Oxford Prospects and Global Development Institute

Regent's Park College OXFORD

Oxford Prospects Programmes

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Navigating Interdisciplinary Frontiers in the Age of AI

（Psychology: Interdisciplinary Frontiers of Behaviour and the Mind）

Programme Introduction

The University of Oxford, a globally renowned institution, boasts a rich history dating back to the late 11th century. Notably, it was ranked as the world's top university for nine consecutive years, from 2016 to 2025. Oxford is home to a highly distinguished faculty, including 83 Fellows of the Royal Society and 125 Fellows of the British Academy. Over the past nine centuries, the university has nurtured many notable figures, including 6 Kings of England, 31 British Prime Ministers, numerous heads of government from around the world, more than 70 Nobel Laureates, and a wealth of esteemed writers and scholars who have pioneered research across various academic fields.

The Oxford Prospects Programme, organised by the Oxford Prospects and Global Development Institute (OPGDI), is committed to promoting international academic exchange, particularly between higher education institutions in China and the UK. The programme offers on-site interdisciplinary courses to students selected from top Chinese universities. Over the course of two weeks, participants will immerse themselves in Oxford's unique academic and cultural environment. This invaluable experience gives students the opportunity to study at a world-class university and may inspire further academic pursuits, such as the Visiting Student Programme (VSP), or Master's and PhD degrees at Oxford or other leading universities.

Basic Information

Entry requirements:
The programme is open exclusively to undergraduate and Master's students aged 18 to 25 from partner universities. An English proficiency assessment is a requisite for all applicants; however, this requirement is waived for those who can provide evidence of having attained a minimum IELTS score of 6.5 or a TOEFL score of 90.

Assessment:
The course assessment comprises: **a)** Academic tests; **b)** Academic presentations; **c)** Attendance and participation

Application Enquiry:
For enquiries regarding the syllabus, fees, and other related matters, please contact us at:
Wechat: oppadmin
Email: admin@oxford-prospects.com

Programme Achievements:
Participants will receive a Programme Certificate and an Academic Transcript.

Programme Structure

1	Interdisciplinary Academic Lectures
2	Academic Workshops
3	Supervision Sessions
4	Guest Lecture
5	Enterprise /Lab Visits
6	Capstone Project

Psychology: Interdisciplinary Frontiers of Behaviour and the Mind

MODULE DESCRIPTION

As AI, digital tech, and neuroscience transform our world, how should psychology evolve? Can understanding human behavior shape smarter, ethical technologies? And what role does psychology play in tackling the biggest challenges of our time?

This interdisciplinary psychology module examines the interaction between human behaviour, cognition, and technology. Students explore decision-making processes, the neural and social mechanisms underlying choice, and applications of behavioural insights. The course investigates AI's impact on mental health, theory of mind, and ethical practice, alongside the psychological effects of digital technologies on identity, relationships, and wellbeing. It also covers educational neuroscience, brain-based learning, and the design of evidence-informed educational tools, bridging psychology, technology, and real-world applications in learning and behaviour.

The course is for students of:
Psychology, Behavioral Science, or related fields. It is open to students who have interests in exploring applications of psychological principles in business, technology, and emerging disciplines like AI and neuroscience.

Module Lead: Alan Percy MBACP
Alan Percy MBACP is a qualified Psychoanalytic Psychotherapist registered with the UK Council for Psychotherapy (UKCP), an accredited clinical supervisor, and a Senior Accredited Member of the British Association for Counselling and Psychotherapy (BACP). He served as Chair of the Executive Committee for the Heads of University Counselling Services (2017–19) and, in 2018, became Chair of the Mental Wellbeing in Higher Education Expert Working Group.

"
Warm welcome to the 2026 Oxford Prospects Programmes. It is my great pleasure to share a wide range of psychological modalities with you, exploring their theoretical development and practical application.
"

Welcome Notes

LEARNING OUTCOMES

By the end of this interdisciplinary psychology module, students will describe foundational theories in behavioural economics, AI, cyberpsychology and educational neuroscience. They will evaluate ethical considerations and intervention effectiveness, and design innovative solutions integrating psychological insights for business, technology and education.

