



EMI

COMO POTENCIALIZADOR DA INTERNACIONALIZAÇÃO DA PÓS-GRADUAÇÃO STRICTO SENSU

JESSIE CARVALHO BRUHN

Realização
NIURI e PROPEPG

e-book




URI

Jessie Carvalho Bruhn

**EMI como potencializador da
internacionalização da pós-graduação
stricto sensu**



Erechim/RS
2023



Todos os direitos reservados pela **EDIFAPES**
Proibida a reprodução total ou parcial, de qualquer
forma e por qualquer por meio mecânico ou eletrônico,
inclusive através de fotocópia e de gravações,
sem a expressa permissão da autora.

B892e Bruhn, Jessie Carvalho
EMI como potencializador da internacionalização da pós – graduação
Stricto sensu [recurso eletrônico] / Jessie Carvalho Bruhn. – Erechim, RS:
EdiFapes, 2023.
1 recurso eletrônico

ISBN 978-65-88528-56-3

Modo de acesso: <http://www.uricer.edu.br/edifapes>
Editora EdiFapes (acesso em: 09 nov. 2023).

1.EMI 2. Inglês - estudo e ensino 3. Internacionalização I. Título

C.D.U.: 371.3

Catálogo na fonte: bibliotecária Sandra Milbrath CRB 10/1278

EDIFAPES - Livraria e Editora

Av. 7 de Setembro, 1621

99700-000 Erechim – RS

Fone: (54) 3520-9000

edifapes@uricer.edu.br

www.uricer.edu.br





Introdução

É com entusiasmo que apresentamos este e-book que mergulha nas águas da internacionalização da pós-graduação stricto sensu, explorando o papel crucial do English as a Medium of Instruction (EMI) como catalisador desse processo.

Num cenário globalizado, onde a comunicação transcende fronteiras, a pós-graduação stricto sensu emerge como um terreno fértil para o intercâmbio de conhecimento e a colaboração internacional. Nesse contexto, a escolha do idioma de instrução desempenha um papel estratégico, e é aqui que o EMI se revela como uma ferramenta poderosa.

Inicialmente são exploradas as bases do English as a Medium of Instruction, compreendendo sua essência e os impactos que tem na internacionalização da pós-graduação.

Ao avançarmos, enfrentaremos os desafios práticos na implementação do EMI, desde a capacitação docente até a adaptação dos programas acadêmicos.

Na sequência são exploradas experiências reais de instituições que adotaram o EMI com êxito, destacando os ganhos acadêmicos, a diversidade cultural e os laços internacionais fortalecidos. Esses casos inspiradores demonstram como o EMI pode ser uma chave para abrir portas no cenário global.

Posteriormente é apresentado um exemplo aplicado de desenvolvimento de um plano de ensino adaptado à prática do EMI.

Por fim, são indicadas referências eletrônicas de livre acesso que podem ser usadas para o aprofundamento da temática, contendo pesquisa científica, conteúdos didáticos, ferramentas e exemplos práticos.





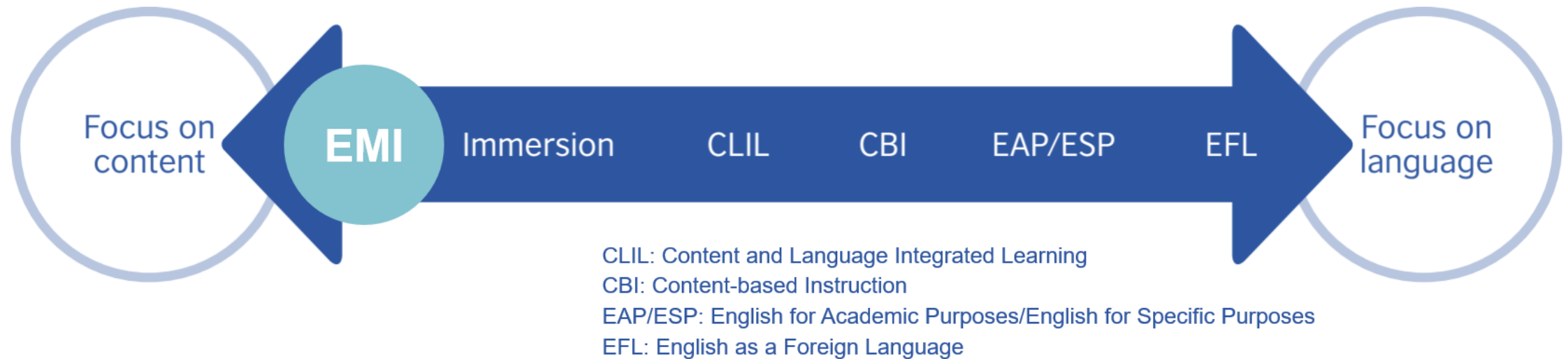
Sumário

English as a Medium of Instruction _____	04
<i>Modelos de implementação</i> _____	09
<i>Práticas em EMI</i> _____	11
OPEN Program _____	14
Syllabus EMI Course _____	19
Final Portfolio: Aplicação prática EMI _____	24
Materiais _____	35
Referências _____	37

English as a Medium of Instruction (EMI)

EMI refere-se ao "uso da língua inglesa para ensinar disciplinas acadêmicas (que não sejam o próprio inglês) em países ou jurisdições onde a primeira língua (L1) da maioria da população não é o inglês." (Macaro *et al.*, 2018, p. 37).

Figura 1: Programas que integram conteúdo e aprendizado de idiomas (adaptado de Met, 1999).



English as a Medium of Instruction (EMI)

Por que está crescendo?

- Uma pesquisa sobre EMI em 55 países concluiu que “a **tendência geral é para uma rápida expansão**” (Dearden, 2014, p. 2);
- A EMI está crescendo porque “a internacionalização do ensino superior continua sendo uma prioridade para universidades em todo o mundo, e os movimentos estão intrinsicamente ligados ao **aumento do papel do inglês no ambiente universitário**” (Galloway & Rose, 2015, p. 230);
- A EMI está crescendo devido a: "uma necessidade percebida de internacionalizar a universidade a fim de torná-la mais **prestigiosa**; necessidade de **atrair estudantes estrangeiros** devido à queda no número de matrículas de estudantes domésticos por meio de mudanças demográficas e cortes nacionais no investimento em ES; a necessidade do setor público em competir com o setor privado; e o status do **inglês como língua internacional**, particularmente no domínio de publicações de pesquisa" (Macaro *et al.*, 2018, p. 37).

