

Oxbridge Teacher Seminars

JESUS COLLEGE, CAMBRIDGE • AUGUST 3 - AUGUST 10, 2026

Enrichment and Professional Development for Educators and Librarians

Dear Teachers, Librarians, and School Leaders,

We founded the Teacher Seminar programs over 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, this year, Cambridge, our 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 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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The Seminar

Our Oxbridge 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.

Every year, 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.

In summer 2026, we will be combining Study Groups from previous Oxford and Cambridge Seminars and hosting them in Cambridge.

The Cambridge Teacher Seminar (August 3 – August 10) 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.





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VISITORS ARE REQUESTED WHEN WALKING THROUGH THE COLLEGE
GARDENS TO BEHAVE IN A POLITE MANNER AND TO RESPECT THE
PROPERTY OF THE COLLEGE. ALL OTHER AREAS ARE STRICTLY PROHIBITED.
BEHAVIOUR THAT IS UNWELCOME IN THE COLLEGE IS THE SAME AS THAT WHICH
WOULD BE UNWELCOME IN ANY OTHER PLACE OF CULTURAL OR EDUCATIONAL
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Cambridge Teacher Seminar

AUGUST 3 - AUGUST 10, 2026

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 Study Groups

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 2026 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.

School Leadership

This Study Group is intended for emerging leaders within schools. Led by an experienced school leader, the Group will focus on a selection of key issues that every member of a school leadership team 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.

James Unsworth

STUDY GROUP LEADER

Mr Unsworth is Deputy Head of the Australian International School Malaysia (AISM). In a previous life, he worked with a number of United Nations organizations and led the Global Youth Delegation to the World Summit on the Information Society, in Geneva. For his work, he was awarded Young Australian of the Year (QLD), Gold Coast Young Citizen of the Year and, subsequently, the Endeavour Malaysia Award, which first brought him to Malaysia in the early 2000s. After a first nine-year stint at AISM, he enjoyed tenures in two prestigious establishments, Marlborough College, in England, and Canberra Girls Grammar School, before returning to AISM in 2019 in his current role. He brings a valuable, cosmopolitan outlook to the challenges of school leadership.

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.

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, Lewis Carroll, C. S. Lewis, J. R. R. Tolkien, and Philip Pullman. Particular attention will be paid to their biographies. 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

Formerly a departmental Lecturer in English at the University of Oxford, Dr. Kerr is currently working as a Lecturer in Southampton. In 2022, he published *All at Sea*, 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 projects include a new edition of Frederick Marryat's *Mr. Midshipman Easy*, and one provisionally entitled 'Flotsam, Jetsam, Lagan, Litter: Marine Refuse in 19th-Century Literature and Culture', which will trace the continuities and discontinuities between nineteenth-century and present-day attitudes to sea refuse.

Study Groups (continued)

The Library and the Academy

Libraries are at the very heart of every educational institution, from the smallest school to the great universities. 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 numerous that constitute the Cambridge University library system. Participants have the opportunity to visit medieval libraries that have chained books, see exhibits drawn from rare collections. 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 at 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*.

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.

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.



Schedule

Day 1

4:00 p.m.

The Seminar Director, Dr. Mackowiak, 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.

School Leadership

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

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.

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 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.

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.

Media Literacy

The History of News: Deconstructing the current state of media – how 'fake news' has eroded trust in journalism. Why we have ended up here.

12:30 p.m. | Lunch

2:00 p.m. | Plenary Session: Cambridge Past and Present with Dr. Jeff Mackowiak

4:00 p.m. | Tea

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

School Leadership

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.

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.

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 and Christianity, 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, if any, do books have in children's lives in the 21st century?

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?

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.

