Sharing Information on Progress 2014-2016

DeTao Masters Academy

July, 2016
Letter of Commitment

DeTao Masters Academy (DTMA) has gathered over five hundreds global industrial experts and academic leaders to date as it focuses on the research on six fields: design, fashion, arts, business, animation and films. By virtue of its rich global resource and network, DeTao Masters Academy commits to providing international expertise in a Chinese cultural context to enhance creativity, innovation and business opportunities for education. Its products cover Discipline Co-development (Master Class), Course Output (Master Course), Online Course (DeTao Online+Onsite Course and DeTao Microcourse), Teacher Training and Professional Training, etc. It is also a supplier for multi-educational services consisting of Academic Research, Academic Environmental Design, International Exchange, Financial Services and Industry Consulting, etc.

DeTao Masters Academy, owned by DeTao Group, is an international knowledge-based and innovation-oriented corporation focusing on education and culture. We sincerely commit that:

We declare our willingness to progress in the implementation of the six PRME principles. We will continue to report on progress to all our stakeholders and exchange effective practices related to the six PRME principles with other academic institutions so as to be able to make our due contributions to promote and deliver a more responsible management education for China and the world.

George Lee
The Chairman of DeTao Group
1. Brief Overview of DeTao Master Academy (DTMA)

VISION: Providing international expertise in a Chinese cultural context to enhance creativity, innovation and business opportunities for education.
MISSION: The best class selection process to create unique content essential for quality educational results.
CORE VALUES: Wisdom, Collection, Heritage
BRAND POSITIONING: Building International Expertise at Home.

Founded in 2010, DTMA is a subsidiary under the flagship of DeTao Investment & Development Group. By virtue of its rich global resource and network, DeTao Masters Academy commits to providing international expertise in a Chinese cultural context to enhance creativity, innovation and business opportunities for higher education. Now DTMA has gathered more than 500 experts and academic leaders, focusing on art, design, fashion, business, film and animation. DeTao Masters Academy persists in its core value of collecting and inheriting knowledge with intelligence while leading with education, scientifically and systematically collecting wisdom, and inheriting the masters’ industrial experience and tacit knowledge. DTMA provides systematic curriculum design and comprehensive teaching service, aiming at helping post-secondary education and educational institution to raise their internationalization and educational and teaching level in a down-to-earth manner, and delivering high-quality courses and educational services for Chinese and foreign students.

Main products of DTMA include Discipline Co-development (Masters Class), Course Output (Masters Course), Online Course, Teacher Training and DeTao Talks, etc. It is also a supplier for multi-educational services consisting of Academic Research, Academic Environmental Design, International Exchange, Financial Services and Industry Consulting etc.

2. PRME Principle Description

2.1 Principle 1

Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

DTMA provides creative education content and service for partner universities, in order to help students grow their internationalized and comprehensive talents by offering them international advanced resources.

DTMA curriculums emphasize hot-spot issues around sustainable development,

2.2 Principle 2
Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
Global responsibilities proposed by the UN Global Compact such as Environment and Human Rights are brought in academic activities and curriculums of DTMA. “Wisdom, Collection, Heritage”, the core values of DTMA, also reflect its implementation of global social responsibilities.

2.3 Principle 3
Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
DTMA keeps exploring and developing in creative education, promoting the reform of traditional Chinese higher education, and has already made some achievements in creative teaching. Master’s Class curriculums are designed and implemented by industry experts. The dual system used in the teaching team consists of foreign teachers and domestic teachers, thus localizing international educational resources by coordination mechanisms. The O+O Course, which combines high-quality online course with onsite teachers from local universities, can also allow more students to gain access to international high-quality educational resources.

2.4 Principle 4
Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
The international experts from DTMA continuously explore and make innovations in creative education, talent cultivation, green finance, urban island effect, ecological restoration of wetland, team management models, new energy resources, etc. With plenty of research outcomes, DTMA is now collaborating with governments, universities and corporations, working on their transformation.

2.5 Principle 5
Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
DTMA insists on cooperation with governments, universities and corporations, exchanges and explores together with them in innovation education and social responsibility, shares achievements and efficient methods, and meets challenges hand in hand. As for the research on creative education, DTMA has established a partnership with Shanghai Academy of Education and Science, and received the qualification of “Platform Provider” issued by the Council for Higher Education Accreditation (CHEA) of the USA in early 2016, which is the first institution to win this distinction in Asia. DTMA has also cooperated with Plymouth University, Peking University, Shanghai Institute of Visual Art, and Communication University of China in the implementation of creative education. Furthermore, DTMA has reach agreements with educational institutes, such as FutureLearn and Yiban.com, working together for the world-wide spread of wisdom.

