

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"> - Internationalisation of Higher Education - EME (English as a Medium of Education) - Intercultural and international education - Content Teacher Training and Continuous Professional Development 						
· Related Study Programme.	NA						
· ISCED Code.	7,8						
· SDG.	https://sdgs.un.org/goals : 4, 17						
· Study Level	<p>The course is open to PhD students and lecturers who would like to 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	<p>[Indicate the Key Competencies offered by the course.]</p> <ul style="list-style-type: none"> • Green – strongly • Orange - moderately • Red – partially • Blank cell - not at all <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">Problem solving</td> <td style="width: 50%; background-color: red;"></td> </tr> <tr> <td>Teamworking</td> <td style="background-color: green;"></td> </tr> <tr> <td>Communication</td> <td style="background-color: green;"></td> </tr> </tbody> </table>	Problem solving		Teamworking		Communication	
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 th of January 2027 – 29 th of January 2027
· Precise Schedule of the Lectures.	<ul style="list-style-type: none"> - Session 1 (asynchronous): Tuesday 5th January 2027 - Session 2 (synchronous): Friday 8th January 2027 from 1 to 2.30 pm CET time - Session 3 (synchronous): Tuesday 12th January 2027 from 1 to 2.30 pm CET time - Session 4 (synchronous): Friday 15th January 2027 from 1 to 2.30 pm CET time - Session 5 (synchronous): Tuesday 19th January 2027 from 1 to 2.30 pm CET time - Session 6 (synchronous): Friday 22nd January 2027 from 1 to 2.30 pm CET time - Session 7 (synchronous): Tuesday 26th January 2027 from 1 to 2.30 pm CET time - Session 8 (synchronous): Friday 29th January 2027 from 1 to 2.30 pm CET time

<p>· Key Words.</p>	<ul style="list-style-type: none"> - Internationalisation of Higher Education - Internationalisation of teaching practices - Interculturality in education - Teaching through another language - EME (English as a Medium of Education) - Content Teacher Training and Continuous Professional Development
<p>· Catchy Phrase.</p>	<p>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 intercultural teaching skills.</p>

<p>· Prerequisites and co-requisites.</p>	<p>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 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 accents and language uses. No teaching experience is required.</p> <p>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.</p>
<p>· Number of EUNICE students that can attend the Course.</p>	<p>10</p>
<p>· Number of EUNICE students that can attend the course per institution</p>	<p>1 (if spots are available, more participants per institution could be accepted).</p>
<p>· Course inscription procedure(s).</p>	<p>[Indicate the registration procedures if it differs from the standard EUNICE process]</p>

2. CONTACT DETAILS.

· Department.	Language and Internationalisation Unit, Faculty of Translation and Interpretation
· Name of Lecturer.	Julie Walaszczyk
· E-mail.	Julie.walaszczyk@umons.ac.be
· 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 internationalisation, 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, participants will be able to:

- Collaborate effectively in diverse, international, and interdisciplinary contexts.
- Critically explore the different sides of internationalisation and the implications for Global South–North relationships in higher education.
- Apply inclusive and culturally responsive approaches to teaching, learning, and assessment.
- Evaluate how language shapes power dynamics and practices in teaching, learning, and assessment.
- Communicate in diverse and (online) educational environments.
- Evaluate the role of interdisciplinarity in advancing sustainable higher education.

5. OBJECTIVES.

Participants will:

- Work with peers from diverse linguistic, cultural, and disciplinary backgrounds on collaborative tasks.
- Examine key concepts related to internationalisation within the Global South–North paradigm.

- Analyse how culture and the use of English influence participation, access, and assessment in educational settings.
- Practice strategies that enhance student engagement in culturally and linguistically diverse groups.
- Explore and use tools that facilitate inclusive communication in (online) settings.
- Reflect on power relations and linguistic norms in internationalised higher education contexts.
- Examine examples of interdisciplinary approaches in sustainable higher education.

6. COURSE ORGANISATION.

UNITS

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|----|---|
| 1. | What is internationalisation: definitions and interpretations |
| 2. | The sustainable classroom |
| 3. | Culture and 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, more than 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 (checklists, videoing self and reflective questionnaires)
- Facilitators' guidance (feedback on personal journal)

The participants are required to complete all the tasks and attend the synchronous meetings (at least 80%). Upon completion of the assignments and session participation, the participants will get a digital certificate (badge) with the EUNICE label.

OBSERVATIONS.

This is a non-graded course. If you require a final grade for academic recognition in your home institution, please notify the lecturer no later than during the first session.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

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