12:30 p.m. | Lunch

4:30 p.m. | Plenary Session: Visit to Trinity College and Tour of the Wren Library with Steven Archer

Participants learn about the Library's history, construction and collections, including manuscripts by Tennyson, A. A. Milne (Winnie the Pooh), Milton and Byron, a Shakespeare First Folio and an eighth-century Gospel. They measure the speed of sound in the Cloisters, and marvel at what Newton looked like without a wig, and young, in the college Chapel. (And see Tennyson's pipe!)

4:00 p.m. | Tea

2:30 p.m. | Optional Punting Session

6:30 p.m. | Dinner

7:30 p.m. | Plenary Session Shakespeare Play: *The Merry Wives of Windsor*

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.

School Leadership

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 extracurriculars?

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?

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

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

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.

Media Literacy

Applying Critical Thinking to the News: Teaching students how to question information. Using case studies, participants will take part in practical exercises 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.

12:30 p.m. | Lunch

2:00 p.m. | Plenary Session: *Guided Tour of the Fitzwilliam* with Dr. Jeff Mackowiak

Dr. Mackowiak introduces participants to the Fitzwilliam's extraordinary collection. Founded in 1816, its holdings range from ancient Egyptian antiquities to Picasso's *Minotauromachia* via over half a million objects. Participants will have plenty of time after the tour to seek out the elements of the collection that fascinate them.

4:00 p.m. | Tea

4:30 p.m. | Plenary Session: *Comparative Literature and Creative Writing* with Joe Rizzo Naudi

Enjoy a discussion of how issues of access, inclusion, creativity and blindness, interact in the craft.

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.

School Leadership

The Strange Death of the Humanities: how to make English and History attractive again, indeed should one?

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.

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?

The Library and the Academy

The group discusses how modern libraries and reading have been transformed by the advent of digital technology and address how institutions such as Cambridge are coming to terms with new media, and outlines its many implications for teaching and research.

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.

Media Literacy

In Their Tik Tok Shoes: How to help students by turning them into responsible creators

12:30 p.m. | Lunch

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

School Leadership

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?

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.

Literature and the Fantastic

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

The Library and the Academy

In their final meeting, the group discusses how libraries and librarianship might evolve in coming decades and how schools might best prepare for these changes, while reflecting on the week's findings.

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?

Media Literacy

Prepping for New Challenges: Participants discuss likely evolutions in media and how they might affect news gathering and dissemination.



Day 6 (continued)

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

4:00 p.m. | Tea

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 February 28, 2026, the comprehensive fee for the Seminar is \$3,600 US. On March 1, 2026, the fee will rise to \$3,750. 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.

Apply now

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 1, 2026. 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

OXFORD | CAMBRIDGE | BARCELONA | PARIS | NEW YORK

SUMMER 2026

The Oxford Tradition

Pembroke College, Oxford University

DATES: July 3 - July 16; July 18 - July 31

GRADES: 10 - 12

The Cambridge Tradition

Jesus College, Cambridge University

DATES: July 10 - July 23; July 25 - August 7

GRADES: 10 - 12

The Oxford Experience

Keble College, Oxford University

DATES: July 5 - July 31

GRADES: 8 - 9

The Cambridge Experience

Peterhouse, Cambridge University

DATES: July 11 - July 24; July 26 - August 8

GRADES: 8 - 9

Oxbridge in Barcelona

LIV Residence Barcelona Sarrià

DATES: July 5 - August 1

GRADES: 9 - 12

Oxbridge in Paris

Lycée Notre-Dame de Sion

DATES: July 5 - August 1

GRADES: 9 - 12

The Oxford Summer Seminars

Worcester College, Oxford University

DATES: August 2 - August 9; August 9 - August 16

GRADES: 10 - 12

Oxbridge in New York

Barnard College, Columbia University

DATES: June 28 - July 25

GRADES: 9 - 12

The Oxbridge Institute for Advanced Studies

Pembroke College, Oxford University

DATES: July 3 - July 31

GRADES: 10 - 12



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Oxbridge regularly visits schools, hosts receptions, attends summer activity fairs, and holds Zoom calls. Visit our website for dates and further information.

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