English as a Medium of Instruction (EMI)

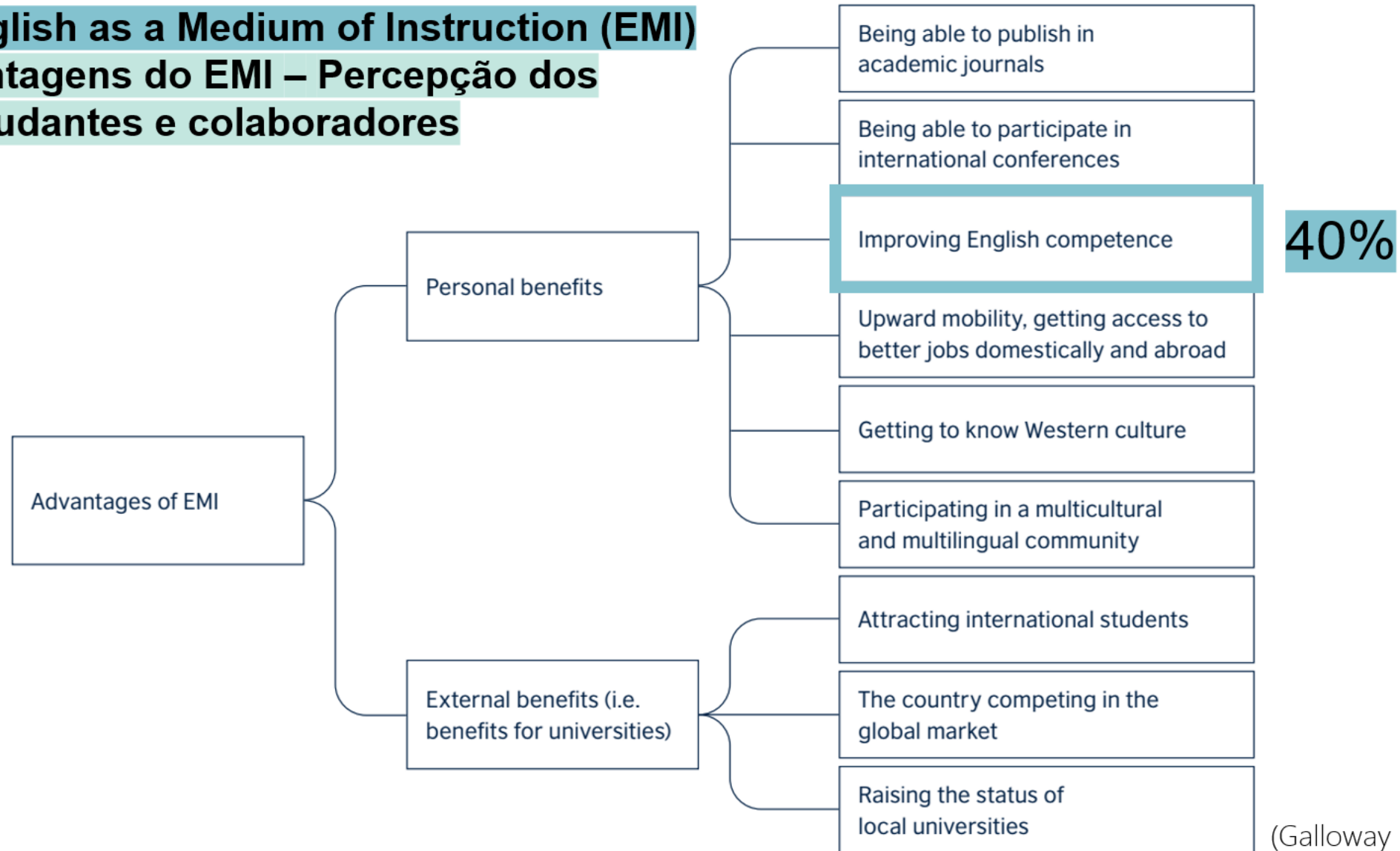
Quais as razões para adotar EMI?

- demonstrar que a universidade está atuando no cenário internacional;
- melhorar a reputação da universidade;
- atrair estudantes internacionais;
- atrair docentes internacionais;
- **dar suporte às ações de mobilidade internacional** (estudo e trabalho) dos estudantes locais;
- **propiciar um ambiente favorável ao aprimoramento e aplicação da língua inglesa**, principalmente aos locais;
- aprimorar o conhecimento e as habilidades dos alunos.

(Knaag, 2020)

English as a Medium of Instruction (EMI)

Vantagens do EMI – Percepção dos estudantes e colaboradores



(Galloway *et al.*, 2017)

English as a Medium of Instruction (EMI)

Desafios

“Os cursos EMI levam mais tempo de preparação do que os cursos em língua nativa (L1)”. Dos itens do questionário que exploraram os desafios da implementação de cursos de EMI do ponto de vista do professor, os cinco itens a seguir foram avaliados como os mais importantes pelos entrevistados, representando assim as maiores barreiras para a implementação bem-sucedida de políticas:

1. habilidade linguística mista de alunos do mesmo curso;
2. diferenças na capacidade acadêmica dos alunos do mesmo curso;
3. proficiência insuficiente na L1 de estudantes internacionais;
4. proficiência insuficiente em inglês do corpo docente;
5. proficiência insuficiente em inglês de estudantes locais.

(Rose *et al.*, 2020)

English as a Medium of Instruction (EMI)

Modelos de implementação de EMI

1. cursos internacionais em **programas em inglês, apenas para estudantes internacionais**;
2. **cursos bilíngues principalmente para alunos locais** – parte do L1 seria usada nesses cursos, mas materiais, slides de apresentação e leituras seriam fornecidos em inglês;
3. **todos os cursos em inglês em programas não pertencentes à EMI**, principalmente para estudantes de intercâmbio internacional, com o objetivo de obter créditos focados em disciplinas para seus diplomas de origem e estudantes locais que podem cursá-los como disciplinas eletivas;
4. **cursos em inglês, geralmente em disciplinas relacionadas ao idioma**, como estudos culturais, linguística, tradução, jornalismo e mídia;
5. programas **totalmente ministrados em inglês em universidades transnacionais** voltados principalmente para estudantes locais (em vez de internacionais).

(Rose *et al.*, 2020)

English as a Medium of Instruction (EMI)

Modelos de implementação de EMI

Os dados revelam que o idioma **inglês é o idioma dominante usado para a entrega do curso EMI, mas a interação e as discussões ocorrem predominantemente na L1** (na maioria dos casos).

	Porcentagem de aulas (fala) em inglês	Porcentagem de materiais didáticos em inglês	Porcentagem de slides (PPT) em inglês	Porcentagem de avaliações em inglês
Média	74.5	82.39	86.52	80.78
Mediana	86.5	100	100	100
Desvio Padrão	28.91	26.69	25.12	30.09
Amplitude	100	97	90	95
Mínimo	0	3	10	5
Máximo	100	100	100	100
N	78	76	75	73

Tabela 1: Porcentagem de uso do inglês relatada por professores de EMI (adaptado de Rose *et al.*, 2020)

English as a Medium of Instruction (EMI)

Práticas em EMI

Aulas de ciências em uma universidade bilíngue em Porto Rico (Mazak e Herbas-Donoso, 2014):

1. uso de termos-chave em inglês durante a discussão ou apresentação do conteúdo em espanhol;
2. justaposição de espanhol e inglês nos materiais do curso;
3. Uso de textos em inglês, mas com discussão em espanhol.

