



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

WP1.2 - Preparation of EU QA English for Specific Purposes
Training (terminology, language and soft skills) and ECTS/Tuning
Modular training for PCs

AND

WP2.1 - QA English for Specific Purposes Training and
ECTS/Tuning Modular training (1 week for PCs in UK).

2.3. Teacher Enhancement

November 2021



Contents

SMARTI overview	2
1. Introduction and WP overview	3
2. Summary research conclusions from WP1	5
3. WP 2.1 EMI descriptors.....	6
4. QA English for Specific Purposes Training and ECTS/Tuning Modular training	8
5. Programme of study	9





SMARTI overview

English as a Medium of Instruction (EMI) is a current phenomenon. This project can be described as innovative as it offers to develop, teach, mark, test and benchmark a sustainable model of teacher training and retraining based on EMI pedagogy integrated into the student-centred learning and the project method. SMARTI includes the following innovating elements:

- Development of the cross-disciplinary competence model and EMI descriptors for pedagogical skills of university teachers delivering EMI courses comparable to EU standards and national qualifications framework. It involves consideration of student-centred skills based on the requirements set by today's labour market and employers to the quality of university graduates;

- Development of EMI educational tools and student-centred teaching methods applicable for HEIs based on the analysis of EU best practices and with regard to the characteristics of the higher education systems of the project participants;

- A student centred learning combined with the project method. The plan is to integrate this approach into existing curriculum and programme in order to create and maintain a supportive and effective EMI teaching/learning environment.

The priority of SMARTI project aims at enhancing the quality and the effectiveness of teaching. The project will help improve the teaching capacity of the project participants and will benefit the higher education systems of PC by enhancing cross-disciplinary teacher competences and introducing new approaches in education.

This project supports teacher and student mobility and attracts international students at the respective universities with all the added benefits this brings. The establishment of EMI Centres will bring new academic and research networking among all partners directly involved into the project. Judging from the previous projects, no similar ones have been carried out in either of the PC HEIs. EMI pedagogical training using the ECTS/TUNING framework as a tool of QA of academic content makes the project a "brand new" offer for both countries and their participating HEIs.



1. Introduction and WP overview

Following a thorough research and analysis process in WP1, the preparatory stage serves as information input for delivery of WP 2.

The results of WP1 will be presented to all consortium by UCP (lead partner for WP1) at the introduction training seminar on Training of QA English for Specific Purposes Training (1 week) and ECTS/Tuning Modular training (1 week) for PCs (UK).

Preparation of materials by EU for QA terminology, language and soft skills are developed in-line with the needs identified, and are articulated within the programme overview.

After WP 1 and under the supervision of EU partners PCs staff develop EMI teaching descriptors in accordance with the framework of qualifications for the European Higher Education Area. The descriptors will present skills and competences of staff who are to deliver academic content in English and will include various competences in the field of communication, innovations, knowledge of subjects and technical skills, contemporary pedagogical skills, presentation skills, student-centred pedagogy skills, project work awareness, etc.

In parallel, PC universities will set up EMI Centres for providing excellence in teaching/learning academic content in English in PC universities. Each PC partner will provide physical facilities and equip Centres with standard facilities and high-band internet connection. The centre set-up includes development of documentation, intake and training of staff for the Centres, online platform design and population. The draft documentation for Centres will be developed by MRSU in RF and PAARA in ARM including the agreement to set-up the linked network of Centres. After that each PC university will adapt and properly introduce the documentation for the Centres. The presentation of Centres will be held at Interim Project conferences hosted by PAARA, Armenia. The networking agreement for EMI Centres will be signed by the respective Rectors.

Two persons from each PC partner from RU and ARM will have intensive 1 week training in QA English for Specific Purposes Training and ECTS/Tuning Modular training for PCs at LJMU (UK).

After the training seminar the trained staff will disseminate the ESP training information and results at their home universities and will participate in Home Multiplier Training inputs of ESP and ECTS/Tuning Modular training. At least 30 trainee teachers and 20 experienced staff delivering EMI teaching will be trained at each PC university. ESP and ECTS/Tuning Module will be integrated partly or fully into the regular Curriculum of all universities. Those courses, prepared by the given university, will be obligatorily tested in the regular education process by this university.

To organize a competitive selection of RF and ARM staff for main EMI Training by EU of EMI participants (in Riga, RTU), it is planned to use such criteria as: previous experience or upcoming relevant in EMI, professional qualification level, active participation in university academic activity, good knowledge of one or two foreign languages, mastering of information technologies, and personal participation in the project work.