MODULE OVERVIEW

Unit 1: Behavioural Decision-Making in business
- The Cognitive Neuroscience of Decision Making
- Applied Behavioural Insights: Designing Policy & Products, from the Lab to the Field
- Behavioral Strategy: The Integration of Psychology and Strategic Management

Unit 2: Psychology and Artificial Intelligence (AI)
- Human-Computer Interaction and Cognitive Modeling
- Psychology & AI: Evaluating Theory of Mind in Large Language Models
- Ethical Dimensions of AI in Mental Health
- Applications of AI in Psychological Assessment and Therapy

Unit 3: Cyberpsychology and Digital Behaviour
- The Psychology of Misinformation
- Quantifying Neurological Disorders Using Digital Technology
- Addiction and Mental Health Issues in Digital Environments
- Methodological Challenges to Research on Emerging Technologies

Unit 4: Educational Neuroscience and Learning Technologies
- The Science of Effective Learning: From Memory Research to Educational Practice
- Evidence-based educational tools for language and literacy
- Developmental Disorders: Dyslexia, ADHD, and Dyscalculia

Unit 5: Clinical Psychology and Psychotherapy
- Cognitive Behavioural Therapy
- An Overview of Psychoanalytic and Psychodynamic Psychotherapy and Counselling
- Mindfulness-Based Cognitive Therapy

(This syllabus is a proposed framework. The curriculum is subject to annual review and will be updated to incorporate frontier academic topics and emerging advancements in the field.)

Proposed Reading List

- Richards, B.A., Lillicrap, T.P., Beaudoin, P. et al. (2019). A deep learning framework for neuroscience. Nature Neuroscience, 22, 1761–1770.
- Hulme, C., & Snowling, M.J. (2011). Children's reading comprehension difficulties: Nature, causes, and treatments. Current Directions in Psychological Science, 20(3), 139-142.
- Cohen, M. (2025). Digital health in presymptomatic diseases. Revue Neurologique (Paris), 181(9), 937-943.
- Martinson, A., Kowalczyk, E., Harris, T., Kosa, P., Wichman, A., Sandford, M., Memon, A., & Bielekova, B. (2018). Identifying and quantifying neurological disability via smartphone. Frontiers in Neurology, 9, 740.

More readings and resources will be given prior to the start of the programme.

02 | Academic Workshops

These workshops are designed to equip students with essential academic and professional skills. They cover scientific research methods, academic writing, and presentation design, including a dynamic visual media workshop and public speaking sessions to hone communication skills. Additional sessions will demonstrate the latest research methods, such as the ethical use of AI, online research, and digital databases. A key highlight is a roundtable discussion with current Oxford students, offering direct insight into life at one of the world's top universities.

· AI Research Ethics
· Academic Presentation
· Critical Reading and Thinking
· Public Speaking
· Visual and Digital Communication
· Guidance on University Application
· Oxford Student Roundtable

03 | Supervision Sessions

Intensive small-group mentoring sessions are modeled on Oxford's centuries-old tutorial system, with the addition of 21st-century skills development. The sessions are facilitated by dedicated academic mentors who support students as they work in groups of approximately 4-5 on the Capstone Project. Through supportive supervisor and peer-to-peer feedback, the sessions focus on cultivating critical analysis and innovative solutions to a set problem. The group dynamics also help develop teamwork and time management skills.

04 | Guest Lecture

The programme features a distinguished guest speaker providing unique, sector-specific insights. Past luminaries have included: the Executive Producer of Downton Abbey, the Bank of England's Chief Data Officer, a BBC Director, a renowned British photographer, a World Bank Vice President, and a UN Commissioner. This exclusive opportunity allows students to connect with world-class leaders and gain an unparalleled understanding of various industries.

05 | Enterprise /Lab Visits

Visits to local enterprises and research facilities bridge the gap between the classroom and the workplace. Students will gain exposure to innovative research and emerging fields in areas such as biotechnology and materials science. Visits to globally recognised enterprises allow students to learn more about international standards, regulations, and business strategies. Past engagements include: Silverstone, Jaguar Land Rover, Mini Plant Oxford, the Bank of England, London Stock Exchange, and ACCA headquarters.