English as a Medium of Instruction (EMI)

Práticas em EMI

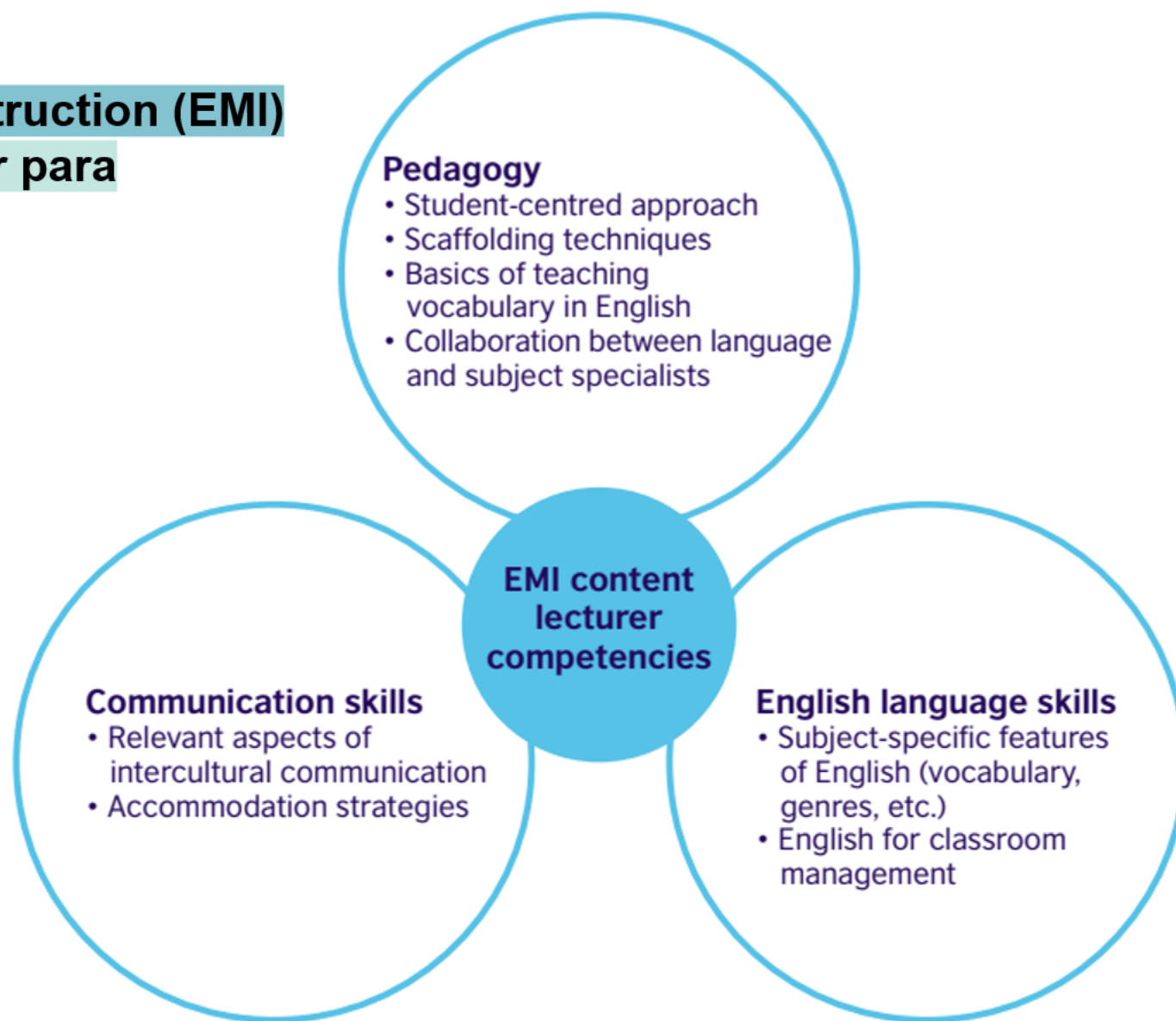
Curso de graduação em Gestão de Negócios em uma universidade bilíngue na China (Wang e Curdt-Christiansen, 2019):

1. tradução de terminologia técnica;
2. uso de ambas as línguas simultaneamente para construir significado;
3. ensino em um idioma e resumos em outro (L1);
4. indicação de exemplos locais na L1.

English as a Medium of Instruction (EMI)

Competências do professor para Implantação de EMI

Estudos apontam para uma lista de elementos essenciais em programas de formação que podem preparar professores para o uso de EMI, visando o ensino de conhecimentos em inglês para diversos grupos de alunos linguístico-culturais.



(Dafouz, 2018b)



Online Professional English Network

<https://www.openenglishprograms.org/about>

PROGRAM INFORMATION

LIVE EVENTS

MOOCS

ALUMNI

FORUM JOURNAL

About the OPEN Program

O que é o Programa OPEN?

O programa Online Professional English Network (OPEN) oferece oportunidades virtuais de aprendizado para educadores, profissionais e alunos – de L1 não inglês, em todo o mundo. O OPEN promove o intercâmbio mútuo de cultura e fornece acesso gratuito a materiais de ensino e aprendizagem que podem ser reutilizados, adaptados e compartilhados com outras pessoas. As oportunidades de desenvolvimento profissional da OPEN são desenvolvidas por instituições acadêmicas dos EUA e especialistas na área de ensino de inglês para falantes de outras línguas (Teaching English to Speakers of Other Languages – TESOL).



ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) COURSE

Curso de Orientação

Módulo 1: Introdução e aprendizado do uso do Canvas

- Demonstrar familiaridade com o Canvas realizando tarefas básicas.
- Identificar recursos e informações de contato na plataforma.

Módulo 2: Estratégias de Aprendizagem Online e Cidadania Digital

- **Identificar comportamentos digitais apropriados.**
- Identificar estratégias de aprendizagem online.

Módulo 3: Cultura Acadêmica Americana

- **Demonstrar compreensão das expectativas acadêmicas americanas definindo termos-chave.**
- Definir as principais características da Cultura Acadêmica Americana.
- Identificar diferentes tipos de plágio.

Módulo 4: Recursos Educacionais Abertos (OER) e Atribuição de Licença Creative Commons (CC BY)

- Identificar Recursos Educacionais Abertos (OER).
- Demonstrar compreensão de OER versus domínio público.
- Demonstrar compreensão dos princípios do **Creative Commons**, identificando atribuição e licenciamento adequado.

Módulo 5: Suporte

- Diferenciar suporte do instrutor e suporte técnico.
- Identificar como e onde procurar ajuda.

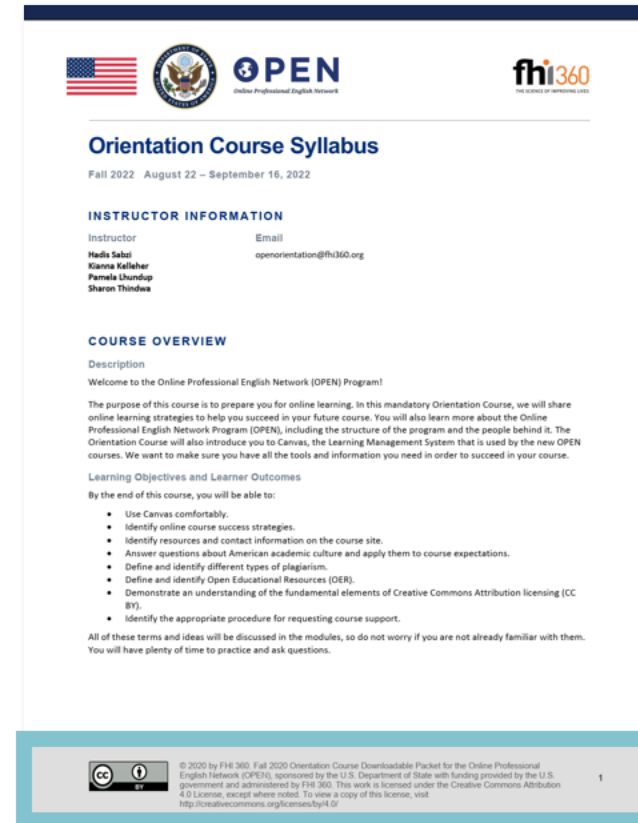
Módulo 6: Preparando-se para o seu curso de desenvolvimento profissional

- Identificar os principais componentes do seu curso de desenvolvimento profissional.
- Demonstrar compreensão do cascadeamento de conhecimentos.

