PRIDA

Pla de Recerca, Internacionalització i Docència en Anglès

Universitat de València
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introduction
“The internationalisation of higher education [...] is a key factor of the ongoing reform to improve the quality and efficiency of Spanish universities.”


BACKGROUND AND NORMATIVE FRAMEWORK

- Linguistic policy framework document for the internationalisation of the Spanish university system (2016) by the CRUE-IC.
- Pla d`Increment de la Docència en Valencià (PIDV).
INTRODUCTION (II)

FRAMEWORK DOCUMENT

 ✓ Part of the UV-wide internationalisation strategy jointly promoted and supported by the:
   ✓ Vice-Chancellor`s Office for Internationalisation and Cooperation
   ✓ Vice-Chancellor`s Office for Degree Studies and Linguistic Policy
   ✓ Vice-Chancellor`s Office for Training and Quality in Education

 ✓ To advance in the process of internationalisation of the UV.
 ✓ To carry out specific actions: pilot plan PRIDA.
OBJECTIVES
GENERAL OBJECTIVES

☑ To instruct and improve the communicative and methodological competencies in English of our teaching and research staff (PDI) in their professional development as teachers and researchers.

☑ To foster the linguistic competencies in English of UV administrative staff (PAS) and students.
SPECIFIC OBJECTIVES

- To **upgrade** the teaching practice in English of **experienced teachers** by applying an EMI specific methodology.
- To **train novel staff** in teaching English, by applying an EMI specific methodology, and to monitor and improve their teaching practice (follow-up with mentors).
- To foster the exchange of **good practices** in English by means of workshops, class observation and micro-teaching sessions.
- To assist in the process of writing and reviewing publications in English (teaching and help in **Academic English**).
- To aid **educational innovation** in the area of teaching in English.
NEEDS ANALYSIS

✔ Objectives:
  ✔ To gather information about the present situation of the teaching in English at the UV.
  ✔ To learn about the needs of the UV PDI as regards teaching in English.

✔ Methodology [bottom-up]:
  ✔ Quantitative analysis: anonymous survey (all PDI UV)
  ✔ Qualitative analysis: semi-structured interviews per schools or faculties – creation of a committee to promote and support teaching in English (Faculty/School X).
ACTION PLAN (I)

ACTION LINES

✓ **Training** and **certification** of **linguistic competencies** in English for PDI (pilot stage), administrative staff (PAS) and students (later stages).

✓ **Training** our teaching and research staff (PDI) in **innovative methodologies** applied to the teaching in English from an EMI perspective (English as a Medium of Instruction), where English, in addition to the language of content, is also the language of instruction and of class management (pilot stage).
PRIDA PILOT STAGE

✓ Training and career development plan:
  ✓ PDI mentors: have taught or are teaching in English
  ✓ PDI mentees: wish to teach in English in the future

✓ EMI intensive course (30 hours):
  ✓ Methodology: English as a Medium of Instruction (EMI)
  ✓ Course duration: 5 days (6, 7, 10, 11 & 12 July 2017)
  ✓ Time: from 9:00 to 15:00
  ✓ Place: Servei de Formació Permanent i Innovació Educativa (SFPIE)
  ✓ Students: 25-30 PDI (mentors and mentees).
## EMI INTENSIVE COURSE (SCHEDULE)

<table>
<thead>
<tr>
<th>LECTURES (9:00-12:00)</th>
<th>THURSDAY 6</th>
<th>FRIDAY 7</th>
<th>MONDAY 10</th>
<th>TUESDAY 11</th>
<th>WEDNESDAY 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management</td>
<td>Classroom</td>
<td>Academic</td>
<td>Academic</td>
<td>Academic</td>
<td>Evaluation</td>
</tr>
<tr>
<td>Classroom interaction</td>
<td>interaction &amp; feedback</td>
<td>speaking: Presentations</td>
<td>reading: Skimming &amp; Scanning Vocabulary Building</td>
<td>listening: gist, note taking Materials design.</td>
<td>and Assessment: Rubrics</td>
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</tbody>
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| SANDWICH SEMINARS (12:00-13:00) | Ice-breaking & socialising | Networking | Group work vs. Team work | Debates & negotiations | Mindfulness |

| WORKSHOPS (13:00-15:00) | Small groups + Mentors Materials & Curriculum Design | Small groups + Mentors | Small groups + Mentors | Small groups + Mentors | Whole group + all mentors Round-up session for final feedback |
✓ PRIDA website
✓ Framework Document
✓ SPFIE (course page)