



UNIVERSITY
of
LIMERICK

OILLSCOIL LUIMNIGH

Ireland

Summer Institute for International Academics University of Limerick

Summer 2020



THE  TIMES
THE SUNDAY TIMES

**GOOD
UNIVERSITY
GUIDE
2019**

**IRISH
UNIVERSITY
OF THE YEAR**

University of Limerick at a Glance

University of Limerick is an independent, internationally focused university situated in Limerick, Ireland with

16,000 students

QS World Ranking*

Top 3% of universities in the world

#201-250 Graduate Employability ranking

#251-300 Law School in the World*

#71-80 Top 50 under 50 and next 50 under 50

Ranked 35th Globally in the Times Higher Education Impact Rankings 2019.

*QS World University 2019 Rankings

**Times Higher Education (THE) Rankings 2018

97%

of University of Limerick graduates are in employment or conducting further study



>2000

Students in internships and work placements annually

Top 75

in Europe for excellence in teaching and learning

*Times Higher Education Europe Teaching rankings 2019

€274.5m

Research Funding since 2014



Awarded a Green Campus Status

for energy, travel, transport, biodiversity



*Foundation for Environmental Education

6th in the World for Suburban Campus



*UI Green Metric World University Ranking 2018

Irish University of the Year

The Sunday Times: Good University Guide 2019

University of Limerick Faculties

The University of Limerick offers a range of programmes up to doctorate and post doctorate levels in the disciplines of Arts, Humanities, Social Sciences, Business, Education, Health Sciences, Science and Engineering. The University of Limerick has four academic faculties.

Arts, Humanities and Social Sciences

The Faculty of Arts, Humanities and Social Sciences is a stimulating centre of critical thinking and a generator of nationally and internationally esteemed scholarship. It prides itself on the quality of its teaching and its commitment to research in a disciplinary and interdisciplinary context where debate and discussion are integral features in the development of knowledge and of analytical skills.

Education and Health Sciences

Education and Health Sciences (EHS) is a rapidly growing faculty that consists of three Schools (the Graduate Entry Medical School, the school of Education and the School of Allied Health) and three departments (Nursing and Midwifery, Physical Education and Sport Sciences and Psychology).

Science and Engineering

The Faculty of Science and Engineering is well recognised for the quality of its teaching and learning, academic programmes and research expertise, having three world-class research institutes in the areas of Materials and Surface Sciences, Software Engineering, and Mathematics, which are underpinned by well-established links with industry.

The Kemmy Business School

The Kemmy Business School is a dynamic and innovative business school with a reputation established over 30 years for providing a first-class business education that prepares graduates for successful and rewarding careers in a variety of business disciplines and professions. The commitment to designing study programmes for key sectors of the economy (health services, financial services, tourism) and for key sub-groups of the population (mature students, employed professionals) and in delivering these in innovative and flexible ways (at outreach centres, in-company, distance/ flexible learning) are key characteristics of the school.



Summer Institute for International Academics

The Summer Institute offers international academics the opportunity to develop their language skills along with their approaches to learning and teaching in an attractive and flexible residential package.

The institute will develop the competency in English for international academics in a two-week block followed by a two-week block on the contemporary issues at the core of teaching, learning and scholarship in higher education. This institute is delivered in summer school format with morning and afternoon workshops with indicative content outlined below.

Week 1: Unit 1 Spoken English for International Academics

This unit is intended to provide...

Professional language development in spoken academic English for visiting academics to the University of Limerick. For academics from non-native English backgrounds to be able to effectively deliver lectures and tutorials through English, they must acquire a high level of accuracy and fluency in their spoken academic English language use together with discipline specific literacies. This unit seeks to raise awareness of the academic culture and protocols in third level education in English speaking countries, and the features of spoken academic English at the levels of grammar, lexis, pronunciation and discourse.

It also seeks to raise awareness of, and develop theoretical and practical knowledge of English as a Medium of Instruction (EMI) as an approach and its rationale. Opportunities will also be provided for participants to improve the accuracy and fluency of their interactional spoken academic English to be better able to teach in third level EMI contexts. Throughout the unit, new technologies and corpus linguistic approaches will be drawn on. The design of this unit is informed by empirical research in the area of institutional discourse (Biber et al 2004, 2006a, 2006b, Walsh et al 2011).

By the end of this unit, participants will have:

- Developed an understanding of EMI as an approach and its practical application at third level
- Gained a better understanding of the features of third level institutional discourse at the levels of lexis, grammar, pronunciation and discourse
- Acquired a critical understanding of what constitutes effective and suitable professional language use by lecturers and presenters in EMI contexts
- Developed skills in delivering lectures and presentations in English
- Gained an enhanced understanding of, and expertise in linguistic strategies necessary for the effective teaching of subject content and subject-specific metalanguage
- Developed enhanced interactional skills in English in questioning, giving instructions, explanations and corrective feedback to third level students
- Participated in project and group work within the classroom
- Illustrated cross cultural awareness within and outside the classroom and integrate with others from distinct language and cultural backgrounds to gain an enhanced appreciation of this diversity across cultural and socio-pragmatic dimensions

Week 1

	Morning	Afternoon
Day 1	Academic Cultures and Protocols in third level EMI contexts and EMI as an approach	Metalanguage and lexical features of spoken academic English
Day 2	Grammatical features of spoken academic English	Interactional features of spoken academic English
Day 3	Strategies to improve pronunciation and the quality of lecturer talk (speed, clarity of diction, pitch, register)	Strategies and practice in relation to key aspects of classroom interaction including questioning, explanation, and evaluative feedback
Day 4	Presenting skills (1): giving a discipline-specific lecture using powerpoint session	
Day 5	Presenting skills (2): Giving a conference paper	Reflection and Self-Evaluation on progress made and action plan for professional development.

