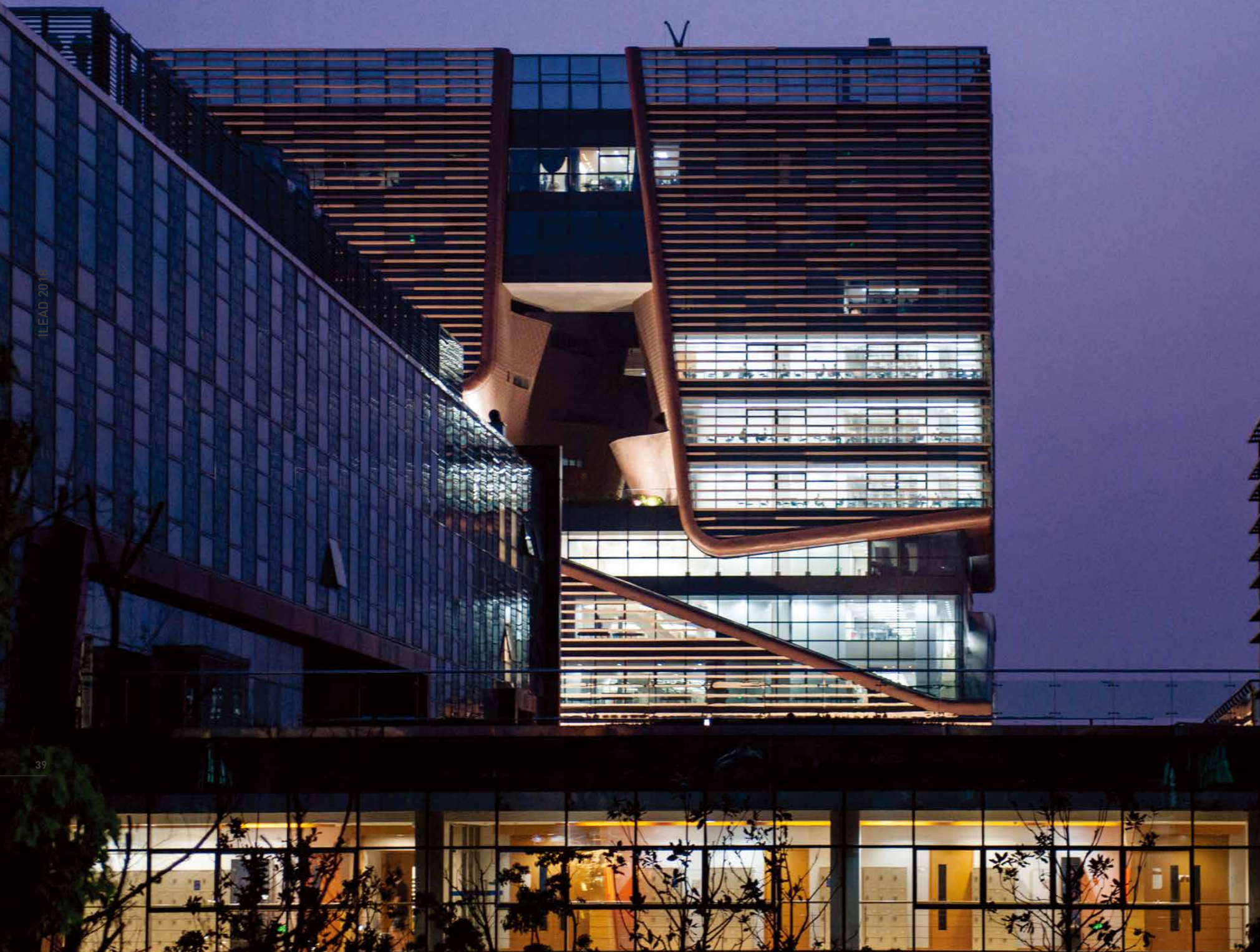
## 11. PRIMARY EDUCATION ENGLISH TEACHERS TRAINING COURSE

The core objective of this course is to improve the teaching competence of English teachers in primary education, promoting their teaching concepts, ability and communication skills. Particularly, it helps English teachers to build the student-centred active-learning teaching modes, achieving multi-dimension training through course-based learning, teacher-student interaction, language learning community, promoting creativity, cooperation, communication, and academic learning competence in English classrooms.