2.6 Principle 6
Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

DTMA converses frequently with governments, universities, companies and students about the method and practice of innovation education, holding series of conferences and activities to strengthen dialogues and promote interaction. For example, DTMA has held 2015 Consciousness Reframed- Art and Consciousness In the Post Biological Era, Conference on Integration and Innovation of Online Courses and Onsite Tutoring, O+O Course-Onsite Teachers’ Training Salon, Teacher Training-Creative teaching in practice, Sharing Session-Explore the True Essence of art and Do Talent Training, and actively participating in many related activities such as Education Training of Human Resource Service in China and School-Enterprise Cooperation Summit and Education and Academic Seminar on Art and Design in Digital Time.

3. Main Achievements

3.1 Discipline Co-development (Master Class)

The Master Class is a typical university-enterprise cooperative project between DTMA and universities. Universities will be responsible for students’ recruitment and issuing diplomas, while DTMA offers relevant courses and services based on domestic educational system and each party’s advantages and characteristics, working together to boost the cooperative universities’ construction of world first-class disciplines.

3.1.1 Basic Information

- Type: 4 years’ undergraduate program\ 2 years’ postgraduate program\ PHD program
- Target Learners: high school graduate\ college graduates and professionals
Advantages: Master Class takes full advantage of DeTao’s global education resources by choosing best-suited masters to be leading professors and do overall curriculum design for cooperative universities with consideration of China’s job market and universities’ characteristics. Furthermore, masters will also lead internationalized teaching team to carry out teaching activities in collaboration with local teachers. The whole mechanism makes sure that the cooperative major is geared toward international standards.

3.1.2 Exemplary case: SIVA-DeTao Advanced Class

SIVA-DeTao Advanced Class is a joint exploration and innovative attempt in international school administrative models and talent cultivation. By integrating high-quality international education resources, creative and talented students can gain access to advanced education, and get tutored and motivated toward success. After graduation, students cannot only get Bachelor’s Degree from SIVA, but also certificates with the master’s signature. SIVA-DeTao Advanced Class started its official enrollment in 2013 and now has 10 majors and more than 600 students.

3.2 Course Output: Master Course

Master Course, designed and taught by one of the DeTao master’s teams, is tailored to the existing training plan of cooperative universities. It’s aimed to be a supplement and complement to the existing curriculum of partner universities.

3.2.1 Basic information

- Universities and students are provided with a series of intensive short courses taught by industry masters together with their international teaching teams.

- Duration of course: 4-7 days a time, 4-5 times a series.

- Collaborators: universities introduce one or more courses for students, as a supplement for the existing curriculums.

- Advantages: Master courses put lots of emphasis on the integration of theory and practice, as well as academics and industry during the curriculum design process. With the methods of lecture, group discussion, project and presentation, etc., students can obtain theories and skills, as well as problem-solving abilities, thus enhancing their comprehensive capabilities.

3.2.2 Exemplary Cases:

- ICUC Program: Cooperation between DTMA and Communication University of China. Topic: Brand Management and Innovation by De Boer & Wang
Studio from DTMA

The four-day course not only leads students to personally experience the work phases of survey, strategy, concept and presentation through virtual projects, but also enhances students’ analytical mind, linguistic mind, imaginative mind and communicative mind through the process of strategic branding projects.

- Sichuan Fine Arts Institute Program: **Happy Home**-creative environmental design from Professor Haim Dotan.

  The course lasts for 6 days, during which poetry, landscape painting and Taoism are integrated throughout the design process. Students’ work incarnates the combination of architectural design and Chinese culture, while the exterior landscape is utilized to help solve the thermal island effect.

- Shanghai Business School Program: Redesign of Chinese Car Brand from Prof. Klaus Hesse.

  In this 10 days course, students did a comparative study and research of domestic and foreign automobile brands under the guidance of Prof. Klaus Hesse. Through research, positioning, and rebranding, students completed the course with their own rebranding works.

