

Academic Teaching Excellence Inclusive – Course length 35 hours

The Academic Teaching with Excellence course was developed as a result of collaboration between the British Council and the University of Oxford, using highly experienced experts in teaching through the medium of English.

本課程由英國牛津大學教育學院與英國文化協會共同開發，且由英國文化協會依據台灣高等教育機構所需擴充課程設計，協助大學教師達成有效以英語授課之目標。

課程目標

- developed their ability to use discourse markers while lecturing using EMI
提升全英語授課時運用“言談標記”的能力
 - developed their ability to effectively use a range of question types in the EMI environment
如何於全英語授課環境有效運用各種問句題型
 - developed strategies that will help them to implement effective group tasks in the EMI environment
如何於全英語授課環境有效運用分組任務
 - developed strategies that enable them to increase student achievement, motivation and participation levels in the EMI environment
如何於全英語授課環境提昇學生學習成就、動機與參與度
 - developed their understanding of how to use visual aids effectively in the EMI environment
進一步了解如何有效使用視覺輔助工具
 - enhanced their ability to provide effective feedback in the EMI environment
全英語授課時如何有效提供反饋
 - developed their abilities to deal with students with mixed language abilities and from mixed cultural backgrounds
面對不同文化及語言背景的學生，如何提昇教學的效力
 - continued to improve their overall English lecturing and language abilities
持續提昇全英語授課的整體語言能力
 - presented a lecture to their peers for peer review and comprehensive trainer feedback
由學員進行微縮教學，由其他學員及講師提供全面性的反饋
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- 本課程共計 35 小時，每個 session 為 3.5 小時
 - 參與人數上限 20 人，其中 16 人需完成 micro-teaching
 - 日期: 2020 年 8 月 17 日至 8 月 21 日
 - 上課時間: 9:30 – 17:30 (中午休息一小時)

Session Title Each session is 3.5 hours	Aims, goals and objectives
<p><u>Academic Teaching Excellence - Inclusive</u></p> <p>Session 1 and 2: English as a Medium of Instruction – Day 1</p>	<ul style="list-style-type: none"> • To review English as a medium of instruction (EMI) settings and skills • To develop our understanding of EMI challenges • To discuss the role of observations in the EMI environment • To observe and provide feedback on a range of academic lectures • To learn how to make our specialist language more accessible • To prepare for micro teaching sessions • To take the marshmallow challenge and / or the great balloon debate • To discuss the role of the marshmallow challenge and / the great balloon debate, and what lessons can be learned when teaching in the EMI environment
<p><u>Academic Teaching Excellence - Inclusive</u></p> <p>Session 3: Using group and team building activities to improve the atmosphere in the EMI academic classroom – Day 2</p>	<ul style="list-style-type: none"> • Promoting collaboration in the university classroom • Improving atmosphere and rapport using: • True / false subject based quizzes • Backs to the board • Using the mini-boards • Group discussion activities • Using the knowledge wall • Discussing course expectations • Promoting collaboration and interactivity in the university classroom • Using and generating worksheets that use different question types
<p><u>Academic Teaching Excellence - Inclusive</u></p> <p>Session 4: Micro-teaching - English as a Medium of</p>	<ul style="list-style-type: none"> • Micro teaching practice: Over to you... • Applying a range of strategies and techniques so as to facilitate the creation of a more effective learning environment when teaching

<p>Instruction – Day 2</p>	<p>in English</p> <ul style="list-style-type: none"> • Delivering your lesson • Developing an effective framework for giving feedback • Using positive opening and closing statements • Providing positive reinforcement and suggestions for improvement constructively
<p><u>Academic Teaching Excellence - Inclusive</u></p> <p>Session 5: Developing understanding of what makes an effective lecture - Day 3</p>	<ul style="list-style-type: none"> • To discuss various academic theories in relation to EMI lecturing approaches, techniques and strategies • To focus on pronunciation while listening to lectures so as to develop our understanding of the use of pauses, stress and chunking • To discuss the role of group tasks within lectures • To discuss the use of instructions while setting up group tasks in lectures • To discuss the role of the praise sandwich when giving constructive feedback
<p><u>Academic Teaching Excellence - Inclusive</u></p> <p>Session 6: Micro-teaching - English as a Medium of Instruction – Day 3</p>	<ul style="list-style-type: none"> • Micro teaching practice: Over to you... • Applying a range of strategies and techniques so as to facilitate the creation of a more effective learning environment when teaching in English • Delivering your lesson • Developing an effective framework for giving feedback • Using positive opening and closing statements • Providing positive reinforcement and suggestions for improvement constructively
<p><u>Academic Teaching Excellence - Inclusive</u></p> <p>Session 7: Promoting active listening in the EMI environment</p>	<ul style="list-style-type: none"> • How to promote active listening • Focusing on the role of prediction skills • Focusing on the role of scaffolding • Introducing and practicing active listening tasks:

<p>– Day 4</p>	<ul style="list-style-type: none"> • Listening and note-taking • Listening, note-taking and delivering presentations • Listening, note-taking and writing questions • Listening and evaluating presentations
<p><u>Academic Teaching Excellence - Inclusive</u></p> <p>Session 8: Micro-teaching - English as a Medium of Instruction – Day 4</p>	<ul style="list-style-type: none"> • Micro teaching practice: Over to you... • Applying a range of strategies and techniques so as to facilitate the creation of a more effective learning environment when teaching in English • Delivering your lesson • Developing an effective framework for giving feedback • Using positive opening and closing statements • Providing positive reinforcement and suggestions for improvement constructively
<p><u>Academic Teaching Excellence - Inclusive</u></p> <p>Session 9: Developing our students' reading skills – Day 5</p>	<ul style="list-style-type: none"> • Developing reading skills • Classroom survey: How good are your students at reading for various purposes? • Jigsaw readings: Developing, reading, summarising and discussion skills • Discussing and searching for specific information • Dealing with different question types
<p><u>Academic Teaching Excellence - Inclusive</u></p> <p>Session 10: Micro-teaching - English as a Medium of Instruction – Day 5</p>	<ul style="list-style-type: none"> • Micro teaching practice: Over to you... • Applying a range of strategies and techniques so as to facilitate the creation of a more effective learning environment when teaching in English • Delivering your lesson • Developing an effective framework for giving feedback • Using positive opening and closing statements • Providing positive reinforcement and suggestions for improvement constructively

學員人數:

為有效控制每位學員 micro-teaching 的時間與反饋，學員人數限 14-20 人，可以達最佳品質。

講師:

本課程之講師為英國文化協會外籍師訓講師，富有 10 年以上全英語授課經驗，並具備兩種以上英語教學國際證照，或於國內外大學任教或/及書籍著作之資歷。

研習證書:

全程出席之學員將於課程結束後獲得由英國文化協會頒發之研習證書。

場地及設備需求:

可移動之桌椅，分組排列，以便工作坊課程及活動進行
電腦、網路連線、音響、白板、海報架/紙、簡報

備註:

以下為截至 2015 年英國文化協會於各國辦理 ATE 課程之大學名單，2015 年至 2018 年我們在台灣、中國、越南、菲律賓也都有開課。

	LOCATION	INSTITUTION
1	Spain, University of Alcala	Participants from the following institutions: Universidad Politecnica Madrid CESTE Zaragoza, UniversidedPublica de Navarra
2	Spain, University of Burgos	University of Burgos
3	Japan, Tokyo	Tokyo Medical Dental University (TMDU)
4	Japan, Okayama	Okayama University
5	Japan, Yokohama	Yokohama National University
6	Japan, Okayama	Okayama University
7	Japan, Tokyo	Sophia University
8	Ukraine	EMT teachers from 6 Ukrainian Universities participating in British Council Ukraine English for Universities project
9	Ukraine	EMT teachers from 6 Ukrainian Universities participating in British Council Ukraine English for Universities project
10	St Pölten Austria	Fachhochschule St. Pölten
11	Kufstein Austria	Fachhochschule Kufstein
12	Kärnten Austria	Fachhochschule Kärnten
13	St Pölten Austria	Fachhochschule St. Pölten
14	Kufstein Austria	International Business school Kufstein
15	Bolzano Bozen, Italy	Free University of Bolzano
16	Parma, Italy	University of Parma
17	Pavia, Italy	University of Pavia
18	China, Chongqing	Chongqing University
19	West Bank, O.P.T	Birzeit University
20	Budapest, Hungary	Budapest Metropolitan University
21	Dronen, The Netherlands	CAH Vilentum University of Applied Sciences