The primary education English teachers training course has been conducted two times with the cooperation of ILEAD and the British Council, more than 120 teachers from Chongqing and all over China have participated.







# EDUCATION EVALUATION

## 1. "STUDENT-CENTRED" UNIVERSITY EDUCATIONAL QUALITY EVALUATION

The "student-centred" educational quality evaluation system measures the extent to which a university supports student's learning and growth, the added value it brings to students, which reflects the school's educational quality. Therefore, the "student-centred" educational quality evaluation system is not simply a quantitative evaluation and comparison on the aspects of university resources input, prestige ranking and scientific research achievements etc., but reveals important data for evaluating university education's quality (student's gains in universities) through various survey methods, and its final target points to promote school reform and serve student growth". By attending this assessment, the participating colleges and universities can benefit from:

- understanding of the values of running schools for student learning and growth;
- understanding of student attitudes, methods, degree of satisfaction, and assessment results during their study at school;
- understanding of best practices and points needing improvement regarding schools supporting student learning and growth;
- diagnostic recommendations on how the school can better support student learning and growth;
- promoting the adjustment of strategies for running school and implementation of educational reform, thus to improve school running and education quality;
- helping universities to form quality awareness, and to understand and constantly improve quality independently;
- providing support and advice to university administrators and teachers on continuing professional development.

### CORE INDEXES

The evaluation system closely centres on the "student-centred" concept, evaluating students' gains during school and the supportive degree of university on students' learning and growth in six aspects: educational goals, classroom teaching, extracurricular activities, management system, learning environment, etc., and provides diagnostic improvement recommendations according to the evaluation.



OPTIONS FOR AN EVALUATION PACKAGE

COOPERATION SCOPE	PARTICIPANTS	FORM OF PARTICIPATION	BENEFICIARY	MAIN BENEFITS
<b>PACKAGE ONE: FULL-SCALE EVALUATION OF THE UNIVERSITY</b>	University leaders, administrative staff, student-affairs office teachers and students	Web Questionnaire & Textual Investigation	The whole university	1. Deepen the university's comprehensive knowledge about the education quality proficiency; 2. Identification of existing problems of schools in promoting student growth; 3. Proposal of suggestions to improve education quality.
<b>PACKAGE TWO: CLASS TEACHING EVALUATION</b>	University leaders, teachers and students	Web Questionnaire & Textual Investigation	University leaders & teaching management departments	1. Evaluation on the extent of teaching activities of the university on student learning and growth; 2. Identification of existing problems of schools in promoting students' growth; 3. Proposal of suggestions to improve teaching systems to promote student growth.
<b>PACKAGE THREE: EXTRACURRICULAR ACTIVITIES EVALUATION</b>	University leaders, staff in student affairs offices and students	Web Questionnaire & Textual Investigation	University leaders & student-affairs offices and students	1. Evaluation of the extent of extracurricular activities of the university on student learning and growth; 2. Identification of existing problems of extracurricular activities in supporting student growth; 3. Proposal of suggestions to improve extracurricular activities to better support student learning and growth.

COOPERATION SCOPE	PARTICIPANTS	FORM OF PARTICIPATION	BENEFICIARY	MAIN BENEFITS
<b>PACKAGE FOUR: MANAGEMENT SYSTEM EVALUATION</b>	University leaders, administration staff and students	Web Questionnaire & Textual Investigation	University leaders & Administrative departments and students	1. Evaluation of the extent of management systems' support of in-class and extracurricular activities; 2. Identification of existing problems of administration system of the university; 3. Proposal of suggestions to improve the university administration system.
<b>PACKAGE FIVE: UNIVERSITY ENVIRONMENT EVALUATION</b>	University leaders and students	Web Questionnaire & Textual Investigation	University leaders & students	1. Evaluation of the extent of learning environment on supporting student learning and growth; 2. Identification of the existing problems of learning environment on supporting student learning and growth; 3. Proposal of suggestions to improve the learning environment.
<b>PACKAGE SIX: STUDENT GROWTH EVALUATION</b>	University leaders and students	Web Questionnaire & Textual Investigation	University leaders & students	1. Evaluation of the learning results and growth added-valued of students during the university; 2. Help the students to better understand the talents cultivation philosophies and aims of the university; 3. Help the students to better plan their studies and manage their learning.