3.3 O+O Course : Online & Onsite Course with Dual Tutorial System

3.3.1 Background

The Massive Open Online Course, (MOOC) as a great innovation, is a milestone for the transition from traditional education to an internet-enabled era. However, the drawbacks to MOOCs are low completion rate and difficulty in controlling education quality, and that learners cannot get face-to-face exchanges with teachers and other students, which influences the teaching performance. The subsequent SPOC model makes up for these defects while a series of other problems still exist in practice, such as the heavy workload in making videos and the difficulties in localization. DTMA offers O+O Courses with a dual tutorial system, aiming to solve the disconnection between online and offline, as well as the localization difficulties by combining online video courses and onsite coaching.

3.3.2 Overview

The O+O Course with its dual tutorial system is a blended teaching model which combines online teaching videos and onsite tutors.

- Online + Onsite
  
  Online theory learning+ onsite practical teaching
  Autonomous learning + classroom guidance
  Personalized learning+ interactive learning
Dual tutor system
Online teachers: international experts, DeTao masters.
Onsite tutors: teachers from cooperating universities.
Masters train teachers while teachers teach students.

World classroom & global resources.
Numbers of universities around the world use the course simultaneously.
Domestic and foreign experts study the same topics together.
Yearly exchange and interaction among world classes.
Upgrade of curriculums based on globalized big data.

Interdisciplinary & multi-layered
Interdisciplinary studies
Cultivation of comprehensive abilities
Learners of different levels study together.

3.3.3 Exemplary case: Innovation Design Theory and Method by Prof. Jin Yan
The content includes five modules, such as introduction to creative design, methods of creative design, product planning, conceptual design and practical design. Each module covers 4-5 units and each unit has 5-12 knowledge points (short videos). There are tests, discussion tests, assignments and semester projects for each video. Moreover, there are also teaching materials, reading lists and PPTs attached.
This course consists of online study and on-site study. Online study includes watching videos, doing tests, and participation in online discussions. On-site study includes class discussion, homework and project assignments. This course has been introduced by Peking University, Tsinghua University, Beijing Institute of Technology, Dalian University of Technology, Donghua University, and other universities.

3.3.4 Main cooperation and exchange
Onsite Teacher Training
The onsite teacher training of Innovation Design Theory and Method was held at DTMA Shanghai Center from June 6 to 7, 2015. 16 universities joined the training, including Tsinghua University, Peking University, Beijing Institute of Technology and Tongji University. At the meeting, Professor Jin Yan discussed with teachers about the O+O learning model, curriculum design, on-the-spot guidance, learning ecosystem, teaching organization, etc. This training is an important part of DTMA’s O+O Course with dual tutorial systems, aiming to promote the localization of online courses and improve the interaction among universities, so as to continuously make progress in teaching quality based on big data analysis.

2015 Internet + Education Summit---online and offline
On November 20th, 2015, under the guidance of the China Academy of Education and Science, Yiban.com and DTMA jointly held the “2015 Internet+ Education Summit---online and offline integration and innovation.”

At this meeting, leaders, professors and experts from all kinds of educational institutions were invited to exchange ideas on the innovation of teaching models in this exciting era of “internet+”, aiming to bring digital education resources and services into teaching, and push forward the revolution of teaching modes, rebuild an open educational ecosystem, share high-quality educational resources, and promote synergistic innovation online and offline, thus constructing a new pattern of “internet+ education.”

3.4 Teacher Training

Teacher training is an important product and service offered by DTMA as the provider of innovative education content and comprehensive services, aiming to help with the improvement of teachers’ professional level and push forward education reform together with universities.

3.4.1 Overview

Teacher training at DTMA, integrating DeTao’s internationalized experts and professors, as well as its educational resources, aims to provide different kinds of training content and services for teachers in domestic universities, which covers general education, project-based innovative teaching methods and professional ability improvement.

The idea of ‘learning by doing’ is embodied throughout the whole process. There are many explorative practices, group games and activities besides theoretical learning, by which students can get firsthand experience of innovative teaching theory and methods, and get motivated to employ new teaching methods.

3.4.2 Typical case

With Prof. Caroline Cash and Prof. Hilary Watters of the Higher Education Academy of Britain as leaders, Creative Teaching in Practice was held in DTMA Shanghai Center from Aug.11 to Aug.22 2014. With the idea of learning by doing serving as guidance, all kinds of practical activities, such as art, design, media and performance, are integrated, while product design, feeling in practice, visual communication and learning in studio are emphasized as teaching principles. Participants obtained theories and used them in their own teaching process. Teachers from SIVA and Tongji University joined this training and gave good feedback.