The participants will be equipped with the aforementioned knowledge and skills and will gain the further attributes of critical thinking and collaboration. Participants will be encouraged to be proactive in their approach to their studies and will benefit linguistically and professionally from the rich and stimulating learning environment.

Week 2: Unit 2

Professional Written Discourses for Academics working in EMI Contexts

This unit is intended to provide...

Professional language development in written academic English for visiting academics to the University of Limerick. For academics from non-native English backgrounds to be able to work effectively in EMI contexts, they must acquire a high level of accuracy and fluency in their written academic English language use together with discipline specific literacies. This unit seeks to raise awareness of the academic culture and protocols in third level education in English speaking countries, EMI as an approach, and the features of written academic English at the levels of grammar, lexis, and discourse features. It also provides opportunities for visiting academics to improve the accuracy and fluency of their written academic English to be better able to teach and research in third level EMI contexts. Throughout the unit new technologies and corpus linguistic approaches will be drawn on. The design of the module is informed by empirical research in the area of written institutional discourse (Biber et al 2002).

On successful completion of this unit, participants should be able to:

- Identify and demonstrate effective information management skills and critically evaluate research that is relevant to their academic discipline
- Gain an understanding of the features of written academic discourse
- Develop enhanced writing skills, and interpret and analyse texts
- Demonstrate and practice the skills of academic writing
- Participate in project and group work within the classroom
- Integrate into the professional academic community
- Illustrate cross cultural awareness within and outside the classroom



Week 2

	Morning	Afternoon
Day 1	Academic Support and Information Systems; Session	Academic Protocols (Plagiarism)
Day 2	Academic Writing Skills/Sub-skills	Features of Academic Writing 1
Day 3	Features of Academic Writing 2	Writing an abstract
Day 4	Writing a literature review	Describing and Interpreting Data
Day 5	Planning and writing a research proposal.	

Participants will develop core academic literacies in English necessary for academics to grow professionally and progress their careers. Equipped with such skills, the overall learning experience of participants will be enriched. Critical thinking and collaboration in English will be enhanced; Participants will be encouraged to be proactive in their approach to their studies and in their areas of research; they will develop the necessary skills and strategies to coherently articulate themselves in written English with the research community.

Week 3 and 4: Unit 3

Contemporary Challenges in Higher Education

This unit provides participants with an in-depth insight into the key developments and challenges in higher education and with the relevant knowledge and skills in order to be effective within this context. While the context of Higher Education is dynamic and ever changing, the following contemporary issues reflect current challenges emerging in higher education:

- Technology enhanced approaches to learning and teaching
- Planning for teaching, learning and assessment
- Professional Development and publication strategy
- PhD Supervision

This unit aims to:

- Examine contemporary emerging issues and trends which impact on the teaching and learning experience from the perspective of the student and the teacher in higher education
- Evaluate the impact that these issues can have and explore a variety of strategies in order to engage in the teaching and learning experience effectively
- Provide participants with a variety of approaches, theories, skills and tools to help them in their role as an academic teacher



On completion of this unit, participants will be able to:

- Recognise the key issues for teachers in higher education and develop a deeper understanding of the concepts which can improve teaching quality and learning experiences of their students
- Demonstrate a scholarly understanding of the key theoretical conversations in relation to higher education policy and practice
- Explore strategic themes and how these can best be realised in teaching practice
- Critically reflect on the value of linking research and teaching in their own teaching practices and recognise enablers and barriers to implementing varied approaches in their own institutions and the role that students have in this process

Unique
Diverse
City

Week 3

	Morning	Afternoon
Day 1	Academic Roles and Responsibilities – introduction and context of the unit	Blended Learning: Why Blend? Approaches to blended learning
Day 2	Innovating with blended learning & blending with a purpose	Redesigning assessment for blended learning. Evaluating and refining blended courses
Day 3	Building a sustainable blended learning culture	
Day 4	Planning for teaching, learning and assessment – introduction and context, background and rationale	Constructive alignment – theory to practice
Day 5	Strategies for teaching and assessing for large, medium, small classes	

Week 4

Day 1	Assessment feedback – large, medium, small classes	Application to own discipline and context – a case study
Day 2	Professional development and publication strategy – positioning your work in your discipline & definition of career and publication goals	Targeting journals, conferences and forums
Day 3	Drawing from your own work to enhance and develop your teaching	
Day 4	PhD Supervision – What makes an effective PhD supervisory relationship?	Role of the power relationship & resolving problems effectively
Day 5	Panel review and action plan for future application and development within own context	

In line with the ethos of higher education and andragogy, the participants will work in an interactive and engaging way through the challenges characterising teaching and learning in higher education and are required to attend the full contact hours. This unit will have a very practical approach, while ensuring that participants gain theoretical insights into the issues addressed. Participants will be required to read key readings provided in advance of the workshops and will be encouraged to actively participate, collaborate and engage with the experience of their colleagues as another source of learning. They will work as peer partners over the course of the unit in order to develop a broader view of their own, and other, curricula.

Specific strategies to enable participants to effectively orchestrate and manage quality and variety of their teaching practice will be discussed, and consideration of the suitability of different approaches to the learning outcomes of the programme will be undertaken. Students will experience a variety of perspectives, as this module will be delivered, in part, by a variety of lecturers with the relevant expertise.

Limerick and Ireland

Just a flight away...

- Limerick is 30 minutes from Shannon International Airport
- Limerick is Ireland's 3rd largest city
- Ireland is one of the few English speaking countries in the European Union



The programme cost is €6,440

This includes full academic programme, campus accommodation, meals and a programme of weekend cultural and touristic fieldtrips.

A discount of 20% is available from groups of 20

For enquiries and to book your place, please contact:

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