## 2. HEADTEACHER LEADERSHIP EVALUATION SYSTEM FOR PRIMARY AND SECONDARY SCHOOLS

At present, the global basic education is undergoing profound changes, and China's basic education reform is still advancing hard after more than 30 years' development; headteachers are the key forces to promote the reform, so how to improve the leadership of the primary and secondary school headteachers is a current major challenge in promoting the reform of basic education. Although the current training of primary and secondary school headteachers emerges in an endless stream, making headteachers realise the advantages and disadvantages of their own leadership and pertinently carry out the study is the effective way to help the headteachers improve their abilities to change. This project is to promote the leadership of headteachers through evaluation, and finally, promote schools and wider educational reform.

Through the integration of education, management and evaluation theory, based on the actual situations of primary and secondary school principals, this leadership evaluation system for primary and secondary school headmasters developed by ILEAD has opened up an evaluation model for primary and secondary school principals from the five dimensions: education quality, management ability, transformational leadership, informational competency and internationalisation competency.

Evaluation methods are implemented from the stages of semi-structured interviews and online questionnaires.

### EVALUATION CASES

#### SURVEY REPORTS

##### Survey Report on Leadership Development of the Head-teachers of Middle, Primary Schools and Kindergartens in Chaoyang District, Beijing

In October, the ILEAD of XJTLU completed and submitted the research report on the leadership of the head-teachers in primary and secondary schools, and also the kindergartens in Chaoyang District, Beijing. The report analyses the leadership of the public primary and secondary schools' headteachers in Chaoyang District, Beijing, and elaborates their advantages and shortcomings through abundant data. It depicts the leaders' features from five dimensions: education literacy, leadership, management competence, information and internalization literacies and puts forward the detailed suggestions on developing the regional leadership in the future.

#### SURVEY SUMMARY

In October, the ILEAD of XJTLU summarises and reports the survey on the leadership of headteachers in primary education (primary and secondary schools and kindergartens) in Chaoyang District, Beijing. The main purpose of this report is to learn about the current situation and faced challenges on the leadership of primary and secondary schools and kindergartens' headteachers in Chaoyang District, Beijing by in-depth interview and questionnaires. It gives professional and detailed suggestions on the future career development for the customers, providing suggestions and guidance on leadership development and related training of primary and secondary and kindergartens' headteachers within this region for the education committee in Chaoyang District.





# DEGREE PROGRAMME



## 1. M.A GLOBAL EDUCATION

With an increasingly mobile and globally connected population, the world is rapidly changing and faces many challenges. Education is increasingly borderless, and with this comes challenges of how to ensure quality. There is increasing demand for appropriately trained professionals with an understanding of the challenges faced by education and globalization as they interact together. The Masters of Global Education uniquely provides in-depth knowledge, skills and understandings through both practice and theory based modules, enabling its graduates to make a telling future contribution to shaping tomorrow's global education needs.

Students will acquire a comprehensive knowledge, drawing on international contexts and perspectives, of the key debates and issues surrounding the development of global education today. This course will enable students to critically reflect on their own educational roles where appropriate, and acquire the necessary skills and contacts to forge a career in a global education field. International students will also begin to learn or improve their Chinese language skills.

Local HE institutions engaging in change, delivery of EMI programmes, joint venture schools/HE institutions, government agencies, non-profit organisations who need graduates with a comprehensive knowledge of today's global education landscape. The ability to communicate in Chinese (for international students) will also enhance career prospects.

### (1) MODULE LIST

#### Semester 1

- Globalisation and Education: Critical Perspectives
- Principles, Policies and Practices of Global Education
- Educational Leadership
- Culture and Learning

#### Semester 2

- Entrepreneurship, Educational Innovation and International Education.
- The University of Tomorrow: Managing Change in Global HE
- Language and Power
- Internship

#### Semester 3

- Dissertation



## (2) LIST OF ALAs (FOR MASTER PROGRAMMES ONLY)

- Chinese Language (for International Students)
- Research Methods (Compulsory)
- Academic Writing (Compulsory)
- Other Education related modules within XJTLU
- BA International Relations modules, Year 4
- EMI Short course (delivered by ILEAD)
- Understanding China (compulsory for international students)

## (3) ENTRY REQUIREMENTS – Academic or relevant experience or specialist knowledge

### Undergraduate background:

**China:** 1st tier universities: 75 percent or above

2nd tier universities: 80 percent or above. Some work experience in education desirable would be an advantage.