Curso de Orientação

Módulo 4: Recursos Educacionais Abertos (OER) e Atribuição de Licença Creative Commons (CC BY)

<https://creativecommons.org/>



© 2020 by FHI 360. Fall 2020 Orientation Course Downloadable Packet for the Online Professional English Network (OPEN), sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI 360. This work is licensed under the Creative Commons Attribution 4.0 License, except where noted. To view a copy of this license, visit <http://creativecommons.org/licenses/by/4.0/>



Associate Professor
Dawn Bikowski
Defense Language Institute

[PROGRAM INFORMATION](#)[LIVE EVENTS](#)[MOOCS](#)[ALUMNI](#)[FORUM JOURNAL](#)

English as a Medium of Instruction (EMI)

Visão geral do curso

Você identificará os desafios que professores e alunos encontram nas aulas de EMI e **desenvolverá estratégias para ajudar os alunos a aprender com sucesso o conteúdo do curso**, além de desenvolverem ou refinarem suas habilidades em inglês. **Além disso, você ganhará confiança para ensinar em inglês ao mesmo tempo em que se sentirá mais confortável usando pedagogias interativas e focadas no aprendizado do aluno.**

Os tópicos incluem design de cursos, desenvolvimento de planos de ensino, criação de lições e materiais, ensino interativo em inglês e suporte ao aprendizado por meio da tecnologia.



Associate Professor
Dawn Bikowski
Defense Language Institute

[PROGRAM INFORMATION](#)[LIVE EVENTS](#)[MOOCS](#)[ALUMNI](#)[FORUM JOURNAL](#)

English as a Medium of Instruction (EMI)

Objetivos de aprendizagem e resultados esperados

Ao final deste curso, os participantes serão capazes de:

- avaliar sua própria prontidão e conforto ao ensinar conteúdos em inglês;
- identificar as necessidades dos alunos à medida que aprendem o conteúdo em inglês;
- desenvolva-se profissionalmente na área de EMI participando de uma comunidade internacional de aprendizagem online e **preparando uma ação ou plano de treinamento para compartilhar seus novos conhecimentos e habilidades com outros profissionais de EMI em sua comunidade local.**

English as a Medium of Instruction (EMI) Syllabus – Plano de Ensino

Expectativas e Atribuição de Pontuação

- Este é um curso de 8 semanas, de 27 de setembro a 21 de novembro de 2022;
- Espera-se que você dedique de 8 a 10 horas por semana para as tarefas do curso;
- Este curso on-line não é self-paced – espera-se que você conclua um módulo por semana.

Atribuição de Pontuação

15%	Participação no Fórum de Discussão	Semanas 1, 2, 3, 4, 5, 6, 7 e 8
15%	Quizzes	Semanas 1, 2, 3, 4, 5, 6 e 7
10%	Perfil do Curso	Semana 1
40%	Compartilhamento em Grupo	Semana 2, 3, 4, 5, 6, 7 e 8
20%	Portfólio Final EMI	Semana 8

English as a Medium of Instruction (EMI) Syllabus – Plano de Ensino

Políticas do Curso

- Comunicação com o Programa;
- Política de Cancelamento de Matrícula para Participantes que não aceitaram o convite para o curso Canvas;
- Política de Auditoria Forçada de Participantes Inativos;
- Política de Retirada;
- Plágio.

English as a Medium of Instruction (EMI)

Syllabus – Plano de Ensino

Module 1: Foundations in Teaching Content in English

(Fundamentos no Ensino de Conteúdo em Inglês)

Module 2: Planning Your EMI Course

(Planejando seu curso de EMI)

Module 3: Supporting Students as They Learn in English: Reading and Vocabulary

(Apoiando os alunos enquanto eles aprendem em inglês: leitura e vocabulário)

Module 4: Supporting Students as They Learn in English: Learning through Lectures

(Apoiando os alunos enquanto eles aprendem em inglês: aprendendo por meio de aulas expositivas)

Module 5: Supporting Students as They Participate in Class in English

(Apoiando os alunos enquanto eles participam das aulas em inglês)

Module 6: Assessment in EMI

(Avaliação em EMI)

Module 7: Lessons and Materials for EMI

(Aulas e Materiais para EMI)

Module 8: Cascading New EMI Knowledge & Final Portfolio

(Cascadeamento do conhecimento de EMI e Portfólio Final)

English as a Medium of Instruction (EMI)

Syllabus – Plano de Ensino

Module 2: Planning Your EMI Course

(Planejando seu curso de EMI)

Objetivos de Aprendizagem	Recursos	Atividades e Tarefas	Tempo dedicado
<p>Ao final do módulo, você será capaz de:</p> <ul style="list-style-type: none"> - identificar as etapas do processo de design do curso de acordo com o modelo de design reverso; - identificar estratégias para construir um ambiente de aprendizagem EMI favorável e diferenciado; - identificar e descrever as partes de um plano de ensino; - criar um rascunho do plano de ensino para um curso EMI 	<ul style="list-style-type: none"> - Vídeo 2.1: Design de curso para EMI - Vídeo 2.2 Construindo um ambiente de sala de aula favorável - Vídeo 2.3 Instrução de diferenciação - Vídeo 2.4: Criando um plano de estudos para um curso de EMI - Leitura 2.1: Lista de Verificação para Desenvolvimento e Implementação do Curso EMI - Leitura 2.2: Estratégias para apoiar os alunos quando eles começam a aprender o conteúdo em inglês - Leitura 2.3: Livro didático e seleção de materiais para um curso de EMI - Leitura 2.4: Planilha de design reverso para criar seu programa de estudos de EMI - Leitura 2.5: Exemplo de modelo de plano de ensino 	<ul style="list-style-type: none"> - Quiz para verificação do entendimento (30 minutos) - Fórum de Discussão: Criação do Plano de Ensino EMI (30 minutos) - Tarefa: Compartilhamento em Grupo: Rascunho do Plano de Ensino EMI (4-5 horas) 	8-10 horas

English as a Medium of Instruction (EMI) Syllabus – Plano de Ensino

Informações e recursos adicionais

Voice of America – Learning English

Este site inclui aulas gratuitas de inglês para falantes de diferentes níveis de proficiência. Há lições que ajudam a desenvolver habilidades de escuta e fala. Cada lição tem um tema e objetivo específicos. Os indivíduos podem avaliar seus conhecimentos por meio de questionários após a conclusão da lição.



<https://learningenglish.voanews.com/>



EMI

**FINAL
PORTFOLIO**

Jessie Carvalho Bruhn

English as a Medium of Instruction

2022

Table of Contents

CONTENTS

- 01.
Introduction
- 02.
EMI Syllabus
- 03.
EMI Lesson Plan
- 04.
EMI Rubric Assignment
- 05.
Learning in an EMI Course
Student Tip Sheet
- 06.
Summary of revisions
- 07.
References

INTRODUCTION

Welcome to my EMI Final Portfolio. This collection presents a compilation of documents developed during the course of English as a Medium of Instruction - EMI, at Ohio University, in 2022. This material was created to be used in the course "The Engineer in the Job Market" offered to students of the Department of Engineering and Computer Science at the Universidade Regional Integrada do Alto Uruguai e das Missões - URI, Campus of Erechim, located in the state of Rio Grande do Sul, Brazil. Included in this portfolio are a syllabus for an EMI course, a lesson plan, an assignment and rubric assessment, as well as an EMI course Student Tip Sheet.

