

CAMBRIDGE UNIVERSITY AND EDUCATION IN AN INTERCONNECTED WORLD

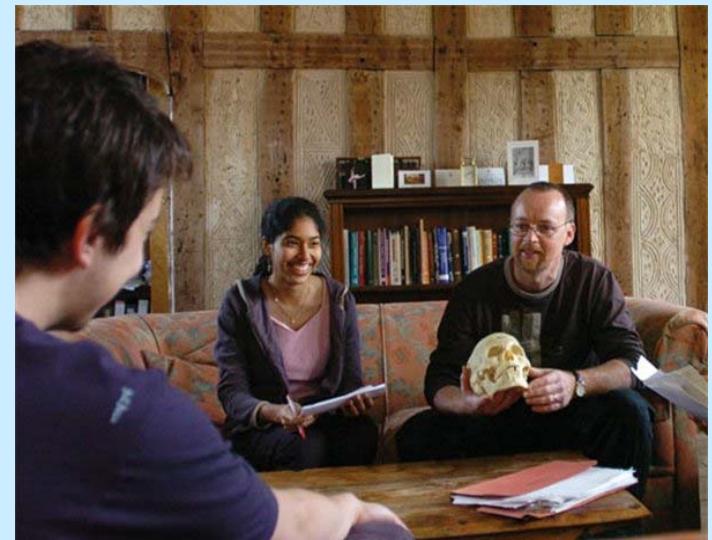


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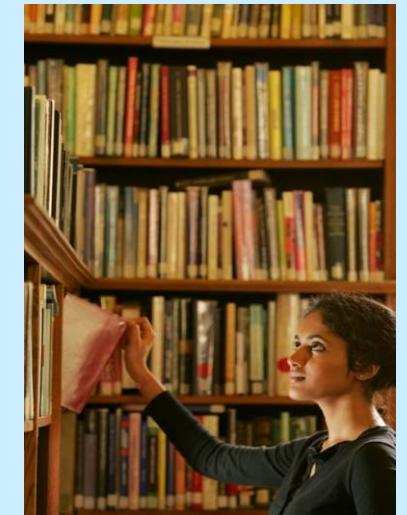
TEACHING AND COURSES

- We teach via:
 - Lectures
 - Seminars or classes
 - Laboratories or practicals
 - Supervision
- Academic guidance
- Courses are strongly academic, theoretical and specialised



LEARNING

- Students learn via:
 - Teaching
 - Reading, of both hard-copy texts and electronically available material
 - The completion of worksheets or examples sheets
 - Writing
 - Discussion
- Library, laboratory, computing and language-learning facilities



ASSESSMENT

- Students are largely assessed via:
 - Traditional, three-hour, handwritten examinations
 - Dissertations and projects
- And increasingly via:
 - Long essays and take-home examinations
- We are starting to think seriously about:
 - Oral presentations
- Still in the distance are:
 - Computer-based assessments

UNDERGRADUATE ADMISSIONS

- The Colleges and University offer ~ 3,500 undergraduate places each year
- We receive ~ 15,000 undergraduate applications
- ~ 27% of applications come from overseas (outside the UK); ~ 14% of undergraduate places are awarded to overseas students
- ~ 3% of UK-schooled applicants are overseas residents, and many more were born outside the UK
- Many of our students do not have English as their first language – though most are fluent in English

WHAT ARE WE LOOKING FOR?

- Our *desiderata* reflect our courses and modes of assessment
- We seek:
 - An exceptionally strong record in examinations
 - Subject focus
 - Very good technical knowledge
 - Fluency
 - Very high levels of motivation and organisation
 - Strong backing from school/college
 - Potential, meaning:
 - Enthusiasm for complex and challenging ideas
 - Great clarity of thought and analytical ability
 - Real intellectual flexibility

SELECTION

- For effective and fair selection, we ideally need applicants to have studied in ways that reflect our *desiderata*:
 - Their results indicate stretch at the very highest level
 - They have very good subject and technical knowledge
 - They are fluent linguistically and/or scientifically
 - They have worked hard
 - They are independent learners with excellent capacity to absorb, sort, judge and communicate information, and to ask questions
- For our part, we need:
 - To work hard to judge applicants from different educational and cultural backgrounds reasonably fairly against one another
 - To accommodate applicants who have learned in different places and ways at different times

OUR OBJECTIVES

- To provide students while they study with:
 - Intellectual inspiration, excitement and challenge
 - Teaching and learning resources that exceed the reasonable limits of expectation
- To produce:
 - Graduates in whom the qualities we sought at admission have been dramatically developed, and who also have outstanding capacity to communicate
 - Future global employees, researchers and leaders

CONCLUSIONS

- The students we seek now are the same in essence as those we always sought
- The way in which they are taught and learn is essentially unchanged: e-mail has replaced the letter and hard-copy books are being replaced by electronic materials, but the fundamentals remain
- But students now come from across the globe, which presents additional challenges for secondary education and examination internationally – as well as for us in admissions, in terms of communication, assessment and support
- What we offer educationally remains different and special, and we are comfortable with international competition for students
- Students are by their nature technologically highly literate