3.5 Lectures

3.5.1 Overview

Lectures in DTMA can be divided into two parts, the professional and the commercial. The professional lecture is a
customized service designed by DeTao masters according to characteristics of the specified discipline in each school and their requirements, which can complement well with the existing curriculum. The commercial lecture series has formed into a well-established system after long-term development. It is open to the whole school and can enrich the existing knowledge structure of students.

3.5.2 Example case

DeTao Talks program was built together by DeTao group and universities in Beijing and Shanghai, open to students at the school and professionals interested in innovation. DeTao Talks has held hundreds of events in China and most of the speakers are industry leaders. Topics all respond to the pulse of market, focusing on high-tech businesses and livelihoods and fitting in with the need of each industry well, and have achieved positive social effects.

3.6 International Communication

DTMA is dedicated to becoming an interactive platform among education resources and talents both at home and abroad, and promoting cooperation between foreign and domestic universities. DTMA will help build a bridge for Chinese students and companies to go global, while bringing in foreign high-quality talent and other resources.

DeTao has already entered into partnership with numerous universities, research institutions, industry associations, and industrial clusters based on the industrial resource network centering around DeTao masters. These partnerships help customers and foreign universities and companies to build connections and develop cooperation, provide opportunities to go abroad for training and advanced studies, and regularly or occasionally organize activities such as travel-learning, workshops, international academic meetings, forums and high-end training.

- **DeTao Node:** The DeTao Node was jointly established by Plymouth University (United Kingdom) and DTMA in 2015. As the only doctoral section of Plymouth University’s Planetary Collegium in Asia, the DeTao Node is a four-year part-time education program with the whole education and research process being supervised by Plymouth University. After graduation and being approved by the British Academic Board, the students will be awarded a PhD issued by Plymouth University and certified by Chinese Ministry of Education.

- **International Conferences:** DTMA successfully held a conference in 2015 entitled Consciousness Reframed: Art and Consciousness in the Post Biological Era. This conference has been held in Australia, Austria, England, Egypt, German, Greece, Norway, Portugal, Wales, and elsewhere, while this year marked its 18th meeting. It aims to make interdisciplinary exploration of art,
science, technology and consciousness, and exchange cutting edge knowledge and perspectives with artists, designers, performers, musicians, writers, scientists, researchers and scholars from around the whole world.

- Study Tour: On March 2016, under the leadership of DeTao master of fashion and knitting design Prof. Jane Gottelier and master of clothes and product design Prof. Patrick Gottelier, students from SIVA-DeTao’s advanced program majoring in clothing and apparel design visited the UK’s three most famous fashion colleges, the Royal College of Art, Central Saint Martin College of Art and Design, and Westminster University. This Study Tour offered a chance for undergraduate students to make direct conversation with teachers and students there, gain better understanding of fashion art and culture, and personally experience the change and development of brands.

- DTMA also has conducted a range of global cooperations with Australian National University, College of West Flanders, Ritsumeikan University, University of Southern California, etc.

3 Prospectus and Future Directions

To achieve the integration and innovation of global high-quality educational resources and China’s domestic education system, DTMA will bring education, research and practice together, and actively explore a new educational model with international vision, innovative concepts, an open model and pluralistic integration. Holding wisdom, collection and heritage as core values, DTMA will keep gathering wisdom scientifically and systematically with education as guidance, share industry expertise and the tacit knowledge of masters and provide systematic curriculum design and integrated teaching services so as to help colleges and other education institutions to enhance their levels of internationalization and teaching.

2016 marks the beginning of a new era in the development of DTMA. DTMA will keep on combining its intellectual and industrial resources with the huge educational market in China and its innovation dynamics, to create a new model, a new platform and a new market. Currently, DTMA has reached collaboration with Peking University, Tsinghua University, Beijing Institute of Technology, Shanghai Institute of Visual Art, etc, providing courses and services to them. In the future, DTMA will establish the DeTao Education Institute and Teachers’ Training Center, accompanied by the establishment of a DTMA overseas center, to build an educational ecosystem based on the integration of research and practice, online course and onsite tutoring, and classroom and workplace.
Sharing Information on Progress 2014-2016

德稻教育

2016 年 7 月

PRIME Principles for Responsible Management Education
宣言

德稻教育汇聚全球500余位业界专家与学界领袖，专注于设计、时尚、艺术、商业、动漫、影视六大领域研究。凭借着雄厚的全球资源网络，德稻教育致力于成为面向高等教育的行业领先的创新教育内容与综合服务提供者。其产品涵盖专业共建（大师班）、课程输出（大师课）、线上课程（O+O课程、德稻微课）、师资培养和职业培训等内容；提供包括教育研究、空间设计、国际交流、金融服务和产业咨询在内的多种教育服务。