My name is Jessie Carvalho Bruhn, and the course is called "The Engineer in the Job Market" - which deals with how engineers can apply techniques to develop innovations to create a new business. This is a curricular component of the undergraduate course in Civil, Electrical, Mechanical and Production Engineering, which must be completed in the middle of the engineering course, and has a total of 40 hours carried out in two months - class meets for 4 hours a week. We normally have 50 students enrolled, separated into two simultaneous classes.

As didactic material, I will use summaries, schemes and visual representations of the contents made in Microsoft Power Point, Canva and Miro, and the following books are indicated as basic bibliography: (a) Gestão da Inovação by John Bessant and Joe Tidd, 5th ed, 2015; (b) Inovação e Empreendedorismo, by Joe Tidd and John Bessant, 3th ed, 2019; and (c) Business Model Generation: inovação em modelos de negócios, by Yves Pigneur and Alexander Osterwalder, 1st ed, 2013. We use the RM Portal - an institutional learning management system, and the Google Suite package (Google Classroom, Meet, Drive, etc.). In addition, articles and technical case reports are used. It is important to note that all books listed are physically or virtually available at the institution's library.

Perfil do Curso e
Materiais didáticos

Regarding the technology available, all classrooms have access to a screen and projector, where teachers can connect their laptops. The campus has a high-quality internet network, via wi-fi. Teachers, students and employees have free access to the internet when accessing with an institutional login and password. Students use their phones or laptops to research information, develop and turn in assignments, individually or in groups.

As this will be the first time that the curricular components will be offered in English, so it is not possible to know what the students' level of knowledge will be. However, they are expected to be beginners, as few seek to specialize in the language and the university does not have specific guidelines for mandatory language work in undergraduate courses - and there is no additional tutoring or support. Despite this, it is common for professors to propose reading scientific and technical documents in English during the course. For this reason, I intend to develop the classes mixing English with the native language, which is Portuguese, starting from the first class.

Outside the classroom dynamics, students will have the opportunity to practice and apply English in their professional activities, especially during internship practices. English proficiency is a very common prerequisite for engineers, especially for management positions or trainee programs in multinational companies.



Tecnologia
disponível e
Nível de
conhecimento
(inglês) dos
alunos

EMI SYLLABUS

Engineering and Computer Science Department
Undergraduate Courses of Civil Engineering, Electrical Engineering, Production
Engineering and Mechanical Engineering
2023/1

The Engineer in the Job Market

ID: 30-1020

Workload: 40 hours | Credits: 4 hours/week
Jessie Carvalho Bruhn (bruhn@uricer.edu.br)

1. COURSE DESCRIPTION

Definitions, types of innovation, impacts on business activities and the economy. Definition, profiles and types of entrepreneur. Factors that influence entrepreneurship. New strands of entrepreneurship. Entrepreneurial reasoning with a critical-analytical and interdisciplinary vision in organizations. The entrepreneurial engineer. Technological and innovative development strategies. Recognition of opportunities. Problem solving from an entrepreneurial and creative perspective. Techniques for market research and treatment of qualitative information. Business Models. How to leverage and structure innovative projects and businesses. Exponential organizations and scalable businesses. Business plan.

2. LEARNING OBJECTIVES

Develop innovative solutions, focused on the customer, improving entrepreneurial thinking, through the elaboration of a complete Business Plan.

In order to meet these objective, some student learning objectives are outlined, as Competencies (C) and Skills (S):

- (C) Summarize the types of innovation and entrepreneurship and evaluate their impact on organizations;
- (C) Analyze scenarios for the implementation of new projects and businesses;
- (C) Identify the role of the engineer in the process of innovation and creation of new businesses;
- (C) Propose innovative projects and businesses to solve real problems;
- (C) Apply techniques to survey the market view regarding proposed solutions;
- (C) Analyze qualitative market information as a subsidy for innovative engineering projects and businesses;
- (C) Develop Business Plans that show the value proposition, target audience, partners, project stages, cost structure, revenue sources and forms of customer relationship for dissemination, distribution and after-sales;

EMI SYLLABUS

- (S) Communicate in writing, orally and graphically through the presentation of a complete Business Plan;
- (S) Work and lead multidisciplinary projects and teams;
- (S) Manage projects and lead, proactively and collaboratively, defining strategies and building consensus in teams;
- (S) Learn autonomously and deal with real situations and complex contexts;
- (S) Apply personal skills to lead enterprises in all aspects of production, finance, personnel and market

3. CONTENT

- 3.1 THE INNOVATION PROCESS
- 3.2 THE ENTREPRENEURIAL SCENARIO
- 3.3 INNOVATION STRATEGIES
- 3.4 PROBLEM IDENTIFICATION AND SOLUTION PROPOSAL
- 3.5 MARKET VIEW RESEARCH
- 3.6 BUSINESS PLAN STRUCTURING

4. TEACHING METHODOLOGY

In order to develop the skills and abilities presented, the classes will be developed in a variety of ways, using the following methodologies: traditional (expository-dialogued with guided studies), active and socio-interactionist. In order to develop the skills inherent to the discipline, multimedia resources such as image and video projectors, concrete materials and mathematical software may be used. Contextualization will take place through problem solving. Students will develop Effective Student Assignments – ESA, in a total of 10 hours, involving solving exercises and problems with and without the aid of software and interdisciplinary work involving the application of concepts to the engineering area.

We use the RM Portal – an institutional learning management system, and all class materials (summaries, schemes and visual representations of the contents made in Microsoft PowerPoint, Canva and Miro) will be available in Google Classroom.

5. EVALUATION

The evaluation of the discipline aims to verify if the competences and abilities proposed in this teaching plan were developed by the student, through the following assessment instruments: written tests, exercises, seminars, projects and Effective Student Assignments – ESA, the latter being worth 20% of the partial average. Assessments will be carried out throughout the semester and distributed evenly according to the teaching plan.

Objetivos de
Aprendizagem



EMI SYLLABUS

The practical assessment of THE ENGINEERING IN THE JOB MARKET discipline is broken down into knowledge (competences), skills and attitudes. Knowledge will be measured through the elaboration and presentation of a Project (P) in a group (60%) and the Effective Student Assignment – ESA (20%), which can be the resolution of fixation activities, readings and/or seminars. The Skills component (S), corresponding to 20% of the assessment, will be measured in terms of Collaborative and Social Skills (CSS) of communication, and problem and conflict solving in teamwork. The second aspect of Skills (S) are the individual Attitudes (A), which are: participatory and respectful posture in classes, appropriate use of language, class attendance and punctuality, respect for deadlines and dates, research and use of bibliography indicated in the resolution of exercises and activities proposed in class.

The Final Grade (FG) is therefore constituted as follows:

$$FG = (0,6 P + 0,2 S + 0,2 ESA)$$

$$S = 0,6 CSS + 0,4 A$$

$$ESA = 0,5 ESA1 + 0,5 ESA2$$

The assessment scale to be used in all meetings scheduled, ESA and assignments, for the discipline:

10.0 – GREAT

No aspects for improvement were identified.

9.0 – VERY GOOD

Only one aspect for improvement was identified.

