

EMI & CLIL Professional Learning Course



Proposal for AZ
Connection

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MONASH UNIVERSITY

Monash University is one of Australia’s most prestigious tertiary institutions and is renowned for its dedication to the highest academic standards. Monash is a global university, with a presence on four continents and is widely regarded as Australia’s leading international university. It has strong institutional, academic and research linkages throughout the world, including international campuses. Monash is also a founding member of the elite Group of Eight, an alliance of leading Australian universities recognised for their excellence in teaching and research.

With over 78,000 students and 4 campuses in Australia and 3 campuses abroad, Monash University is also Australia’s largest tertiary institution.

Monash University is also consistently ranked in the world’s top 100 Universities:

#64 IN THE WORLD Times Higher Education World University Rankings 2021	#55 IN THE WORLD QS World University Rankings 2020	#6 IN THE WORLD Times Higher Education Golden Age University Rankings 2020
#66 IN THE WORLD QS Graduate Employability Rankings 2020	#45 IN THE WORLD National Taiwan University Rankings 2020	#1 IN AUSTRALIA Reuters' Most Innovative Universities in Asia-Pacific 2019



MONASH EDUCATION

Monash's Faculty of Education is among the best – we are ranked as number one in Australia and in the top 15 in the world.

We are also one of the most comprehensive Faculties of Education in the world and one of the largest Faculties of Education in Australia, with over 7,000 students at the undergraduate, postgraduate and research degree levels, including teacher education programs. We are ranked Above World Standard for the field of Teacher Education Research and we are internationally recognised as a leader in teacher education and professional learning.

We offer an array of prominent undergraduate, postgraduate, research and professional development courses. Our programs are innovative, world-class and we have the expertise to support education systems and universities around the world in developing their pedagogical capability in a wide range of fields. Our highly engaging, cutting edge and relevant suite of courses explore theories, models and practical strategies to support education practitioners in developing the best possible learning outcomes.

The Monash Faculty of Education has an excellent track record of engaging with and meeting the needs of stakeholders and partners in Australia and internationally. We have extensive experience successfully collaborating with a wide range of partners, including Australian Commonwealth agencies and Departments of Education, multiple Ministries of Education across the globe and intergovernmental organisations such as the OECD and UNESCO.

Our approach to collaborative work is based on understanding our partner's needs and motivations and working creatively to blend the contributions of different partners in ways that are innovative and creative.



INTRODUCTION

Monash University is pleased to present this proposal for the delivery of an English as a Medium of Instruction (EMI) course in November 2021.

Given the COVID-19 pandemic and associated travel restrictions, this program has been fully designed specifically for the online environment. The program that Monash proposes will focus particularly on the individual linguistic and pedagogical needs of each participant. We will assess participants through a detailed pre-program survey in order to tailor the content of our course accordingly to ensure it meets participants' professional needs. Throughout the course we will provide individualised language and content-related support to ensure that participants are able to make links between the program activities and their own teaching content

Mode of Delivery

The program has been designed to be delivered entirely online via the Monash Moodle platform, through a mix of synchronous and asynchronous sessions. The program will have a strong focus on participant-centred learning and each session will support, motivate and challenge participants to extend their capacity for effective EMI & CLIL teaching.

Our approach will include:



Synchronous and interactive focused delivery of seminars and workshops



Case-based activities involving problem-based learning



Peer-assisted learning



Online discussion boards



Engagement in a range of communicative tasks focusing on theories, case studies, peer activities and reflection

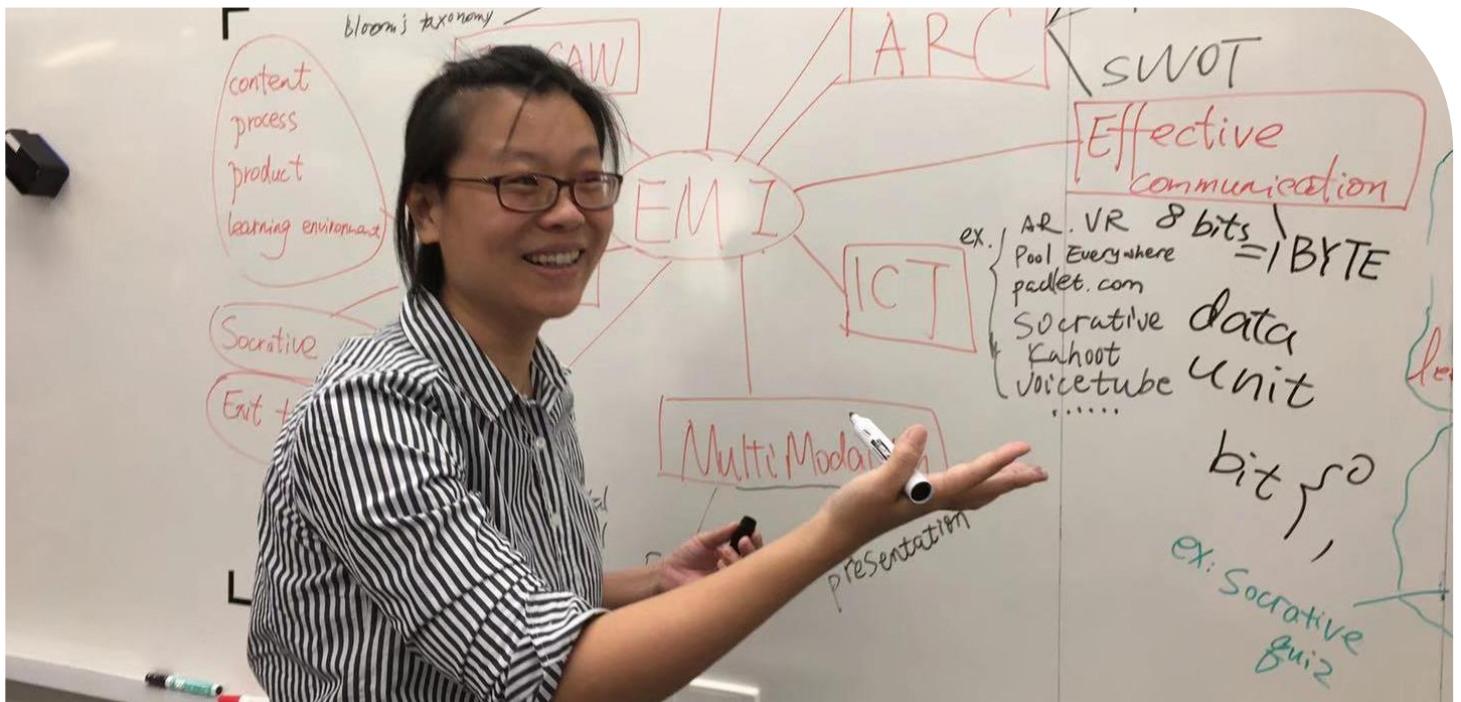


Quizzes, team activities and other fun learning tools will also be an integral part of the program.

PROGRAM OBJECTIVES

The objectives for the Monash EMI/CLIL program are to:

- ✓ provide a flexible training program that is tailored to the needs of each participant
- ✓ explore current trends and examples of innovative practice in EMI and CLIL in Higher Education contexts
- ✓ develop individualised learning objectives for each participant based on their language and pedagogical needs
- ✓ consistently link the program contents to each participant's field of expertise, and their current and future EMI & CLIL-related and requirements
- ✓ provide participants with practical suggestions and resources which can be used for ongoing EMI & CLIL-related professional development



INTENDED OUTCOMES

Tailored learning to maximise impact on participant's practice

A needs analysis survey will be conducted prior to the program to assess participant's knowledge, professional context and experience.

The content of the program will therefore be **fully tailored** to the participant's professional needs. Participants will be encouraged to work collaboratively (online breakout rooms) as part of the program delivery, under the supervision of the Monash academics. The program will also be relevant to teaching in an online context, with the aim to support participants to delivery instructions in English though online lecturing and discussions with their students.

Individualised feedback will be provided as much as possible, and participants have the option to engage in the post course follow up where they are invited to record one of their lectures and send it to us for detailed analysis and feedback.

Intended Outcomes

At the end of this one-week program, participants will have had multiple opportunities to develop their English language skills and pedagogical knowledge through individual, pair, small group and whole group activities.

They will have learned about theory-based strategies that can be utilised when planning and teaching in EMI & CLIL contexts and accessed a range of EMI & CLIL-related resources that can be used for future teaching, EMI & CLIL course development, and ongoing professional learning.



PROGRAM

The program will be delivered on each Saturday and Sunday of November commencing on Saturday 6 November to Sunday 28 November.

It will include:

- 2.5 hours a day (20 hours in total) of synchronous live teaching, supported by asynchronous learning (equivalent to 1.5 hours per day), 32 hours total.
- Each day of the program will be based on specific EMI & CLIL topics.

Date	Topic	Summary	Presenter
DAY 1 Saturday 6 November	Welcome - Introduction to the program Overview of recent developments in EMI & CLIL for Higher Education (HE). What does the research tell us about effective EMI & CLIL approaches? Planning ahead – setting individual goals.	In this introductory session participants will learn what the research tells us about different approaches to EMI & CLIL and how they can use this empirical evidence in their own EMI or CLIL contexts. Participants will set individualised goals to guide their learning during the course.	Dr Gary Bonar
Self-guided study using on-demand resources			
DAY 2 Sunday 7 November	Challenges and strategies of EMI & CLIL educators. Case studies of academics in EMI & CLIL contexts - learning from their experiences.	Participants will learn from the experiences of award-winning EMI educators. They will explore their initial challenges and practical strategies and approaches for successful EMI & CLIL teaching linked to their own context.	Dr Kim Anh Dang
Self-guided study using on-demand resources			
DAY 3 Saturday 13 November	Communication for effective EMI & CLIL teaching - Part A	In this first of two sessions on communication skills, participants will explore different communication strategies and how they can maximise learning in EMI & CLIL contexts. They will participate in a range of practical activities in order to practise these communication strategies.	Dr Kim Anh Dang
Self-guided study using on-demand resources			
DAY 4 Sunday 14 November	Practical approaches to managing content and language (CLIL) in EMI classrooms.	In this interactive session participants will explore the interaction between subject-matter learning and language. They will use examples of successful content and language integration to consider their own subject matter and how it can be further improved	Dr Gary Bonar

PROGRAM

Date	Topic	Summary	Presenter
Self-guided study using on-demand resources			
DAY 5 Saturday 20 November	Assessment for, as and of learning in EMI & CLIL contexts	In this interactive session participants will explore a variety of assessment examples from EMI & CLIL contexts. They will apply this knowledge to their own assessment materials to consider how assessment in EMI & CLIL can help build students content knowledge and language proficiency.	Dr Gary Bonar
Self-guided study using on-demand resources			
DAY 6 Sunday 21 November	Communication for effective EMI & CLIL teaching- PART B	In this second session on communication skills, participants will consolidate the understanding of communication strategies they explored on Day 3. They will then engage in a range of practical activities to build up their skills in using these communication strategies in their teaching practice.	Dr Kim Anh Dang
Self-guided study using on-demand resources			
DAY 7 Saturday 27 November	Approaches to EMI & CLIL course design	In this interactive session, participants will learn about EMI & CLIL course design and some of the key steps in this process and use the provided examples and those from their own experiences to explore ways to evaluate EMI & CLIL courses.	Dr Gary Bonar
Self-guided study using on-demand resources			
DAY 8 Sunday 28 November	Mini EMI/CLIL lessons Closing	In this practical session, participants will have opportunities to apply communication strategies introduced in Day 3 and Day 6 to teaching mini EMI/CLIL lessons, or facilitating EMI/CLIL activities. Certificates presentation	Dr Kim Anh Dang

ACADEMIC TEAM

The Monash academics involved in the program are all experienced educators with a wide range of expertise in the fields of languages, digital literacies and teacher education.

Dr Gary Bonar



Dr Gary Bonar is a Lecturer in the Master of TESOL, Languages and Humanities specialisation courses at the Faculty of Education, Monash University, Australia. He commenced his lecturing position after more than ten years' experience teaching English in diverse sectors in Asia and Europe, including collaborations with secondary and tertiary educators involved in content and language integrated learning (CLIL) and English as Medium of Instruction (EMI).

He has delivered English language professional development for educators in Indonesia, Japan and China. and in 2019 he gave two Dean's Lectures in Beijing and Shanghai on the topic of 'English as a Medium of Instruction: Navigating the Challenges and Complexities'. In 2019 and 2020, he also led the development and delivery of a two-week EMI professional learning program for Chinese academics from three of China's top universities.

His research interests are in English-language related learning in the Asia region and EMI and the pedagogical nexus between content and language.

Dr Kim Dang



Dr Kim Dang is a Senior Lecturer (TESOL and Languages Education) at the Faculty of Education, Monash University (Australia) and Senior Fellow (Higher Education Academy, UK). Kim is an award-winning educator and researcher, with national and institutional awards for excellence in teaching, research supervision and outstanding research outputs, and an experienced mentor for academics. She has had over 20 years of professional experience in higher education in Australia and overseas, including over 15 years of university teaching experience as a TESOL teacher educator and 4 years as an academic developer. Kim holds a PhD in TESOL teacher education from the University of Melbourne, where she has also completed a Master of Education. She has received multiple research awards from national and international professional bodies, e.g., the Australian Association for Research in Education (AARE), and American Educational Research Association for her outstanding research. This includes an ECR Special Commendation Award from the AARE in 2015, for an outstanding paper on teacher professional learning. Kim has published on English-medium-instruction (EMI), teacher professional identity and internationalisation of HE, in high impact international journals e.g., *Current Issues in Language & Planning*, *Teaching and Teacher Education*, *Critical Studies in Education*, *Asia Pacific Journal of Education*, and *Discourse*:

She has successfully led multiple research projects, several on EMI in Australia, Vietnam and China. These include a Monash University Strategic Initiative 'Providing effective delivery in English' (2016-2017) and 'Exploring Teachers' Agency in EMI within HE in China' (2019). Kim has led the development of 'Foundations for Effective Teaching' module for all academics new to Monash and a suite of professional learning modules relating to English-Medium-Instruction at Monash University. She has co-led the consultancy project 'Delivery of EMI Professional Learning Course for Northwestern Polytechnical University, China' (2019).

EMI（以英语为媒介的教学）& CLIL（语言和内容相整合的教学方法）专业学习课程



AZC培训方案

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莫纳什大学简介

莫纳什大学是澳大利亚最负盛名的高等教育机构之一，以其对最高学术标准的奉献而闻名。莫纳什大学是一所全球性大学，在四大洲都有分校，被广泛认为是澳大利亚领先的国际大学。莫纳什大学在世界各地拥有强大的机构、学术和研究联系，包括国际校区。莫纳什大学也是澳洲八校联盟的创始成员之一，澳洲八校联盟是由澳大利亚领先大学组成的联盟，因其在教学和研究方面的卓越表现而受到认可。

莫纳什大学拥有**78,000**多名学生，在澳大利亚有**4**个校区，在国外有**3**个校区，也是澳大利亚最大的高等教育机构。

莫纳什大学也一直在世界百强大学中排名靠前。

世界排名第**64** 名
泰晤士高等教育世界大学排名
2021

世界排名第**55**名
QS世界大学排名2020

世界排名第**6**名
泰晤士报高等教育黄金时代大学排名
2020

世界排名第**66**名
QS世界大学毕业生就业力排名 2020

世界排名第**45**名#
国立台湾大学排名 2020

澳大利亚排名第**1**名
路透社全球最具创新力大学排名2019



莫纳什大学教育

莫纳什的教育学院是最好的学院之一--我们在澳大利亚排名第一，在世界排名前15。

我们也是世界上最全面的教育学院之一，也是澳大利亚最大的教育学院之一，拥有**7000**多名本科、研究生和研究学位水平的学生，包括教师教育课程。我们在教师教育研究领域的排名高于世界标准，我们是国际公认的教师教育和专业学习的领导者。

我们提供一系列优秀的本科生、研究生、研究和专业发展课程。我们的课程是创新的、世界一流的，我们有专业知识支持世界各地的教育系统和大学在广泛的领域发展他们的教学能力。我们的课程具有高度的吸引力、前沿性和相关性，探索理论、模式和实践策略，以支持教育从业者发展最佳的学习成果。

莫纳什教育学院在与澳大利亚和国际上的利益相关者和合作伙伴接触并满足他们的需求方面有着出色的记录。我们拥有与众多合作伙伴成功合作的丰富经验，包括澳大利亚联邦机构和教育部、全球多个教育部以及经合组织和联合国教科文组织等政府间组织。

我们的合作方式是基于对合作伙伴的需求和动机的理解，并创造性地将不同合作伙伴的贡献以创新的方式融合起来。



项目介绍

莫纳什大学很高兴提交这份关于在2021年开设英语作为教学媒介（EMI）课程的项目提案。

考虑到新冠肺炎和相关的旅行限制，本项目已经完全为在线环境而设计。莫纳什大学提出的课程将特别关注每位学员的个人语言和教学需求。我们将通过详细的课程前调查对学员进行评估，以便相应地调整我们的课程内容，确保其满足学员的专业需求。在整个课程中，我们将提供个性化的语言和内容相关的支持，以确保学员能够将课程活动与自己的教学内容联系起来。

授课方式

本课程设计为通过**Monash Moodle**平台，结合同步课程和非同步课程，完全在线交付。本课程将重点关注以学员为中心的学习，每节课都将支持、激励和挑战学员，以扩大他们有效的**EMI & CLIL**教学能力。

我们的方法包括：



研讨会和讲习班的同步和互动式集中授课



基于案例的活动，涉及基于问题的学习



同伴互助学习



在线讨论区



参与一系列以理论、案例研究、同伴活动和反思为重点的交流性任务

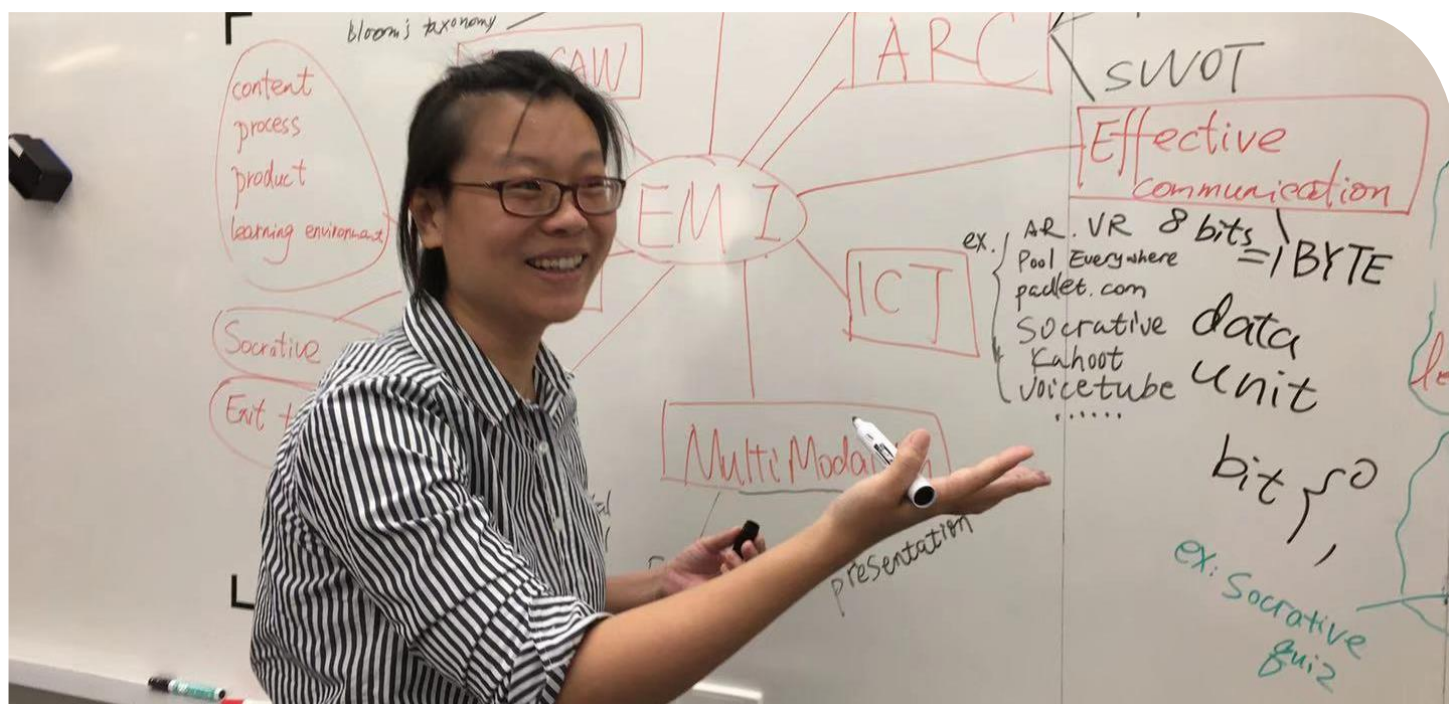


测验、团队活动和其他有趣的学习工具也将是课程的组成部分。

项目目标

莫纳什大学EMI/CLIL项目的目标是：

- ✓根据每位学员的需求提供灵活的培训计划
- ✓探索EMI和CLIL高等教育环境下创新实践的当前趋势和实例
- ✓根据每个学员的语言需求和教学需要，为他们制定个性化的学习目标
- ✓始终将课程内容与每位学员的专业领域以及他们当前和未来的EMI和CLIL相关要求联系起来
- ✓为学员提供实用的建议和资源，以供他们进行与EMI&CLIL相关的持续的专业发展



预期成果

量身定制的学习，最大限度地影响学院的实践

在课程开始之前，将进行需求分析调查，以评估学员的知识、专业背景和经验。

因此，本课程的内容将**完全根据学员的专业需求进行定制**。我们将鼓励学员在莫纳什大学学者的监督下，作为课程实施的一部分进行合作（在线讨论室）。该课程还将与在线教学相关，目的是支持学员通过在线讲课，并与学生进行讨论，用英语进行指导。

我们将尽可能地提供个性化的反馈，而且学员可以选择参与课程后的后续活动，即我们将邀请他们录制一次授课，并将其发送给我们进行详细分析和反馈。

预期成果

在这个为期一周的项目结束时，学院将有多种机会通过个人、结对、小组和全体活动来发展他们的英语语言技能和教学知识。

他们将学习到以理论为基础的策略，在EMI&CLIL环境下进行教学计划和教学活动时可以利用这些策略，并获得一系列与EMI&CLIL相关的资源，可用于未来的教学、EMI&CLIL课程发展和持续的专业学习。



课程

授课时间为11月的每个周六和周日，将于11月6日（星期六）开始，11月28日（星期日）结束。

包括

- 每天**2.5**小时（共**20**小时）同步直播教学，辅以线下自主学习（相当于每天**1.5**小时），共**32**小时。
- 每天的课程都将以一个特定的**EMI&CLIL**主题为基础

日期	主题	概要	主讲人
第一天 11月6日星期六	欢迎会-介绍该项目 概述高等教育中 EMI&CLIL 的最新发展。研究得到的关于有效的 EMI&CLIL 方法是什么？ 提前计划——设定个人目标。	在这个介绍性课程中，参与者将学习研究不同的 EMI&CLIL 方法，以及他们如何在自己的 EMI 或 CLIL 环境中使用这些经验性的证据。 学员将制定个性化的目标，以指导他们在课程中的学习。	Dr Gary Bonar
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第二天 11月7日星期日	EMI&CLIL 教育者面临的挑战与对策。 学术界在 EMI&CLIL 背景下的案例研究--从他们的经验中学习。	学员将从屡获殊荣的 EMI 教育工作者的经验中学习。他们将结合自己的情况，探讨最初的挑战以及成功的 EMI&CLIL 教学的实用策略和方法。	Dr Kim Anh Dang
使用按需材料自学			
第三天 11月13日星期六	有效的 EMI&CLIL 教学交流- A部分	在这两节关于沟通技巧的课程中的第一节，学员将探讨不同的沟通策略，以及如何在 EMI&CLIL 环境下最大限度地提高学习效果。他们将参与一系列的实践活动，实际运用这些沟通策略。	Dr Kim Anh Dang
使用按需材料自学			
第四天 11月14日星期日	在 EMI 课堂上管理内容和语言（ CLIL ）的实用方法。	在这个互动环节中，学员将探讨学科学习和语言之间的互动。他们将使用成功的内容和语言整合的例子来思考他们自己的学科问题，以及如何能够进一步改善它。	Dr Gary Bonar

课程

日期	主题	概要	主讲人
使用按需材料自学			
第五天 11月20日星期六	EMI&CLIL环境下的学习评估	在这个互动环节中，学员将探讨各种来自EMI&CLIL环境的评估实例。他们将把这些知识运用到自己的评估材料中，以考虑在EMI&CLIL中的评估如何能帮助建立学生的内容知识和语言能力。	Dr Gary Bonar
使用按需材料自学			
第六天 11月21日星期日	有效的EMI&CLIL教学交流- B部分	在关于沟通技巧的第二节课中，学员们将巩固他们在第三天所探讨的沟通策略的理解。然后，他们将参与一系列的实践活动，以提高他们在教学实践中使用这些沟通策略的技能。	Dr Kim Anh Dang
使用按需材料自学			
第七天 11月27日星期六	EMI&CLIL课程设计的方法	在本次互动课程中，学员将学习EMI&CLIL课程设计以及该过程中的一些关键步骤，并使用提供的示例和他们自己的经验探索评估EMI&CLIL课程的方法。	Dr Gary Bonar
使用按需材料自学			
第八天 11月28日星期日	微型EMI/CLIL课程 课程结束	在这个实践环节中，学员将有机会将第3天和第6天介绍的沟通策略应用于教授微型EMI/CLIL课程或促进EMI/CLIL活动。 颁发证书	Dr Kim Anh Dang

学术团队

参与本项目的莫纳什大学学者都是经验丰富的教育工作者，在语言、数字素养和教师教育领域有着广泛的专业知识。

Dr Gary Bonar



Gary Bonar博士是澳大利亚莫纳什大学教育学院TESOL、语言和人文专业硕士课程的讲师。他在亚洲和欧洲的不同行业有超过十年的英语教学经验，包括与中学和高等教育工作者在内容和语言整合学习(CLIL)和英语作为教学媒介(EMI)方面进行合作。

他曾在印度尼西亚、日本和中国为教育工作者提供英语专业培训。**2019**年，他在北京和上海举办了两次院长讲座，主题为“英语作为教学媒介：应对挑战和复杂性”。**2019**年，他还牵头为来自中国三所顶尖大学的中国学者开发并提供了为期两周的**EMI**专业学习课程。

他的研究兴趣是在亚洲地区与英语有关的学习和**EMI**以及内容和语言之间的教学联系。

Dr Kim Dang



Kim Dang博士是莫纳什大学（澳大利亚）教育学院的高级讲师（TESOL和语言教育）和高级研究员（英国高等教育学院）。Kim是一位屡获殊荣的教育工作者和研究人员，在教学、研究监督和杰出的研究成果方面获得了国家和机构的奖励，也是一位经验丰富的学者导师。她在澳大利亚和海外的高等教育领域有超过20年的专业经验，包括超过15年的大学教学经验（作为TESOL教师教育者）和4年的学术发展者。Kim拥有墨尔本大学的TESOL教师教育博士学位，她还在那里完成了教育学硕士学位。她曾因其杰出的研究而获得国内和国际专业机构的多个研究奖项，如澳大利亚教育研究协会（AARE）和美国教育研究协会。其中包括2015年因一篇关于教师专业学习的杰出论文而获得澳大利亚教育研究协会颁发的ECR特别表扬奖。Kim在高影响力的国际期刊上发表了关于英语教学（EMI）、教师专业身份和高等教育国际化的文章，例如《语言与规划的当前问题》、《教学与教师教育》、《教育的关键研究》、《亚太教育杂志》和《话语:文化政治教育研究》。她成功地领导了多个研究项目，其中一些是关于澳大利亚、越南和中国的英语教学。这些项目包括莫纳什大学的战略倡议“提供有效的英语授课”（2016-2017年）和“探索教师在中国高校内的英语教学机构”（2019年）。Kim领导了“有效教学的基础”的开发工作。

为所有新加入莫纳什大学的学者提供“教学”模块，以及一套与莫纳什大学英语教学相关的专业学习模块。她共同领导了“为中国西北工业大学提供EMI专业学习课程”的咨询项目（2019年）。