德稻教育作为德稻集团旗下一家以文化教育产业为主营业务的知识型、创新型、国际化企业，真诚地对PRME承诺：

我们将尽全力促进六项PRME原则的执行。我们会向社会公众及利益相关方报道我们的进展，并与其他学术机构交流和六项PRME原则相关的有效实践，为促进中国乃至全世界更有成效的教育发展做出应有的贡献。

李卓智
德稻集团董事长
1. 德稻教育简介

品牌愿景：行业领先的创新教育内容与综合服务提供者

品牌使命：汇聚全球智慧 构建新型教育生态 培育引领时代发展的人才

品牌核心价值：智慧 采集 传承

品牌定位：全球智慧 共享创新

德稻教育 (DeTao Masters Academy) 创建于 2010 年，是德稻投资开发集团旗下子公司。凭借着全球资源网络，德稻教育致力于成为中国行业领先的创新教育内容与综合服务提供者。目前，德稻教育已经汇聚全球 500 多位业界专家和学界领袖，专注艺术、设计、时尚、商务、影视、动画六大领域，秉持“智慧、采集、传承”的核心价值，以教育为引领，对智慧进行科学化、系统化地采集，传承大师行业经验和隐性知识，提供系统化课程设计和教学服务，旨在助力高校和企业国际化程度及教学水平的提升，为中外学子提供国际领先的教育内容和服务。

主要产品：专业共建（实验班）、课程输出（大师课）、线上课程、师资培训、大师讲坛等。

主要服务：教育研究、空间设计、国际交流、金融服务、产业咨询等。

2. 六大原则概述

2.1 原则一

目标：我们帮助学生进行能力建设，使他们成为未来商业和社会可持续发展价值观的缔造者，让他们更好地服务于一个包容和可持续发展的全球经济。

德稻教育通过为合作院校提供创新教育内容和服务，旨在为学生提供国际领先的教
育资源，帮助其成为国际化、综合型人才。德稻教育课程体系注重可持续发展、生态环境、绿色金融、创新等社会热点问题，如“可持续家具设计”、“生态建筑设计”、“绿色建筑改进”、“生态湿地修复”、“创造性思维”等课程。并融入必要的商业管理知识，如“团队管理”、“创新领导力”、“PE 投资”、“工作室运营”等，培养学生的商业素养及综合能力。

2.2 原则二

理念：我们会将诸如联合国全球契约等国际倡议提出的全球社会责任纳入到我们的学术活动和课程之中。

德稻教育学术活动及课程体系中，融入了“环境”“人权”等联合国契约提倡的全球责任。德稻教育一贯秉承“智慧 采集 传承”的核心理念，这同时也是坚持贯彻实施全球社会责任的良好体现。

2.3 原则三

方法：我们将建立教育框架，材料，教学进程和环境，使学生能有效地学习责任领导力。

德稻教育在创新教育领域不断探索与发展，旨在助力中国传统高校教育改革，并在创新教学方式方法上取得了一定的成果。“大师班”围绕大师治学理念，由行业专家领衔，国际师资与本地师资组成“双轨制”国际教学团队，通过课程协调机制，实现国际教育资源的本土化；O+O 线上现场双导师课程，通过线上精品课程资源和高校教师的联动，使更多的学生有效的获得国际优质教育资源。

2.4 原则四

研究：我们将积极参与理论与实践的研究，加深我们对企业在创造可持续的社会、环境和经济价值方面的角色、动态和影像的了解。
德稻教育国际专家团队在“创新教育”“人才培养”“绿色金融”“城市热岛效应”“生态湿地修复”“团队管理模式”“新能源”等方面，进行了不断的探索及创新，并形成了一系列的研究成果，并通过和政府、高校及企业合作，致力于完成以上研究成果的转化。

2.5 原则五

合作：我们将通过与企业管理者的互动，更好地了解他们在社会和环境责任方面所遇到的挑战，并且和他们一起找到最有效的方法来应对这些挑战。

德稻教育坚持与政府单位、高校及企业的合作，与其在创新教育、社会责任等方面进行交流探讨，并分享各自在上述领域的成果及有效做法，共同应对在发展中遇到的挑战。就创新教育研究方面，德稻教育同上海市教科院高教所达成战略合作伙伴关系，并于 2016 年初获得了由美国高等教育认证委员会颁发的亚洲首家“质量平台提供商”的资质。就创新教育的实施，德稻教育与英国普利茅斯大学、北京大学、上海视觉艺术学院、中国传媒大学国际传媒教育学院、上海商学院等国内外高校均有不同程度的合作；就知识的世界范围传播，德稻教育与 Futurelearn、易班网等多家教育机构达成共识，共同致力于将德稻教育采集的智慧进行传承发展。