**Other:** UK Upper second (2:1) or international equivalent.

## (4) ENGLISH LANGUAGE REQUIREMENTS (for master programmes only)

IELTS 7.0, with a minimum of 6.0 in each component

## (5) INTAKE YEAR/MONTH (both for full-time and part-time)

September 2019 (for both FT and PT)

## (6) PROGRAMME DURATION

- 1.5 years (3 semesters) full-time
- 3 years (6 semesters) part-time (including blended learning)

## (7) PROGRAMME CONTACT

Prof Stuart Perrin

## 2. Ph.D PROGRAMME

ILEAD PhD programme is to meet the needs of the development of higher education in China, and is committed to improving the professional quality of educational administrators, and to train high-level professionals in the field of educational practice. The programme is a fruit of strategic research cooperation between XJTLU and the University of Liverpool, and the course is taught at XJTLU. After successful completion of studies, one will receive a doctorate from the University of Liverpool, which is recognized both by the British Ministry of Education and the Chinese Ministry of Education.

The doctoral candidates of this program will be the officially registered students of XJTLU and will conduct research and learning at XJTLU, and to be supervised by his supervisor and managed by his Department. Upon admission, the doctoral candidates will be appointed to an academic mentor at the XJTLU and a supervisor at University of Liverpool. The normal length of full-time PhD programme is three years. At the end of three years' full-time study, you can apply for an extension of one year to complete the writing of your dissertation. Part-time PhD degrees usually take four to seven years.

As a registered full-time PhD student, you have the opportunity to apply for a research visit to the University of Liverpool for up to three months. Your accommodation and travel fees will be covered by XJTLU and the University of Liverpool.

Full-time PhD students are funded to attend local and international conferences during their studies.

### (1) KEY BENEFITS OF Ph.D STUDY AT XJTLU

- A range of outstanding professional knowledge and skills to create competitive professional competencies;
- A period of experience of high quality academic research led by a professional supervisor;
- The guidance of well-known scholars from XJTLU and the University of Liverpool in the UK;
- Opportunities to participate in academic conferences and to publish academic results at home and abroad at public expense;
- Go to the University of Liverpool for a 1 to 3 months' research visit at public expense;
- Apply to be a TA (Teaching Assistant) to develop critical academic skills.



## (2) THE VISITING PHD STUDENT

ILEAD also welcomes the full-time PhD students from other universities come to visit us as the visiting scholars, and the visiting time can range from one semester to one year. The unique educational environment and operating mechanism of our university can provide advantages for PhD students who need to study the internationalization of higher education. Our department can also provide additional guidance on PhD research topics, which contents include China higher educational management and future university studies etc.

## (3) RESEARCH AREAS

- Administration and management of Higher Education
- Higher Educational policy
- Higher Educational Evaluation
- Internationalization of Higher Education
- Research on local education management

## (4) FEES

### 1. Full-time students

Currently the tuition fee payable by full-time students on postgraduate research programmes is RMB 80,000 per year. It normally takes three years to complete a full-time PhD programme.

### 2. Part-time students

For part-time students, tuition fee payable is RMB 60,000 per year. Part-time PhD study is typically completed in four to seven years.

### 3. Tuition Fee Waiver

Fees are waived for students who are awarded an XJTLU PhD scholarship.

## (5) SCHOLARSHIP

We have a number of scholarship options for PhD candidates, including tuition-only scholarships for full-time PhD study and an academic merit scholarship for international students. Please see our scholarships page for more information.

## (6) ENTRY REQUIREMENTS

We accept a wide variety of academic qualifications for entry onto our PhD programme. Please see our entry requirements for additional information.

## (7) HOW TO APPLY

All applications for a PhD programme should start with you emailing potential supervisors. You can also refer to our HOW TO APPLY (Link to school Official Website) for more information.