06 | Capstone Project

This capstone project is an integral component of the programme, designed to culminate a student's academic experience by applying theoretical knowledge to a substantive, real-world challenge. The projects are grounded in a forward-looking perspective, addressing critical contemporary issues and equipping students with the mindset and capabilities of future leaders and innovators.

Key Project Components:

- Contemporary Issues: Projects address pressing challenges such as the ethical dimensions of innovative medical advancements, the geopolitical ramifications of social media, and the evolving implications of artificial intelligence on personal identity.

- Interdisciplinary Collaboration: Students work in diverse groups, synthesising knowledge from various disciplines to develop innovative solutions. This process cultivates a capacity for effective collaboration among peers from different academic backgrounds.

- Practical Application: Students must critically consider real-world constraints, including feasibility, sustainability, and ethical implications, bridging scholarly inquiry with practical application.

- Skill Development: The project promotes the development of key competencies in collaboration, communication, and complex problem-solving.

- Formal Presentation: The final solution is presented to a panel of academics, demonstrating a mastery of the skills cultivated throughout the programme.

"The capstone project isn't just a classroom exercise; it's the heart of our curriculum. It's not just about remembering what you've learned and then passing a test. It's about using that knowledge to solve real – world problems.

Working as part of a team, you'll come up with innovative solutions to the most pressing issues of our time - from global sustainability to the ethical use of AI."

-- Dr Gayle Lonergan, Academic Lead

Global Competence and Intercultural Activities

Gala Ball

Imagine a magical evening under the stars at an Oxford Ball, where tradition meets youthful exuberance. This highly anticipated event immerses students in the elegance and charm of a quintessential British social gathering.

Formal Dinner

Savour the Oxford tradition of a Formal Hall: a scholarly finale dinner celebrating academic achievements and in the company of Fellows of the constituent colleges of the University of Oxford.

Cultural Excursions & Enrichment

Beyond the classroom, there will be a series of cultural excursions including:

- *Traditional Afternoon Tea*
- *Windsor Castle*
- *Stratford-upon-Avon (Shakespeare's Birthplace)*
- *London*

Student Testimonials

I realise for the first time that doing academic work is something so pure and truly enjoyable.

In my impression, those giants of academia always seemed out of reach. However, during this program, I was incredibly fortunate to engage in face-to-face discussions with professors from Oxford University, and I even met Fellows of the Royal Academy of Engineering! The humility and objectivity that the professors displayed in their lectures,along with their friendliness and patience in answering our questions, made me realise for the first time that doing academic work is something so pure and truly enjoyable.

-- Mr Huang, Beijing Normal University

The concept of interdisciplinary integration emphasised in the course brought me great inspiration.

From Christ Church to Blackwell, from the British Museum to the Ashmolean Museum, we gained a lot from our packed daily courses and activities. We experienced different cultural traditions, teaching methods, and attitudes toward life. The concept of interdisciplinary integration emphasised in the course brought me great inspiration. Politics, economics, law... they are all fascinating and always intertwine with philosophy itself, giving me a deeper understanding of the richness and depth of various disciplines.

-- Mr Liao, Tsinghua University

The magical chemistry resulting from the clash between classical and modern British culture, it left a lasting impression on me.

This is the most fulfilling programme l have ever participated in. Whether it was the enlightenment from the academic courses, the awe of the ancient campuses, or the magical chemistry resulting from the clash between classical and modern British culture, it all left a lasting impression on me. On the final day, I reluctantly said goodbye to the teachers and fellow participants from all corners of the world. I'm deeply grateful for the thoughtful and enriching
arrangements made by the staff of this programme. I wish all my fellow participants the best of luck, and with the long future ahead, I look forward to meeting again.

-- Ms Zhang, Fudan University

Those quintessentially British experiences, which I had only seen on screen, were now a reality for me.

From balls, traditional British etiquette, to High Table dinners—these quintessentially British experiences,which I had only seen on screen, were now a reality for me. During the two weeks of studying and living at the college, I also visited the Jaguar Land Rover factory. The packed schedule taught me the Oxford spirit of ' Work Hard, Play Harder ' . It felt less like I was participating in a short-term programme and more like I had begun my study abroad life ahead of time.

-- Ms Lin, Xiamen University

STUDENT TESTIMONIALS