

# STUDY GUIDE

## UNPACKING INTERNATIONALISATION: A Roadmap to Teaching Glocally

Organised by  
**UMONS and UFCSPA**

| 1. IDENTIFYING DATA.             |  |
|----------------------------------|--|
| · Course Name.                   | Unpacking Internationalisation: A Roadmap to Teaching Glocally   |
| · Coordinating University.       | UMONS  |
| · Partner Universities Involved. | UFCSPA   |
| · Course Field(s).               | <ul style="list-style-type: none"> <li>- Internationalisation of Higher Education</li> <li>- EMI (English as a Medium of Instruction)</li> <li>- EME (English as a Medium of Education)</li> <li>- ICLHE (Integrating Content and Language in Higher Education)</li> <li>- Content Teacher Training and Continuous Professional Development</li> </ul>   |
| · Related Study Programme.       | NA   |
| · ISCED Code.                    |  |
| · SDG.                           | <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a> : 4, 17  |
| · Study Level.                   | <p>The course is open to PhD students and lecturers who would like to brush up their language skills, develop teaching strategies in another language of education, and who have an interest in how to internationalise their teaching practices.</p> <p>If your university is a EUNICE member: it is particularly suitable for the participants who took the Empower Yourself as a Lecturer: EMI Basics course, and wish to dig deeper. However, this is not a prerequisite, and you can join the course even if you did not take the course.</p> |
| · EUNICE Key Competencies        | <ul style="list-style-type: none"> <li>• Green - strongly</li> <li>• Orange- moderately</li> <li>• Red - partially</li> <li>• Blank cell - not at all</li> </ul>   |
| EUNICE Key Competencies          | Problem solving  |
|                                  | Teamworking  |
|                                  | Communication  |
|                                  | Self-management  |
|                                  | Cognitive flexibility  |
|                                  | Digital competence   |
|                                  | Technical competence   |

Global intercultural competence

|                                     |   |
|-------------------------------------|---|
| · Number of ECTS credits allocated. | 5   |
| · Mode of Delivery.                 | Online live and online self-study   |
| · Language of Instruction.          | English   |
| · Course Dates.                     | 5 <sup>th</sup> of January 2026 – 30 <sup>th</sup> of January 2026  |
| · Precise Schedule of the Lectures. | <p>Session 1 (asynchronous): Tuesday 6th January 2026</p> <p>Session 2 (synchronous): Friday 9th January 2025 from 1 to 2.30 pm CET time</p> <p>Session 3 (synchronous): Tuesday 13th January 2025 from 1 to 2.30 pm CET time</p> <p>Session 4 (synchronous): Friday 16th January 2025 from 1 to 2.30 pm CET time</p> <p>Session 5 (synchronous): Tuesday 20th January 2025 from 1 to 2.30 pm CET time</p> <p>Session 6 (synchronous): Friday 23rd January 2025 from 1 to 2.30 pm CET time</p> <p>Session 7 (synchronous): Tuesday 27th January 2025 from 1 to 2.30 pm CET time</p> <p>Session 8 (synchronous): Friday 30rd January 2025 from 1 to 2.30 pm CET time</p> |
| · Key Words.                        | <ul style="list-style-type: none"> <li>- Internationalisation of Higher Education</li> <li>- Internationalisation of teaching practices</li> <li>- Teaching through another language</li> <li>- EMI (English as a Medium of Instruction)</li> <li>- EME (English as a Medium of Education)</li> <li>- ICLHE (Integrating Content and Language in Higher Education)</li> <li>- Content Teacher Training and Continuous Professional Development</li> </ul>   |
| · Catchy Phrase.                    | Take the first steps towards mastering the Glocal Classroom: Join our intensive four-week online programme jointly organised by UMONS & UFCSPA to navigate internationalisation, debunk myths on teaching through English, and enhance multicultural teaching skills.   |
| · Prerequisites and co-requisites.  | <ul style="list-style-type: none"> <li>- You are expected to be actively involved in the online activities, as well as the forum discussions, and to complete mandatory tasks. Individual and personalised formative feedback will be provided by the course instructors who will facilitate the exchanges and guide you through the different modules. Upon completion of the course requirements, you will receive a joint</li> </ul>   |

|   |  |
|---|--|
|   | <p>UMONS UFCSPA certificate. The language of communication and instruction is English. The programme provides a relaxed and safe environment in which mistakes are allowed and where you can discuss ideas with your peers while practising your language skills. Although no minimum level is required, you need to feel relatively at ease with different types of accent and language uses. No teaching experience is required.</p> <ul style="list-style-type: none"> <li>- The course is particularly suitable for people who have already completed the EUNICE EMI: Empower yourself as a lecturer course, but this is not mandatory.</li> </ul> |
| · Number of EUNICE students that can attend the Course. | 10   |
| · Course inscription procedure(s).                      | Standard EUNICE process  |

