# Fundamentals of EMI Pedagogy and Teaching Techniques Workshop Schedule

- **Date:** August 5 to September 30, 2024 every Monday (8 weeks in total)
- **Location:** The event will be held online and a Webex link will be sent to you before the event.
- **Time:** 10:00 am to 12:00 pm (Taiwan Time)
- **Organization:** NCCU EMI Resource Center, AIT
- **Contact us:** nccu.emi@gmail.com

**\*Please note that lessons 1, 2, 6, 7, and 8 are required, and the rest are optional.**

| Order | Date | Proposed Workshop Title (Topics covered are tentative (Subject to approval by NCCU) | Rationale |
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| 1 | **8/5 (Required)** | **Introduction to EMI: Navigating learner needs for content and language**<br><br>Topics covered: background and definitions of EMI, student learning needs, key elements for an effective EMI classroom | This session prepares participants for adjustments they may need to make to meet student needs in the EMI setting. It also highlights the role of learners (referring to English as a medium of learning, the conference theme of the conference on March 29, 2024 at NSYSU). By the end of the workshop, the participants will recognize the needs to balance teaching between content delivery and communication competence in the EMI classroom. |
| 2 | **8/12 (Required)** | **Evaluating learning: Student learning outcomes and assessment**<br>Topics covered: developing clear student learning outcomes, formative and summative assessment, the role of language learning outcomes and in assessing content acquisition | This is scheduled as the second workshop because it is important for instructors to develop an overarching framework for their course or lesson. Having clear learning outcomes and knowing how the learning is assessed will inform the instructors how best to utilize teaching strategies later. |

| 3 | 8/19 | **Lecturing and interactivity in the EMI classroom**<br><br>Topics covered: Adapting materials for comprehensible input, structuring, teacher's language use strategies (signposting, etc.), multimodal communication, flipped classroom, preparing learners for lectures and class activities, and questioning techniques to elicit student involvement in the learning process; applicable digital resources | As most classes are driven by lectures, this topic should allow participants to reflect on how they can adjust practice to make lectures comprehensible and make students connected to the content and the teacher. |
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| 4 | 8/26 | **Involve me and I learn: Effective student engagement techniques**<br><br>Topics covered: Types of student engagement, active learning techniques that correspond to each role, considerations on designing engaging activities, grouping, gamification, applicable digital resources | This workshop continues the idea of "interactivity" in the previous session. In this workshop, the discussion centers on active learning. It discusses the various roles students play in a class and how active learning can be applied to each role. |
| 5 | 9/2 | **Strategies to support students and foster learning**<br><br>Topics covered: Scaffolding, translanguaging, classroom management techniques such as giving clear directions, giving feedback on student output, and handling error correction; applicable digital resources | This workshop focuses on the idea of scaffolding, which is central to the planning and designing of learning activities. Some of the scaffolding techniques will have discussed in earlier workshops, but this session will provide a more organized discussion about scaffolding and the rationales for its place in the EMI classroom. The idea of translanguaging is also discussed in the session as a way to foster content acquisition and communicative competence. |

| 6 | 9/9 (Required) | **Curriculum design and lesson planning**<br><br>Topics covered: Backward design, outcomes, learner difficulty and solutions, language preparation, adapting materials, structure of lesson procedure; applicable digital resources | It is assumed that lesson planning may be new to most university professors. This workshop offers an overview of the lesson planning steps. It guides participants to organize classroom activities and apply teaching techniques to meet learning outcomes.<br><br>This is scheduled as the 6th workshop for two purposes:<br>-As a review of the previous workshops as participants will be asked to incorporate and/or identify techniques in lesson plans.<br>-As preparation for the upcoming microteaching sessions.<br>Those who sign up to present a demo lesson should be able to apply what they learn in this session to the planning document they are required to submit. |
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| 7 | 9/23 (Required) | **Learning by doing: Microteaching demonstration and peer learning (session 1)**<br><br>-Presenting participants should submit their lesson plans and teaching materials for the demo lesson at least one week prior to the session.<br>-Both presenting participants and those in the audience will be asked to complete short questionnaires during the session to collect responses to the teaching demos. | The original plan provides 1 session for microteaching (workshop #8). As microteaching is a hands-on approach, it is a more effective training tool than webinars. In addition, since there are 70 participants, it might benefit more participants by having 2 sessions of teaching practice. This suggestion is based on the training experience with another Taiwan university in a previous project. I thought I'd include it here for consideration.<br><br>-The original topic (online teaching) is partially addressed in workshops above through "applicable online digital resources" in the topics covered section. |

| 8 | 9/30 (Required) | Learning by doing: Microteaching demonstration and peer learning (session 2) | The session may include a short segment to close the entire workshop series. |
| | | See notes above | |