The Main EMI Curriculum Training of EMI participants will take place in Riga, at RTU. For ten days two participants from each PC partner will have intensive trainings with the aim to study pedagogical experience of EU universities, new EMI methods of practice-oriented training, methods of organization of work on the project of student teams, EMI assessment, and new approaches to benchmark and validate the EMI environment will be dealt with.



During the training they will also start working out the PC 10 Module EMI Staff Training Curriculum targeted at both trainee teacher students who intend to choose a teaching career or gain teaching experience in order to improve employability and for the re-training of experienced staff who deliver academic content in English according to the descriptor of professional competences and best European practices. All teaching materials as well as lists of the participants, and agenda will be uploaded to the online platform.

For four months after the training, the participants will develop 10 EMI Modules for PC EMI programmes. The development will be conducted via on-line means of communication, but to finalize it, partners will meet in their countries to have a final discussion meeting. For RF partners - in Saransk, and for ARM partners in Yerevan.

The PC EMI programmes will be piloted twice by PC partners. The evaluation of first piloting and reporting on piloting as well as the improvement plan will be presented at special seminar which will take place during the Interim Project Conference at PAARA, Yerevan, Armenia. It will be followed by the second piloting. Feedback questionnaires will be utilized each time and a report will be forwarded to the Coordinator. Progress and issues will be reported via Consortium Steering Group meetings. All evaluation reports will be uploaded to the online platform.

Almost simultaneously an EMI Pedagogical Handbook with teaching methodologies will be prepared jointly by staff from the EU, RF and ARM, and published. A concise glossary of terms in the field of EMI teaching in English, Russian and Armenian will be prepared. It will enhance the quality of these training materials and will also be downloadable at the project online platform.

After two pilotings, one best trained teacher and a trainee teacher/student will be selected at each PC university for a study visit (Selection criteria will include good command of English, academic results, motivation to implement new EMI teaching experience, project-based experience).

They will take part in a study visit to observe and participate in MA & PhD programs taught with EMI for 5 working days at UCP, Porto. During the study visit, they will receive QA training on Case Study methodology. Special E-questionnaires will be elaborated in each partner university to determine quality aspects.

After study visit trainee teacher students and staff will disseminate the project learning methodology on institutional level. The results and outcomes of the project will be presented at the Final Conference at KFU, Kazan, Russia. Networking agreement of EMI Centres will be signed during conferences, sustainability and accreditation plan will be approved.

Tasks of concern in this report and programme overview.

1.2 Preparation of EU QA English for Specific Purposes Training (vocabulary, language and soft skills) and ECTS/Tuning Modular training for PCs.

2.1

2.2 QA English for Specific Purposes Training and ECTS/Tuning Modular training (1 week for PCs in UK).



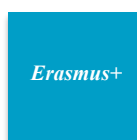
2. Summary research conclusions from WP1

The most important conclusion to be made so far regarding the aforesaid is that the key SMARTI project initiatives stated in the original proposal have found their fundamental basis and proved to be relevant to the current needs of many Russian HEIs, namely:

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. Inputs needed on entrance tests, lecture skills, communication skills including presentation skills including writing, (use of tenses in presenting, presenting graphs + statistical information)
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. Major training required here including ECTS training, vocabulary and writing practice for developing new courses aligned with ECTS (writing course descriptions, learning outcomes) NOTE: Russian NEO requires training on: learning outcomes, EMI module template and programme structure and content, teaching and learning packages and student assessment. Systematic use of ESG and ECTS Guide, CEFR Guide.
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. Skills inputs on applications (eg. Motivational Letters / Cover Letters)

The main deliverables that emerge from analysis of the survey results are the following:

1. The question pertaining to the possibility of transferring a program originally taught in Russian into EMI format has clearly verified the hypothesis that EMI as a concept does not boil down only to a matter of language of instruction. The subsequent question specified that EMI most likely implies a range of competences that can be hardly acquired without a proper training.





2. Most of the respondent HEIs consider traditional model of teaching to be outdated and irrelevant to the current educational priorities within EMI sphere. They have also shown that the flagship educational technology is SCL, its tools and mechanisms.
3. The survey left no room for discussion regarding the importance of bringing EMI curricula to ECTS standards and possible way of achieving such a goal: an ECTS tuning training.
4. The last two questions indicated clearly that there is a great demand in terms of EMI lecturers training and particular approaches (both: separately and as a complex) to its organization/Implementation.
5. Vocabulary, fluency, pronunciation and contact skills represent the main problem areas regarding difficulties EMI teachers encounter with.