## RESEARCH-LED LEARNING

The students course, aims to encourage the students to adopt “research-led” learning methods which are driven by interesting problems and which inspires student curiosity and intrigue to motivate learning and help them realise their potential, to train students’ critical thinking and arouse creativity, to enrich their integrative skills, and to establish life-long autonomous leaning capacities. All the aspects of the institution are based on the students’ growth, ILEAD intends the series of student courses to:

- inspire students to pay more attention to the practical problems of society
- train interdisciplinary critical thinking competencies
- improve students’ self-understanding and understanding of learning.

### 1. FUN WITH LEARNING: THE XJTLU STUDENT RESEARCH-LED LEARNING COMPETITION

ILEAD holds the research-led learning competition annually, which requires students to elaborate on how they apply the research-led leaning methods to address practical problems and put forward solutions based on their past learning experiences. This event discovers and promotes outstanding cases of research-led learning among XJTLU students. It aims to initiate and promote research-led learning methods and improve the learning efficiency of XJTLU students; thus, the practice of research-led learning at XJTLU can be demonstrated to both society and higher education as a whole, allowing for a broader impact.

In 2017, ILEAD held the Fun with Learning: the 1st XJTLU Student Research-led Learning Competition. Many research-led learning practices among 43 XJTLU students, under the guidance of teachers, were presented. These students applied research-led learning method to a variety of fields: the arts, sciences and engineering. ILEAD firmly supports research-led learning and its application for students in all subjects and study levels.



## 2. INTERDISCIPLINARY GENIUS: THE XJTLU INTERDISCIPLINARY LEARNING COURSE

The department launched the student-led interdisciplinary learning course for cultivating the research-led learning abilities of students. In particular, the course focuses on critical thinking competencies and integrated problem-solving skills for analysing complex problems from multiple perspectives. This course guides students to focus on problems in life and helps them to understand the social values of professional expertise. These approaches break the barriers among the disciplines and promote interdisciplinary exchanges and collaboration. The course:

- promotes interactions between students, teachers, and disciplines;
- helps teachers understand students' expectations;
- cultivates interdisciplinary connections for the purposes of joint-research between different departments;
- helps students understand how to apply knowledge in solving practical problems;
- guides students to independently think, propose, design, implement and evaluate interdisciplinary research topics for the purposes of improving their research-led learning competencies.

## 3. THE INDUSTRY AND ENTERPRISE TAILORED EDUCATION (IETE) PROGRAMME

The Industry and Enterprise Tailored Education (IETE) Programme is the pilot programme of XJTLU's SE to develop industry elites - syntegrative elites. The programme provides students with an additional educational path during their summers to earn career-competitive qualifications, while developing their skills for continuous learning, integrating and applying knowledge and adaptability. Students gain cross-disciplinary training and experience, a complexity mindset, strong managerial skills, entrepreneurial skills, and cross-cultural leadership skills.

In the IETE programme, XJTLU partners with enterprises to integrate and syntegratise their talents, resources, and practical opportunities, and for both sides to collaborate in designing industrial, management, and leadership training courses. After graduation, students - as syntegrative elites - will be more competitive in entering their selected industry and accelerating their career development.

As an educational programme of advanced and reforming educational thoughts for the innovation and entrepreneur community, the IETE programme is jointly managed by XJTLU's ILEAD (Institute of Leadership & Education Advanced Development) and IIH (International Innovation Hub).







I LEAD 2018

## EDUCATIONAL TECHNOLOGIES TEAM

The Educational Development Unit of ILEAD is devoted to the use and development of technology for the classroom. The team specialises in designing, maintaining and developing new educational technologies that support the traditional classroom, blended learning and e-learning environments. Their scope of work includes the maintenance and upgrade of Moodle, an e-learning management system, integrating the new technologies and tools for the research and development of Moodle, and supporting academic staff to integrate these technologies into their teaching.

The innovative, technological teaching and research activities they are involved in include:

- designing audience Q&A in large-size classes;
- establishing online student peer feedback mechanisms;
- developing teaching techniques for new equipment;
- helps students understand how to apply knowledge in solving practical problems;
- creating open courses for business, management, finance and computer sciences using icourses.cn in cooperation with the Jiangsu Provincial Education Department;
- researching how to use the iPad and online note-taking services, such as Evernote, to improve design in Architecture modules;
- exploring students' attitudes towards using smartphone applications (APPS) in learning and teaching as a part of a student-led research project.





## CONTACT US

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