

ACADEMIC LECTURING – SYLLABUS a.a. 2017-18

Academic Lecturing è un servizio *in-house* organizzato per rispondere a un'esigenza, sempre più sentita nelle università italiane, di una formazione che prepari i docenti universitari ad affrontare le sfide che le politiche di internazionalizzazione comportano a livello di didattica universitaria. Un aspetto specifico di queste politiche riguarda l'offerta di *English-medium instruction* (EMI) – singoli insegnamenti o interi programmi di laurea erogati in lingua inglese.

Il servizio proposto verrà pertanto erogato in lingua inglese e si articolerà in *tre* fasi distinte: 4 ore di attività online (videolezioni su piattaforma Moodle), 12 ore (effettive) di attività laboratoriali *hands-on*, e uno sportello *one-to-one* per accompagnare i singoli docenti nell'attuazione delle idee discusse durante i seminari.

Competence objectives

With reference to English-medium instruction situations, the participants will learn to:

- Add an international/intercultural element to their course learning objectives/content;
- Promote innovation in teaching and learning for multilingual/multicultural settings and deal with the language demands these have (on them and on their students);
- Create suitable and communicatively effective learning environments, thanks to active involvement in a blended course on Moodle;
- Lecture intelligibly in English using the PPTs or other (ICT) materials;
- Engage the students using suitable linguistic moves;
- Identify the linguistic characteristics and demands of the content/materials used;
- Identify the literacies involved in the learning of their discipline;
- Understand the implications of EMI for assessment procedures;
- Identify the weaknesses in their spoken English (when teaching or in out-of-class communication) and focus on strengthening them throughout the course.

Videoleasons on Moodle

1. Internationalisation and Intercultural issues
2. Looking at the communicative nature of the lecture
3. The use of ICTs in the interactive class - part 1
4. Critical language issues in English
5. Lecturing in English as a Lingua Franca
6. The use of ICTs in the interactive class - part 2
7. The language of the discipline
8. Assessment issues in EMI situations

For each of the above topics, there are *two* videoleasons of 15 minutes ca. each.

Participants will be asked to watch each set of videoleasons *before* the dedicated meeting in presence, so as to obtain some useful information on the various topics in advance, and thus be encouraged to participate more actively in collective discussions in presence, with colleagues and teaching staff.

Meetings in presence (*Malcanton Marcorà, 9:30-11:00*)

Introduction. Internationalisation and Intercultural issues (May 3, Thu.)

Participants become aware of own strengths, weaknesses, new opportunities and needs posed by internationalization. Moreover, the intercultural dimension of multilingual/multicultural settings will be discussed.

For the following meeting, participants are required to: a) visit the dedicated space on Moodle and watch the two short videolessons in the section entitled *Looking at the communicative nature of the lecture*; b) prepare and record a mini-lecturing session (10-12 minutes) to be analyzed during the next meeting. **[participants' mini-lectures - 1st round]**

Laboratory 1. Looking at the communicative nature of the lecture (May 10, Thu.)

Participants work on the specific communicative language aspects of lectures. They will deal with the different codes involved in successful communication in a lecture (oral; written; non-verbal), identify the steps in a lecture and the language moves that signal them. Participants analyze their micro-lecturing sessions, taking into account the above topics.

For the following meeting, participants are required to watch the two short videolessons in the section entitled *The use of ICTs in the interactive class (part 1)*.

Laboratory 2. The use of ICTs in the interactive class (May 17, Thu.)

The seminar focuses on useful ICTs software/applications and their use in support of a lecture/course. Participants work in groups to try out the software/applications presented.

For the following meeting, participants are required to: a) put one/two of these ICTs tools into practice and prepare a videolesson (10-12 minutes) to be analyzed during the next meeting. **[participants' videolessons - 2nd round]**; b) watch the two short videolessons in the section entitled *Critical language issues in English*.

Laboratory 3. Critical language issues in English (May 25, Fri.)

Focus on the sound system of English, with particular attention to pronunciation, phonology and rhythm. Participants analyze their videolessons, taking into account the topics dealt with so far.

For the following meeting, participants are required to watch the two short videolessons in the section entitled *Lecturing in English as a Lingua Franca*.

Laboratory 4. Lecturing in English as a Lingua Franca (May 31, Thu.)

Through a focus on lecturer-language issues, participants become aware of the language dimension of lecturing through English and the difficulties this poses. The typical problems of lecturers (and those of the single participants) will be highlighted through the lens of ELF - English Lingua Franca.

For the following meeting, participants are required to watch the two short videolessons in the section entitled *The use of ICTs in the interactive class (part 2)*.

Laboratory 5. The use of ICTs in the interactive class (part 2) (June 7, Thu.)

Further guidance on ICT tools useful for flipped learning/online courses (Moodle, MOOCs). Participants try out the software presented.

For the following meeting, participants are required to: a) watch the two short videolessons in the section entitled *The language of the discipline*; b) choose a teaching material (e.g. PPT presentation, paper handout, ... in English) they have prepared for their course and bring it to the following meeting.

Laboratory 6. The language of the discipline (June 14, Thu.)

Participants identify the key language characteristics of their discipline and become aware of the related difficulties that students may experience.

For the following meeting, participants are required to: a) watch the two short videolessons in the section entitled *Assessment issues in EMI situations*; b) prepare a mini-lecturing session (8-10 minutes) to be performed live during the next meeting.

Laboratory 7. Assessment issues in EMI situations (June 21, Thu.)

Participants are provided with the instruments to identify and reflect upon the issues that should be considered when assessing student performance in a course delivered in English.

Each participant delivers his/her mini-lecture (8-10 minutes) to their colleagues. Collective reflections and feedback follow. **[participants' mini-lectures - 3rd round]**

Help desk (sportello)

The Help desk will begin as from the second meeting (May 10th). Participants will be asked to book an appointment online in order to be received at the Help desk.

Online materials have been prepared by: prof. Carmel Mary Coonan (Ca' Foscari), prof. Elisabetta Pavan (Ca' Foscari and University and Padua), prof. Geraldine Ludbrook (Ca' Foscari), prof. Caroline Clark (University of Padua), prof. Paola Corò (Ca' Foscari), prof. David Newbold (Ca' Foscari), dr. Ada Bier (Ca' Foscari) and doctoral student Elena Borsetto (Ca' Foscari).

Laboratories in presence will be held by prof. Carmel Mary Coonan, dr. Ada Bier and doctoral student Elena Borsetto.

The Help desk will be run by dr. Ada Bier and doctoral student Elena Borsetto.