2.6 原则六

对话：我们将促进与支持教育、学生、企业、政府、消费者、媒体、民间社会组织、及其他有关团体和利益相关方之间有关全球社会责任和可持续发展等重要议题的对话和探讨。

德稻教育就创新教育方法及实践，与政府、高校、企业、学生等机构团体进行经常性对话，多次举办相关会议及活动，旨在加强对话、促进交流。如举办“2015 意识重塑——后生物时代的艺术与意识第十八届国际研究系列会议”“互联网+教育新格局—
线上线下教学的融合与创新"峰会、O+O线上线下双导师课程《创新设计理论与方法》的现场导师培训、《实践中的创新教学》师资培训。上海松江党校“探索艺术真谛、开展人才培养”分享会等，并积极参与各种相关活动，如“中国人力资源服务教育培训博览会暨校企对接高峰论”、“数字时代艺术与设计教育学术研讨会”等。

3. 主要成果

3.1 专业共建：大师班

大师班是德稻教育与高校开展深度校企合作的学历教育项目。由高校负责招生并颁发学历，德稻教育基于国内教育体制，根据双方优势及特色，提供相应的课程及服务，助力高校开展国际一流学科建设。

3.1.1 基本信息

- 周期：4年制本科/2年制硕士/博士点
- 对象：高中毕业学生/高校毕业生及专业人士
- 优势：大师班发挥德稻全球教育资源优势，与国内教育培养目标相结合，遴选行业大师作为专业领衔教授，对合作专业进行整体性设计，并带领国际化教学团队，协同合作高校师资开展教学。通过“大师治学、课程协调”等机制确保合作专业的教学水平与国际接轨。

3.1.2 代表案例：SIVA·德稻实验班

“SIVA·德稻实验班”是德稻教育与上海视觉艺术学院双方联合，对国际化办学模式和国际化人才培养模式的积极探索与创新。通过对国际优质教育资源的整合，让有创意才能的学生接受国际先进的艺术教育，最大限度地激发学生的潜能，帮助学生走向成功。学生毕业后，不仅可获得上海
视觉艺术学院本科学历学位证书，还可获得由领衔行业大师亲笔签名的学习证书。自 2013 年开始正式招生，现有 10 个专业，600 余名学生。

3.2 课程输出：大师课

大师课，由德稻大师团队基于学校现有专业培养计划，进行课程设计及授课，旨在对合作院校已有课程体系深化补充，增加特色。

3.2.1 基本信息

- 形式以集中授课的方式为高校和学生提供由行业大师及国际教学团队打造的系列短期课程。
- 课程周期：4~7 天/次，4~5 次/系列
- 合作对象：高校，为学生引进一门或多门课程，作为现有专业的补充
- 项目优势：大师课在课程设计上注重理论与实践、专业与行业的紧密结合，通过讲座、小组讨论、项目实践、成果展示等多种项目式教学形式，使学生能够在短时间内获得理论知识、实战技术和解决问题的方法，提升学生的综合能力。

3.2.2 代表案例

- 中国传媒大学 ICUC 课程输出 - 王敏博恩工作室《品牌管理与创新》

  为期 4 天，通过虚拟项目带领学生亲身经历“调研、策略、概念、展示”的同时，提升学生在品牌战略制定过程中所需的分析思维、语言思维、想象思维和传播思维。

- 四川美术学院课程输出 - 渡堂海教授《幸福家园-生态宜居创意环境设计》

  为期 6 天。将诗歌、山水画、道家思想融入建筑设计中，学生作
完美体现了建筑设计与中国文化的融合，同时考虑到建筑内外部景观解决“城市热岛效应”。

- 上海商学院课程输出 - 克劳斯·海瑟大师《重塑中国汽车品牌》

为期10天。学生在克劳斯·海瑟教授的指导下，通过中外汽车品牌案例对比研究学习，进行品牌调研、品牌定位、重塑品牌、跨文化品牌设计，最终形成自己的中国汽车品牌重塑作品。