7.0 – GOOD

Satisfactory performance, with up to three aspects to improvement.

5.0 – REGULAR

Intermediate performance, with four or more aspects for improvement.

3.0 – UNSATISFACTORY

There is opportunity for improvement in most aspect or the student was absent.

EMI SYLLABUS

The Basic Bibliography and Complementary Bibliography are those indicated in the Pedagogical Project of the Course (PPC) and will be used as a reference in the elaboration of the class material. However, videos (Youtube) and articles in English will be indicated in this material.

6. BASIC BIBLIOGRAPHY

TIDD, Joe; BESSANT, John. Gestão da inovação. 5. ed. Porto Alegre: Bookman, 2015. 633 p. ISBN 9788582603062.

BRESSANT, John; TIDD, Joe. Inovação e Empreendedorismo. 3. ed. Porto Alegre: Bookman, 2019. 526 p. ISBN 978-85-8260-518-9.

OSTERWALDER, Alexander; PIGNEUR, Yves. Business Model Generation: inovação em modelos de negócios. 1. ed. Rio de Janeiro: Alta Books, 2013. 300 p. ISBN 9788576085508.

7. COMPLEMENTARY BIBLIOGRAPHY

TIGRE, Paulo Bastos. Gestão da inovação: a economia da tecnologia no Brasil. 2. ed., rev. e atual. Rio de Janeiro: Elsevier, 2014. 275 p. ISBN 9788535277012.

BURGELMAN, Robert A.; CHRISTENSEN, Clayton M.; WHEELWRIGHT, Steven C. Gestão estratégica da tecnologia e da inovação: conceitos e soluções. 5. ed. São Paulo: AMGH, 2012. 628 p. ISBN 9788580550900.

DRUCKER, Peter Ferdinand. Inovação e espírito empreendedor: prática e princípios. São Paulo: Cengage Learning, 2013. 378 p. ISBN 9788522108596.

MAGALDI, Sandro; SALIBI NETO, José. Gestão do amanhã: tudo o que você precisa saber sobre gestão, inovação e liderança para vencer na 4ª revolução industrial. 4. ed. São Paulo: Gente, 2018. 255 p. ISBN 9788545202295.

ISMAIL, Salim; MALONE, Michael S.; GEEST, Yuri V. Organizações Exponenciais. 1. ed. Rio de Janeiro: Alta Books, 2019. 288 p. ISBN 9788550807140.

SERAFIM, Luiz. O poder da inovação: como alavancar a inovação na sua empresa. São Paulo: Saraiva, 2011. 237 p. ISBN 9788502147997.

KIM, W. Chan; MAUBORGNE, Renée. A estratégia do oceano azul: como criar novos mercados e tornar a concorrência irrelevante. Rio de Janeiro: Elsevier, 2015. 278 p. ISBN 9788535284218.

EMI SYLLABUS

8. SCHEDULE

Date	Lesson	Assignment
March 7th	Warm-up: <ul style="list-style-type: none"> Discipline opening; Presentation of the syllabus; Welcome Dynamics. Lecture topic: <ul style="list-style-type: none"> Definitions and types of innovation (incremental and disruptive), and impacts on business activities and the economy. Material: content in PowerPoint, based on the references indicated in the basic and complementary bibliography.	In-class interactive activity 1 (Individual): Prepare a Mind Map that presents the types of innovation and indicate 5 real examples of innovations in the areas covered by a Smart City. <ul style="list-style-type: none"> Delivery Format: PDF, A4, in Google Classroom; Formative assessment (ungraded).
March 14th	Lecture topic: <ul style="list-style-type: none"> Definition, profiles and types of entrepreneur. Factors that influence entrepreneurship. New aspects of entrepreneurship (social entrepreneurship, intrapreneurship, among others). Entrepreneurial reasoning with a critical-analytical and interdisciplinary vision in organizations. The entrepreneurial engineer. Technological and innovative development strategies. Material: content in PowerPoint, based on the references indicated in the basic and complementary bibliography.	ESA 1 – Entrepreneurial Engineers (Summative assessment, graded: 5 hours – 10%) Present a business founded by an Engineer in your area of training. <ul style="list-style-type: none"> Delivery Format / Oral Presentation: Infographic, in PDF, A4 / Presentation time: 5 minutes; Platform: Google Classroom; Individual.

EMI SYLLABUS

8. SCHEDULE

Date	Lesson	Assignment
March 21th	Warm-up: <ul style="list-style-type: none"> Presentation of the project roadmap to be developed in the course; In-class applied activity 1 (formative assessment): scenario analysis and identification of opportunities. Lego Serious Game (LSG) as a medium of instruction for brainstorming. Lecture topic: <ul style="list-style-type: none"> Recognition of opportunities. Problem solving from an entrepreneurial and creative perspective. Material: content in PowerPoint, based on the references indicated in the basic and complementary bibliography.	ESA 2 – Research Seminar (Summative assessment, graded: 5 hours – 10%) Present an article of your choice, published between 2020 and 2022, on entrepreneurship, in the form of a Seminar. <ul style="list-style-type: none"> Delivery Format: Reading Sheet (model available on Google Classroom); Presentation Format: PowerPoint / Presentation time: 15 minutes; Peers. In-class interactive activity 2 (Peers): Analyze a complex scenario and identify new business opportunities. <ul style="list-style-type: none"> Delivery Format: Summarized topics in a physical visual board and post-it; Formative assessment (ungraded).
March 28th	Warm-up: <ul style="list-style-type: none"> Lecture with a guest from the area. In-class applied activity 2 (formative assessment): elaboration and application of a market research. Google Forms as a medium of instruction of interview. Lecture topic: <ul style="list-style-type: none"> Techniques for market research and treatment of qualitative information. Material: content in PowerPoint, based on the references indicated in the basic and complementary bibliography.	In-class interactive activity 3 (Peers): Develop, apply and analyze market research. <ul style="list-style-type: none"> Delivery Format: Summarized topics in a physical visual board and post-it; Summative assessment (graded): 1/5 of Business Plan Project.

Atividades

EMI SYLLABUS

8. SCHEDULE

Date	Lesson	Assignment
May 2nd	Pitch Deck: Business Plan Project presentation.	<p>In-class interactive activity 8 (Group): Pitch Deck: Present the final Business Plan, covering steps 1 to 5 of the Project.</p> <ul style="list-style-type: none"> Delivery Format: the Project Portfolio must be delivered through the access link to the Business Plan elaborate in Miro platform and the Pitch Deck presentation of the Business (in PowerPoint) in Google Classroom / Presentation time: 15 minutes; Summative assessment (graded): 5/5 of Business Plan Project.

9. COURSE POLICIES

- As indicated in the URI Academic Handbook, a minimum attendance of 75% is required to pass the course.
- As indicated in the URI Academic Handbook, the minimum grade to pass the course is 7 out of 10.
- In Class Assignments must be delivered by 11:59pm on the date indicated in the schedule. Submissions after the due date will be accepted, but their weight will be decreased in 10% for every late day.
- Attention to Plagiarism: Assignments that present any sort of plagiarism will be given a zero.
- Perfect English is not expected during lectures and oral presentations. Feel free to join the discussions and use your native language alongside English.
- Attitudes (A) in class will be graded, as indicated in the Evaluation topic.
- Mobiles are allowed in the classroom for educational purposes, except during assessment activities and oral presentations.
- Respect and politeness are expected postures during classes.
- Tables and chairs must be left, at the end of the class, in the same position in which they were initially found.
- Food and drink are allowed in the classroom. The garbage generated during classes must be properly deposited in selective collection trash can placed inside the classroom and corridors.