## 2. CONTACT DETAILS.

|                     |  |
|---------------------|--|
| · Department.       | Language and Internationalisation Unit   |
| · Name of Lecturer. | Julie Walaszczyk   |
| · E-mail.           | <a href="mailto:Julie.walaszczyk@umons.ac.be">Julie.walaszczyk@umons.ac.be</a> |
| · Other Lecturers.  | Ana Luiza Pires de Freitas, Fernanda Soldatelli                                |

## 3. COURSE CONTENT.

In an increasingly uncertain global context, academics and lecturers need to address the challenges of the “glocal” classroom and be able to teach a wide variety of students from diverse cultural and linguistic backgrounds. This four-week online introductory programme (equivalent to a 30-hour course) is jointly organised by UMONS (Université de Mons, Mons, Belgium) and UFCSPA (Universidade Federal de Ciências da Saúde, Porto Alegre, Brazil) and will introduce you to different aspects of internationalisation and teaching in English. Throughout the course, we will debunk the myths usually associated with EMI (English Medium of Instruction) and reflect on the concerns or questions that you might face as part of your future teaching activities in the multicultural and multilingual university. We will also look at practical tips on how to better prepare for your (online) classes in English and make it a positive experience for both you and your students.

## 4. LEARNING OUTCOMES.

By the end of the programme, you will be able to:

- work collaboratively with peers from a variety of linguistic, cultural and disciplinary backgrounds
- understand what internationalisation means and its impact on teaching and learning
- recognise the implications of culture and the use of English on teaching, learning and assessment, and adopt strategies that foster student engagement in heterogeneous groups
- reflect on the North/South paradigm?

- identify techniques and tools that facilitate inclusive communication in educational (online) settings
- assess the benefits of interdisciplinarity in sustainable higher education

## 5. OBJECTIVES.

1. Understand the concept of internationalisation and its impact on teaching and learning.
2. Recognise the implications of culture and the use of English as a medium of education, learning, and assessment.
3. Identify strategies and tools that facilitate inclusive communication in online educational environments.
4. Evaluate the benefits of interdisciplinarity in sustainable higher education, considering the role of global positioning, the need for curriculum decolonisation,, the place of distance education and virtual mobility, the power structures related to these themes and their effect on the nature of academic knowledge.

## 6. COURSE ORGANISATION.

### UNITS

|    |   |
|----|---|
| 1. | What is internationalisation: definitions and interpretations |
| 2. | The sustainable classroom                                     |
| 3. | Cultural identity   |
| 4. | Language and discourse as resources                           |
| 5. | Learning and teaching across disciplines                      |
| 6. | Active methodologies  |
| 7. | Going online in EME: tools and techniques                     |

### LEARNING RESOURCES AND TOOLS.

Links to modules will be communicated online prior to the synchronous sessions. The modules consist of interactive and audiovisual resources and activities. A self-reflective virtual notebook will serve as a record of your learning progress. Synchronous meetings will be organised through a videoconferencing platform.

### PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

This is an intensive course. The weekly workload amounts to roughly 5 hours, half of which will be synchronous meetings. Links to the different modules and the resources are sent to you every week prior to the meetings so that you have enough time to prepare for the following session.

## 7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

At the end of each module, participants will be expected to complete tasks, which could include the following:

- Asynchronous group discussions on virtual walls
- Self-assessment (regular checklists, videoing self and reflective questionnaires)
- Peer assessment (feedback on lesson “performance” through rubrics)
- Facilitators’ guidance (feedback on lesson plan and personal journal)

The participants are required to complete all the tasks and attend at least two of the three synchronous meetings. Upon completion of the assignments and session participation, the participants will get a digital certificate (badge) with the EUNICE label.

## OBSERVATIONS.

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS.