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Presentation made by:

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Teaching in English as Medium of Instruction as a new educational vector: the case of SMARTI project (Erasmus +)

Support for Innovative Methodology, Approaches and Tools for Teaching through the Medium of English in order to improve Educational Yield, Sustainability and Internationalization [SMARTI]

SMARTI

Erasmus+

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Goals of project :

To enhance the qualification of teaching staff teaching in English

To increase the quality of EMI programs

To advance English language knowledge of students enrolled to EMI problems

To enhance intercultural competences and soft skills of both teaching staff and students due to new learning and teaching methods and approaches

https://smarti-erasmus.eu/

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Project partners:

EU partners

Technische Universität Dresden (TUD)

Riga Technical University (RTU)

Liverpool John Moores University (LJMU)

Universidade Católica Portuguesa – Faculty of Biotecnology (UCP-ESB)

RF partners:

Ogarev Mordovia State University (MRSU) Irkutsk National Research Technical University (INRTU)

Kazan Federal University (KFU)

Petrozavodsk State University (PetrSU)

Irkutsk National Technical University (INRTU)

Armenian partners:

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STEP 1: PREPARATION

- The inventory of the best European EMI teaching methodologies
- Development of EMI teaching descriptors
- Development of EMI Curriculum Training.

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Step 1

Desk and field study of PC practices in EMI teacher enhancement approaches and student-centred methodologies. Inventory of the best European EMI teaching methodologies.

https://smarti-erasmus.eu/dissemination/publications/

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EMI MODULES:

Module 1. Communicative Approach (student-centered) and Blended/ICT/E-Learning strategies that are as opposed to the more common traditional teaching approaches used in all faculties.

Module 2. EMI Oral Teaching Skills Part 1 (including range for lectures, seminars, lab sessions)

Module 3. EMI Oral Teaching Skills Part 2 (Case Studies to support analytical thinking approach as specifically recommended by Armenian and Russian Lead partners)

Module 4. EMI Research & Writing Skills (relating to research, thesis writing, supervision, for MA/PhD Cycle. This also involves Information Literacy input.

Module 5. Pre-Module Curriculum Development ECTS and EU Tuning Framework Training

Module 6. EMI Module Curriculum Development and Instructional Design

Module 7. EMI Student Assessment strategies (formal and alternative assessment).

Module 8. EMI QA Module Benchmarking and Validation in EMI environment. This includes a model of digital transformation of EMI implementation in academic sector, with focus on effectiveness assurance based on data analytics.

Module 9: ESP Pathway Program Module. This EMI English for Specific Purposes Training (terminology, soft skills, and key writing skills) package for PCs is based on an English Language Staff Audit.

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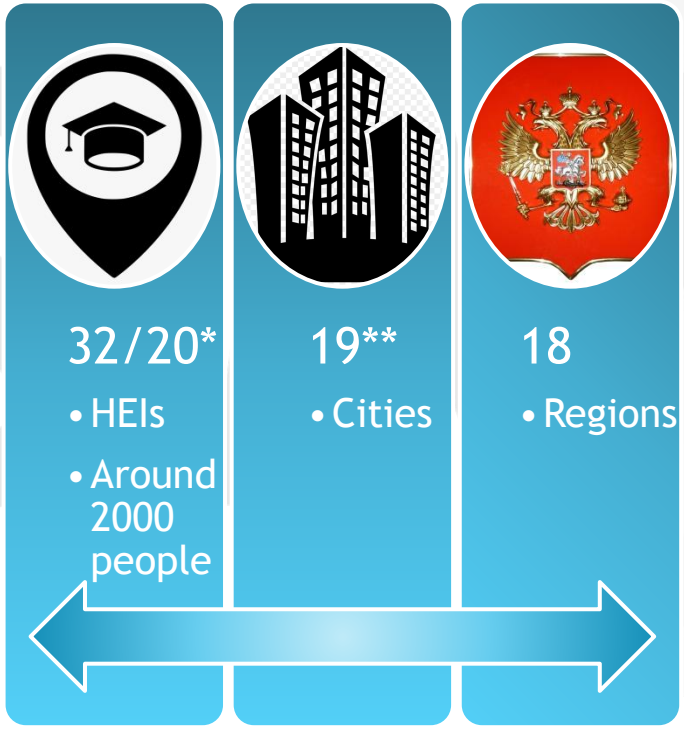
Geography of the research



- * 20 – the minimum number prescribed by the proposal
- ** The full list: Moscow, Saint-Petersburg, Saransk, Kaliningrad, Tomsk, Kazan, Irkutsk, Ioshkar-Ola, Makhachkala, Perm, Ekaterinburg, Astrakhan, Novosibirsk, Petrozavodsk, Tula, Nizhniy Novgorod, Vladivostok, Naberezhnie Chelny, Samara

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Statistics: categorization

- General indicators
- Course/program transition into EMI
- Tools and technologies within EMI curriculum
- Qualities of an EMI lecturer
- Difficulties and challenges

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Statistics: general indicators

NB: In 17/32 of the respondent HEIs teachers ***have*** an opportunity to develop their linguistic and pedagogical competences within a special institutional based training/program

- ** EMI programs — programs taught in English*
- *** EMI lecturers — lecturers capable of delivering EMI curricula*
- **** 1-4 staff members per year*

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Statistics: general indicators

Command of English:

- 31/32 HEIs – B1-C2
- *1/32 HEI – A1-A2(!)*

Compliance with ECTS:

- 8/32 HEIs do not have any courses/programs aligned with ECTS

Perception of EMI:

- 0/32 HEIs consider EMI to be only a matter of language

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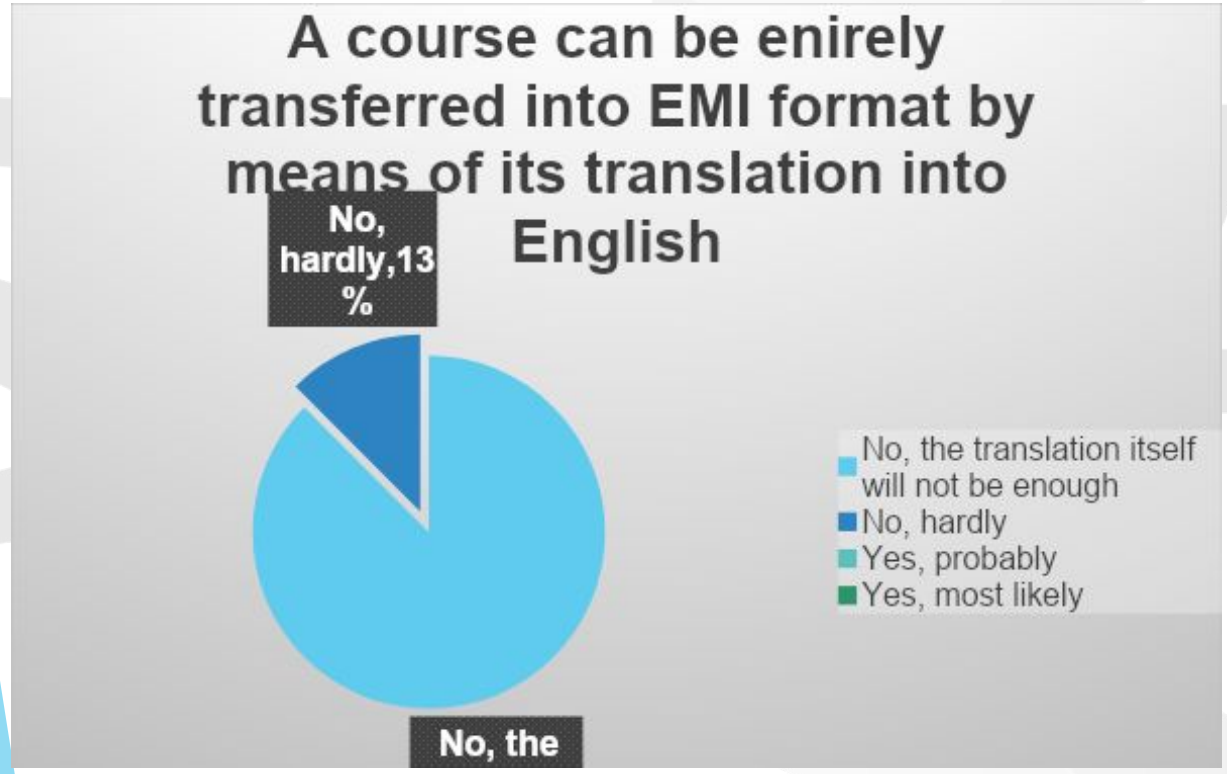
Statistics: course/program transition into EMI



None of the respondent HEIs agreed that a course or a program in Russian can be transferred into EMI just by means of translating it into English.

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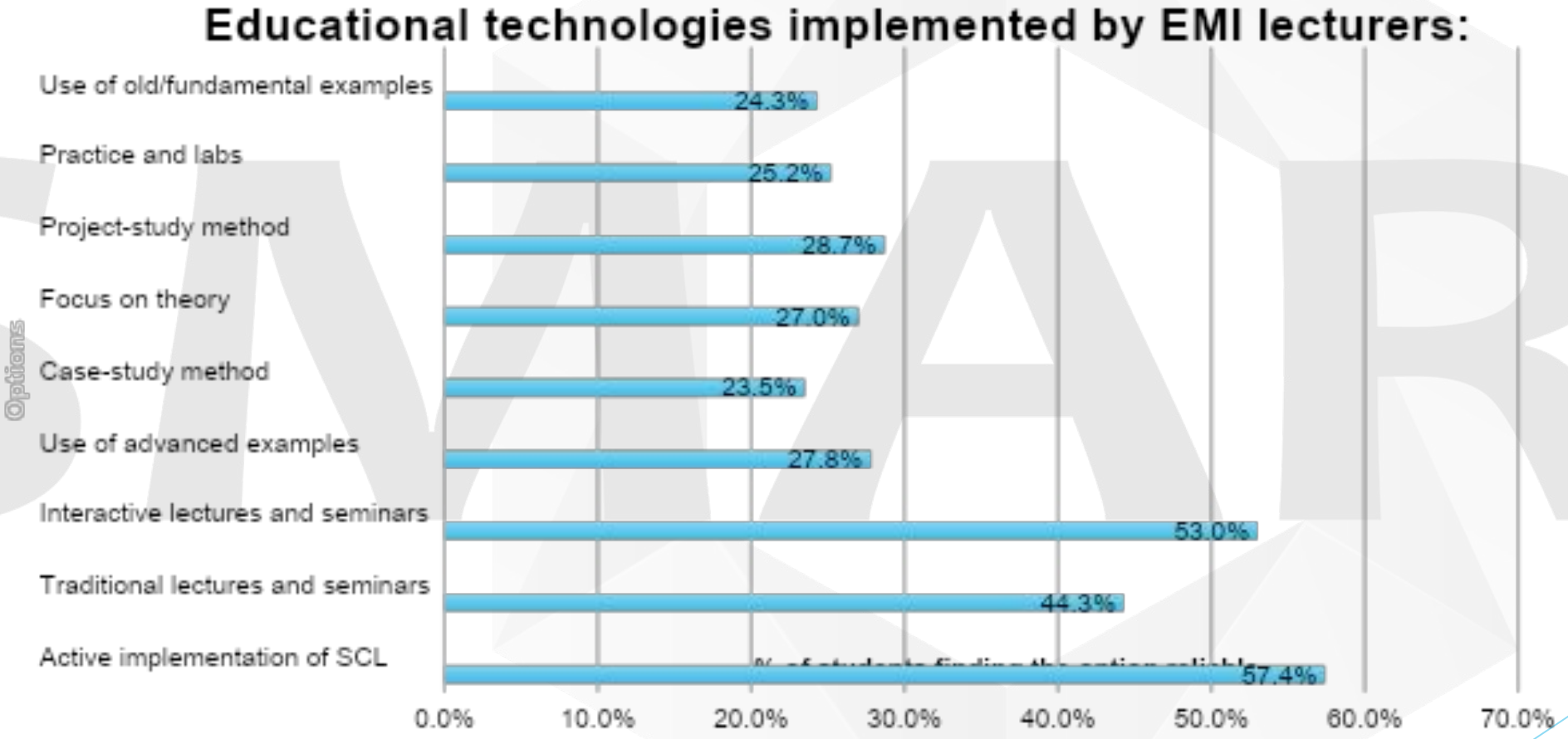

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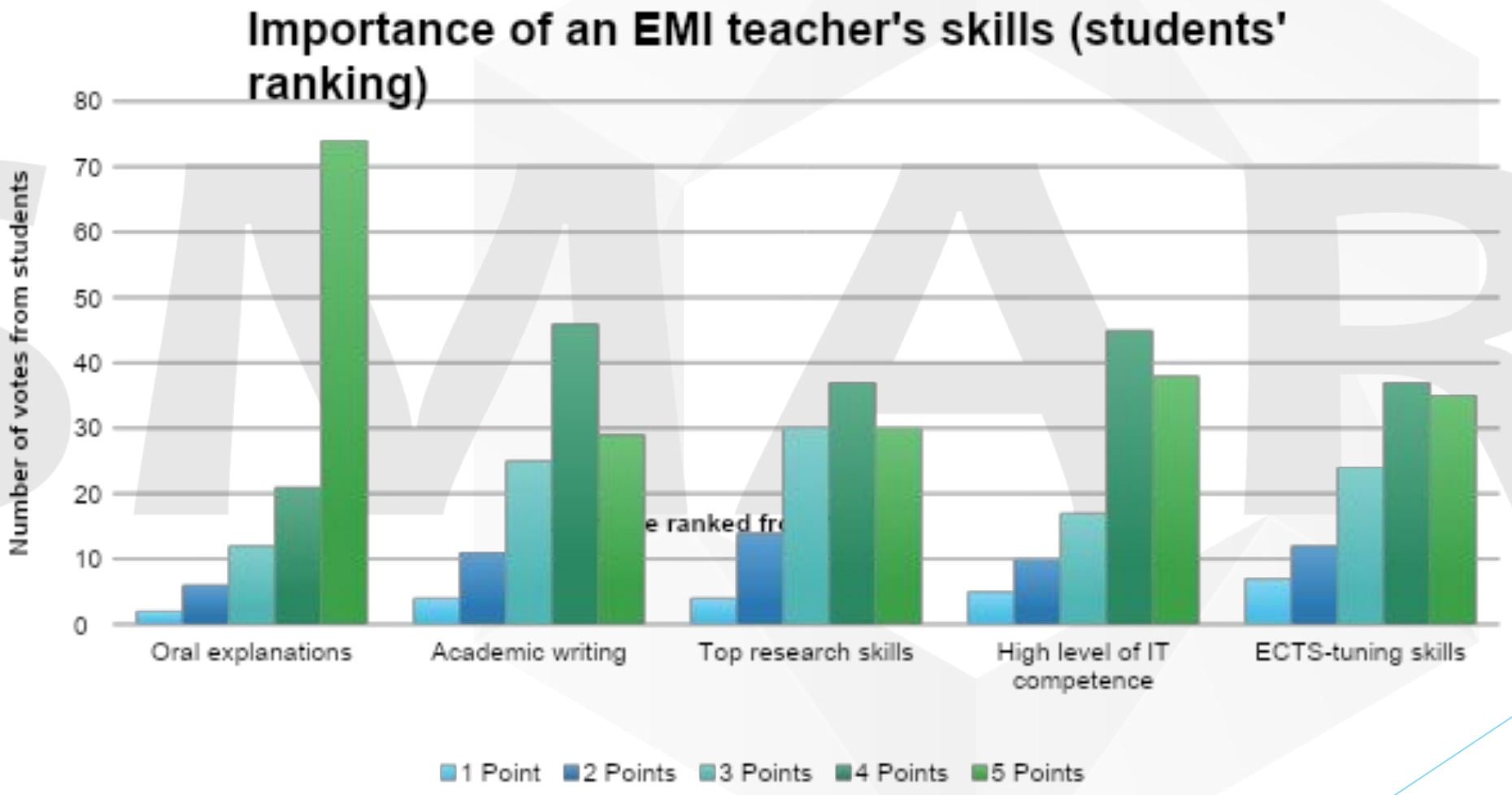

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Field study: Conclusions

SMARTI project initiative	Corresponding problem of Russian HEIs proved by the survey results
Elaborating of a special EMI curriculum training as a way of EMI teacher quality enhancement	Lack of EMI curriculum or qualified staff to develop/deliver it
Elaborating of ESP (English for specific purposes) training as a way of bringing the weaker English language speaking teachers to the survival level within EMI	Different level of language competence without any standards and regulations
Establishing of EMI centers at each partner HEI	Need for a special center responsible for EMI teacher quality enhancement/instruction: typical absence of such a center at Russian HEIs
Using ECTS/TUNING framework	EMI curricula often do not comply with ECTS
Support for academic mobility of teachers, active exchange of experience and best practices among EMI staff	Lack or total absence of academic mobility for teachers and/or international cooperation within sphere of EMI

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Thank you for your attention

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