3.3 线上课程：O+O线上现场双导师课程

3.3.1 产生背景

MOOC是传统教育走向互联网化进程中的一个重要里程碑，是一项伟大的创新。但其完成率低，教学质量较难控制，且学习者无法与教师或其他学生进行面对面的有效交流，影响教学效果。之后的SPOC（Small Private Online Course）弥补了MOOC的一些缺陷，但实践中也存在一系列问题，如制作需要相当的工作量以及专业性技能而产生的教师负担过重、本土化等。德稻教育推出O+O线上现场双导师课程，旨在通过线上视频课程与线下教师辅导的结合，解决传统线上课程存在的线上线下割裂及本土化问题。

3.3.2 概述
“线上现场双导师”模式指的是由线上导师和现场导师协作完成教学的混合式教学模式。

- **Online + Onsite (线上&现场)**
  - 线上理论学习+现场课堂实践教学
  - 自主学习+课堂引导
  - 个性化学习+互动式学习
- **双导师制**
  - 线上导师：国际专家、德稻大师
  - 现场导师：国内外合作高校教师
  - 大师培训教师，教师培养学生
- **世界课堂&全球资源**
  - 全球多所高校联盟同步推进课程
  - 国内外专家共同探讨课题
  - 年度多课堂间竞赛评比交流互动
全球化大数据支持下的课程内容升级

- 跨学科&多层次交叉学习
- 复合能力培养
- 不同层次受众的融合学习

3.3.3 代表案例：金雁教授《创新设计理论与方法》

内容包括创新设计简介、创新设计方法、产品策划、概念设计及实施设计 5 大模块。每个模块涵盖 4 至 5 个知识单元，每个知识单元有 5-12 个知识点（短视频）。在相应的视频下配有测试题、课堂讨论题、家庭作业和学期项目等。此外，课程还辅以推荐教材、阅读文献和讲义等材料。

该课程由线上学习和线下（现场）学习两部分组成。线上学习包括观看授课视频、做测验、参与线上讨论，线下（现场）学习包括课堂讨论、家庭作业和项目作业。该课程已先后被北京大学、清华大学、北京理工大学、同济大学等高校引进。

3.3.4 主要合作交流

- 现场导师培训

2015 年 6 月 6 日至 7 日，O+O 线上现场双导师课程《创新设计理论与方法》现场导师培训在德稻上海中心大厦举行。清华大学、北京大学、北京理工大学、同济大学等 16 所高校参加了培训。会上，金雁教授就 O+O 学习模式、课程设计、现场指导、学习生态系统、现场教学组织等，同现场各位老师进行了探讨。该培训是德稻教育 O+O 线上现场双导师课程的重要组成部分，旨在更好地促进线上课程的本土化，借此促进国际高校互
动，并基于大数据分析促进教学质量的不断进步。

- 2015 互联网+教育新格局——线上线下教学的融合与创新”高峰会议

2015 年 11 月 20 日，在中国教育科学研究院指导下，易班网联合德稻教育，共同举办了“2015 互联网+教育新格局——线上线下教学的融合与创新”高峰会议。

会议邀请了各类教育机构的领导、教授、教育教学研究专家, 在“互联网+”的大时代背景下, 聚焦线上线下教学模式创新, 旨在将数字教育资源及服务引入到教学中, 推动教育模式变革, 重塑开放的教育新生态, 实现优质教育资源共享, 促进线上线下教育教学协同创新, 打造互联网+教育新格局。

3.4 师资培训

师资培训，是德稻教育作为“创新教育内容与综合服务提供者”提供的一项重要产品及服务方式, 旨在借此助力学校提升师资水平，共同推进教学改革。

3.4.1 德稻教育师资培训，通过整合德稻国际化师资和教学资源为国内高校教师提供不同类别的培训内容和服务，涵盖通识、项目式创新教学法、专业课程建设三个系列。 “Learning by Doing”理念贯穿始终, 除理论学习外, 还融入丰富的探索实践、分组游戏和活动考察等环节，使学员亲身体验和观摩创新教学理论和方法。以引导为主，具备开放的教学环境，鼓励学员大胆尝试新的教学思维和方法。

3.4.2 代表案例

2014 年 8 月 11 至 8 月 22 日, 由英国高等教育研究院 Caroline Cash 教授和 Hilary Watters 教授领衔的《实践中的创新教学》师资培训
在德稻大楼举行。培训以“learning by doing”理念为指导，将艺术、设计、媒体、表演等各门类的实践活动相互交融，以产品设计、在实践中感悟、视觉沟通和工作室学习等为教学原则。参与者可籍此拓展教学理论，并将其应用于自身的教学环境中。来自上海视觉艺术学院和同济大学的多名老师参与了培训，反馈良好。