3. WP 2.1 EMI descriptors

On completion of all 10 EMI modules, participant will be able to:

- i Communicate effectively, through a demonstration of student centred learning
- ii Design appropriate teaching sessions and programmes and critically evaluate their effectiveness
- iii Evaluate and apply appropriately a wide range of learning and teaching methods, to work with large groups, small groups and one-to-one
- iv Use and value appropriate learning technologies to develop effective learning materials, learning environments and learning support systems
- v Use an innovative range of assessment techniques to support learning and enable students to monitor their own progress
- vi Deploy a range of self, peer and student evaluation techniques to monitor your own teaching and learning practices and underpin your reflective practice
- vii Engage effectively with research and scholarship in your subject discipline
- viii Demonstrate a positive link between your own discipline research and scholarship and your teaching
- ix Critically reflect on the particular concerns of learning and teaching in your subject discipline
- x Engage constructively and effectively with academic administrative tasks and roles
- xi Develop personal and professional coping and change management strategies within the constraints of your institutional setting
- xii Inform your learning and teaching through consideration of wider contextual policy, strategy and quality considerations
- xiii Undertake Personal Development Planning to audit, reflect upon, plan and record your personal and professional development

As propounded by the FHEQ, both the module specific and the generic learning outcomes of the programme draw on the principles of ‘originality in the application of knowledge’ and an understanding of ‘how the boundaries of knowledge are advanced through research.’ This is assured via the centrality of the practitioner researcher to the Programme. Concomitant with this the ‘Sound judgement, personal responsibility and initiative in complex and unpredictable professional environments’ demanded by FHEQ is supported by the Programme’s emphasis upon experiential



learning and transpersonal reflection.

Further to the above and in accordance with the FHEQ at post graduate level students will have begun to acquire:

- i. A systematic understanding of knowledge and a critical awareness of current problems and/or new insights.
- ii. A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- iii. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge.
- iv. A conceptual understanding that enables the student to evaluate critically current research and to critically evaluate methodologies.

The 10 EMI modules are as follows:

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.

Module 10: EMI Individual Teaching Support Module.



4. QA English for Specific Purposes Training and ECTS/Tuning Modular training

Two people from every RU and ARM partner will have intensive trainings at LJMU, UK (1 week) in QA English for Specific Purposes Training and ECTS/Tuning Modular training for PCs. As mentioned in the preparation PC participants require a minimum of upper intermediate English (B2 Common European Framework) to participate effectively in this project. This is basic and practical Quality Assurance at its most fundamental level and underlined by the Armenian NEO during EU partner needs analysis visit.

With the use of an English Language Audit Test participants level of English will be ascertained.

The ESP training will introduce key EMI terminology and soft skills training to support specific objective achievement of stronger participants.

For weaker participants in this project special scripts and self-study materials will be produced to bring them up to B2 level and presented to the stronger PC participants at the ESP training (so that they can return to PC universities organize internal ESP training during the project lifetime). Also levelling tests and materials for students will be prepared. The RU and ARM partners present will use in Home Multiplier training for these weaker participants on their return.

ECTS/Tuning Module Training represents the second aspect of this ESP training.

All teaching materials as well as lists of the participants, and agenda will be uploaded to the online platform.



5. Programme of study

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:15	Introduction: Results of WP1 will be presented to all consortium by UCP (lead partner for WP1)	Students applications for special programs/ courses (eg. Motivational Letters / Cover Letters)	Using ECTS/TUNING framework. Systematic use of ESG and ECTS Guide, CEFR Guide.	Practical session – writing module descriptor and learning outcomes.	Review of module descriptors and learning outcomes tasks.
11:00	BREAK	BREAK	BREAK	BREAK	BREAK
11:15	Presentation writing-(use of tenses in presenting, presenting graphs + statistical information)	Report writing tasks	Vocabulary and writing practice for developing new courses aligned with ECTS (writing course descriptions, learning outcomes)	Practical session – writing module descriptor and learning outcomes.	Group presentations on task.
12:45	BREAK	BREAK	BREAK	BREAK	BREAK
13:30	Practical session – presentation task preparation	Introduction to using ECTS/TUNING framework	Campus tour	Practical session – Programme structure & content, teaching & learning packages and student assessment	Summary and programme close.
15:00	BREAK	BREAK	BREAK	BREAK	
15:15	Practical sessions – presentation delivery	Culture visit	Ensuring Quality – utilizing internal and external moderation, marking criteria and other QA expectations.	Practical session - programme structure & content, teaching & learning packages and student assessment	
16:45	BREAK	BREAK	BREAK	BREAK	
18:30	Evening meal arranged	Free evening/self study	Free evening/self study	Evening meal	





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