EMI LESSON PLAN

Instructor's name: Jessie Carvalho Bruhn

Course name: The Engineer in the Job Market

Class time: 3 hours

Lesson plan topic: Pitching your Business Plan

Student learning objectives: (i) Communicate in writing, orally and graphically through the presentation of a complete Business Plan; and (ii) Learn autonomously and deal with real situations and complex contexts.

1. TEACHING CONTEXT

The class is usually formed by a group of twenty-five students of different proficiency levels (most of them are expected to be beginners). Students are usually from the undergraduate course in Civil, Electrical, Mechanical and Production Engineering. Some may have difficulty with English. In this lesson, specifically, the biggest challenges will be with writing and speaking.

Activity, Type, and Progression	Duration	Textbook/Materials
<p>Warm-up 1: Watch the videos, identify and write down what might be key words and terms in a Business Presentation Pitch. Afterwards, these words and key terms will be shared among the students, looking for similarities in the notes made. Key words and terms will be noted on the board.</p>	<p>30min: 15min (videos) 15min (sharing)</p>	<p>Shark Tank videos previously selected on Youtube, with subtitles in English.</p>
<p>Warm-up 2: The Google Drive document with the main concepts inserted in this last week will be opened and the words will be compared with those written on the board during the Warm-up 1.</p>	<p>10min</p>	<p>Google Drive document (screen presentation).</p>
<p>Mini-lecture topic: How to pitch your Business Plan: The steps of a Pitch Deck.</p>	<p>20min</p>	<p>Slides with the main topics and examples of a Pitch Deck: structure, importance of which step and tips.</p>

Objetivos de Aprendizagem

Duração

EMI LESSON PLAN

Activity, Type, and Progression	Duration	Textbook/Materials
In-class interactive activity 1: The groups for this part of the lesson will be the same for the Business Plan Project. The students will have to create a Mental Map of the concepts worked on during warm-up 1 and 2, correlating the words and key terms to the content worked on Pitch Deck mini-lecture. Afterwards, the Mental Maps will be presented to other colleagues and to the teacher. For the preparation of the Mind Map, it is suggested to use some free online platform, chosen by the group, such as Miro, Jamboard or Whiteboard.	50min: 30min (preparation) 20min (presentation)	Screen presentation.
In-class interactive activity 2: The groups for this part of the lesson will be the same for the Business Plan Project. The students must create the structure of the Pitch Deck that will be used to present their Final Business Plan Project, taking into account the Mental Maps created in the interactive activity 1, the specificities of their own business and the profile of the audience that will be watching the pitch at the end of the course. This created structure will be submitted for teacher's review in Google Classroom.	60min	
Re-group to summarize: At the end of the lesson, the lecturer will ask each group to report their progress in class as well as the difficulties they encountered upon performing the activities 1 and 2. Then, the next lesson topic and student learning objectives will be presented. By the end, will be remembered the importance of reading the document shared on Google Drive, containing the concepts worked on in this lesson - in order to reinforce them, as well as the new concepts that will be explored in the next meeting.	10min	

EMI LESSON PLAN

2. ASSESSMENT

For this lesson, there will be only a formative assessment (ungraded). The instructor and classmates will provide a feedback to the Mental Maps presented in the interactive activity 1. On the other hand, the teacher will walk around the room while the students are doing the interactive activity 2, clarifying doubts and giving tips. After class, the structures created in interactive activity 2 will be reviewed and feedback will be given, in writing in Google Classroom, to each group. This lesson will not have graded assessments, because the activities 1 and 2 carried out in this class will be evaluated with a grade (summative assessment) at the Business Plan Project Pitch Deck presentation.

EMI RUBRIC ASSIGNMENT

In "The Engineer in the Job Market" course we will develop innovative solutions, focused on the customer, improving entrepreneurial thinking, through the elaboration of a complete Business Plan. In order to meet this general objective, some student learning objectives are outlined, as Competencies (C) and Skills (S):

- #1: (C) Summarize the types of innovation and entrepreneurship and evaluate their impact on organizations;
- #2: (C) Analyze scenarios for the implementation of new projects and businesses;
- #3: (C) Identify the role of the engineer in the process of innovation and creation of new businesses;
- #4: (C) Propose innovative projects and businesses to solve real problems;
- #5: (C) Apply techniques to survey the market view regarding proposed solutions;
- #6: (C) Analyze qualitative market information as a subsidy for innovative engineering projects and businesses;
- #7: (C) Develop Business Plans that show the value proposition, target audience, partners, project stages, cost structure, revenue sources and forms of customer relationship for dissemination, distribution and after-sales;

- #8: (S) Communicate in writing, orally and graphically through the presentation of a complete Business Plan;
- #9: (S) Work and lead multidisciplinary projects and teams;
- #10: (S) Manage projects and lead, proactively and collaboratively, defining strategies and building consensus in teams;
- #11: (S) Learn autonomously and deal with real situations and complex contexts;
- #12: (S) Apply personal skills to lead enterprises in all aspects of production, finance, personnel and market.

To measure the level of development of the competencies and skills described, an array of formative and summative assessments will be used during the course.

Regarding competencies and skills #4, #7 and #8, a Business Plan will be developed, in an applied project format, with stages carried out throughout the semester. This summative assessment will be the delivery of a visual material of the Business Plan, in PDF format, and its respective oral presentation in Pitch format (each Pitch will have a maximum duration of 5 minutes).

Objetivos de Aprendizagem

EMI RUBRIC ASSIGNMENT

Pitch Deck: Business Plan Presentation – Rubric

	Expert (10,0 pts)	Proficient (8,0 pts)	Novice (6,0 pts)
Criteria #1 Business Plan Presentation – Pitch Format	Clearly identifies and presents all steps of a Pitch Deck	Clearly identifies and presents some steps of a Pitch Deck	Identifies and presents a few steps of a Pitch Deck.
Criteria #2 Business Plan Presentation – Time	The content was well distributed and the presentation timeout was accurate	The content was well distributed, but the presentation timeout was not accurate. Or the content was not well distributed and the presentation timeout was accurate	The content was not well distributed and the presentation timeout was not accurate
Criteria #3 Pitch Presentation – Content domain	The steps of the Business Plan were applied and presented without consulting / reading an auxiliary material	The steps of the Business Plan were applied and presented, but auxiliary material was consulted/read Or not all stages of the Business Plan were applied, but auxiliary material was not consulted/read.	Not all stages of the Business Plan were applied and auxiliary material was consulted/read
Criteria #4 Business Plan Presentation – Posture	Maintain eye contact with the audience and the speech is clear and calm	Sometimes maintain eye contact with the audience, or the speech was not clear and calm in its entirety	Not maintaining eye contact with the audience and the speech was not clear and calm.

Crerios de Avaliao

LEARNING IN EMI COURSE STUDENT TIP SHEET

Dear Students,

Together we will learn how engineers can apply techniques to develop innovations and create new businesses. Here we will develop a collaborative environment, prioritizing technically structured creative processes so that ideas become technically feasible products, economically viable businesses, and environmentally and socially responsible.