3.5 大师讲坛：

3.5.1 德稻教育大师讲坛分为专业类和商科两大类。专业类为定制化服务，由德稻大师根据学校特定专业发展特色及需求进行设计，可对该专业已有课程体系形成有效地补充。商科系列经过长期发展，已形成一套完善的体系，可对全校师生开放，是对学生已有知识结构的丰富。

3.5.2 代表案例

“德稻演讲”由德稻集团联合北京、上海多所大学共同打造，向所有热爱创新的在校学生和行业人士开放。德稻大师演讲目前已在中国举办百场，嘉宾全部来自德稻行业顶尖大师，演讲主题紧扣市场脉搏，关注科技民生，契合行业需求，取得了很好的社会效应。

3.6 国际交流

德稻教育致力于成为中西方教育资源和人才的交互平台，促进中外资源交流转化、中外院校合作办学。将国外优质高端人才及其他资源引入国内，同时为中国学生及企业走出去架设桥梁。

基于德稻聚集的行业顶尖大师带来的行业资源网络，德稻已与全球多所高校、研究机构、行业协会、产业集群等建立了合作关系，可帮助客户和国外各级各类学校、企业等建立和发展联系、交流和合作；提供出国培训及进修机会；定期或不定
期组织国际游学活动、workshop、国际学术会议、论坛、高端产业培训等。

博士点：德稻博士点由英国普利茅斯大学与德稻教育在 2015 年联合设立，是星球学院在亚洲唯一的博士点。博士项目为学制四年的非全日制定项目，整个教学过程和研究进程将完全受到普利茅斯大学的监督，博士研究生顺利完成学业并通过英国学术委员会审核后，可获得由普利茅斯大学颁发并获得中华人民共和国教育部认证的正规英国博士学位证书。

国际学术会议：德稻教育于 2015 年成功举办了“意识重塑——后生物时代的艺术与意识第十八届国际研究系列会议”。该会议曾在澳大利亚、奥地利、中国、英格兰、埃及、德国、希腊、挪威、葡萄牙以及威尔士等多个国家和地区成功举办，至今已经举办了十八届。“意识重塑”会议旨在紧紧围绕艺术、科学、技术和意识四个领域进行了跨学间的探索，与来自全球各个国家的艺术家、设计师、表演家、音乐家、作家、科学家、研究专家及学者，展现并交流国际尖端专业知识和前瞻意识。

游学：2016 年 3 月，德稻时装及针织设计大师葛丽婧教授（Prof. Jane Gottelier）与德稻服装及产品设计大师葛特立教授（Prof. Patrick Gottelier）带领“SIVA•德稻实验班”服装与服饰设计（时装 • 针织 • 运动）专业学生访学世界三大著名时装艺术学院——皇家艺术学院、中央圣马丁艺术学院、威斯敏斯特大学，让尚处在本科阶段的中国学生与伦敦高等服装院系的师生直接对话，让学生了解服装设计的时尚艺术与文化，感受品牌的变化与发展。
此外，德稻教育还与澳洲国立大学、比利时西弗兰德大学、日本立命馆大学、美国南加州大学等多所高校开展了各式各样的教学合作。

4. 未来展望

为实现全球优质教育资源与国内教学体制的融合与创新，德稻教育将教学、研究与实践融为一体，积极探索具有国际视野、创新理念、开放模式、多元组合的新型教育模式。德稻教育秉持“智慧、采集、传承”的核心价值观，以教育为引领，对智慧进行科学化、系统化地采集，传承大师的行业经验和隐性知识，并提供系统化的课程设计和综合教学服务，帮助高校和教育机构切实提升国际化程度和教育教学水平。

2016年是德稻教育发展历程的新纪元。通过对自身核心业务的梳理和划分，德稻教育将不断坚持，致力于将大师的智慧资源、全球一体化的产业资源，与中国巨大的市场需求、创新动力相结合，创造新的模式、新的平台、新的市场。目前，德稻教育已与北京大学、清华大学、北京理工大学、上海视觉艺术学院等几十所院校达成合作，为其提供教育内容和服务。未来，德稻还将成立德稻教育研究院，德稻教育教师培训中心，同时建立德稻教育海外中心，打造从研究到实践，从线上到现场，从学生到职场的真正产学研结合的教育生态体系。