In this context, English reading skills are crucial. Many of the materials you will find as a reference will be in English. And the business and start-up world often communicate partially or completely in English. So, in order to be able to present your idea and/or business to a potential investor or colleague, you must know and apply terms specific to this area.

Calm down, take a deep breath. Everything will be fine, because we are in this together!

I am excited to have you in this course! Let's start?

First, here are a few strategies that can help you improve your vocabulary:

#1: Read the whole sentence and, every time you find a **new word**, try to **infer its meaning** before looking it up in a dictionary. The context will give you clues.

#2: After reading the sentence more than once and the doubt remains, look up its meaning in a dictionary and save this **new word in a glossary**.

TIP 1: In addition to the meaning of the word, try to **find synonyms and describe** in which **context** the word was used in the classroom.

TIP 2: Use a **glossary format** that you are most comfortable with and that is easily accessible. If you like, you can use specific mobile apps for this task, notebook apps or apps with more complete solutions, such as **Microsoft Onenote, Evernote and Notion** (all with free versions). In this **QR Code** you can find other options:



Estratégias aplicadas em sala de aula:

- Suporte durante explicações;
- Suporte em atividades de leitura;
- Suporte no desenvolvimento de vocabulário e comunicação;

SUMMARY OF REVISIONS

In order to improve the contents developed throughout the EMI Course - English as a Medium of Instruction, the feedback received by peers and the instructor was taken into account. In this way, the following changes were made.

Regarding the EMI Syllabus:

- The activities proposed in Module 2 were revised and included interactive activities, formative assessments and summative assessments - About these, it was informed whether they will be graded or ungraded assignments, as well as warm-up moments were proposed.
- The schedule was revised and the activities redistributed in the nine meetings planned for the course.
- The course policies were reorganized, starting with those that are policies institutionalized by the university - such as "As indicated in the URI Academic Handbook, the minimum grade to pass the course is 7 out of 10" and then those carried out to the attitudes (personal and collective skills) expected from students.

In the EMI Rubric Assignment session:

- The Criteria #4 Business Plan Presentation – Posture, was supplemented, encompassing not only eye contact, but also clarity and calmness in speech.

Finally, in Learning in EMI Course - Student Tip Sheet:

- The previously indicated links with tips on software and apps were replaced by QR Codes, making the material more interactive and attractive to students.

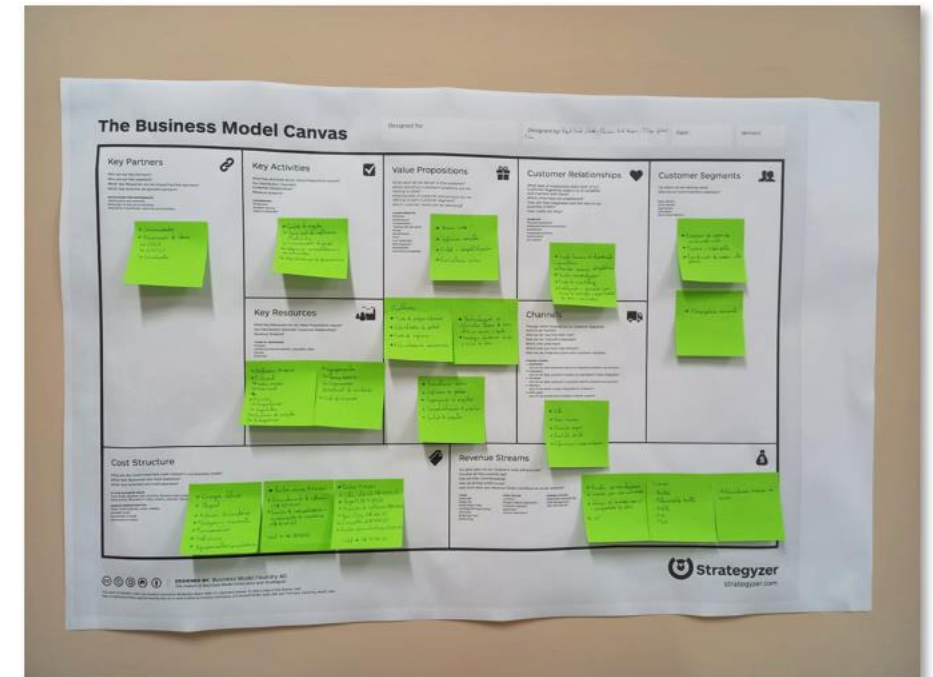
Revisão



English as a Medium of Instruction (EMI) Aplicação em uma disciplina da URI Erechim

Engenheiro no Mercado de Trabalho

- cronograma e atividades do Plano de Ensino em inglês;
- parte dos slides PPT em inglês;
- uso de vídeos, sites e textos em inglês.



Navigation icons: back, forward, search, etc.

Menu icon

Innovation has nothing to do with how many R&D dollars you have. When Apple came up with the Mac, IBM was spending at least 100 times more on R&D. It's not about money. It's about the people you have, how you're led, and how much you get it".

→ Steve Jobs – Fortune, Nov. 9, 1998

URI

INGENHEIRO NO MERCADO DE TRABALHO
Código 30-1020
Prof. Jéssie Caroline Brann

Navigation icons: back, forward, search, etc.

O Processo de Inovação

CLOSED INNOVATION MODEL

Past

OPEN INNOVATION MODEL

Present

URI

INGENHEIRO NO MERCADO DE TRABALHO
Código 30-1020
Prof. Jéssie Caroline Brann

Navigation icons: back, forward, search, etc.

In-class interactive activity I (Peers):

Prepare a Mind Map indicating 2 real examples of innovations in the areas covered by a Smart City.

Delivery Format: A3, physical visual board;

- Formative assessment (ungraded).

- Society
- Retail
- Energy
- Industry
- Home
- Healthcare
- Mobility

URI

INGENHEIRO NO MERCADO DE TRABALHO
Código 30-1020
Prof. Jéssie Caroline Brann

Materials



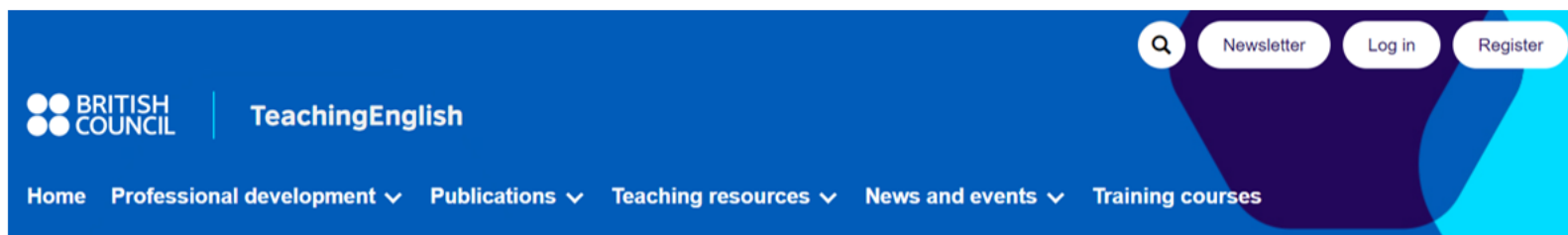
EMI Program

@emiprogram2789 792 inscritos 46 vídeos

Welcome to the English as a Medium of Instruction cou... >

Inscribirse

<https://www.youtube.com/@emiprogram2789/videos>



<https://www.teachingenglish.org.uk/search/site/english%20medium>

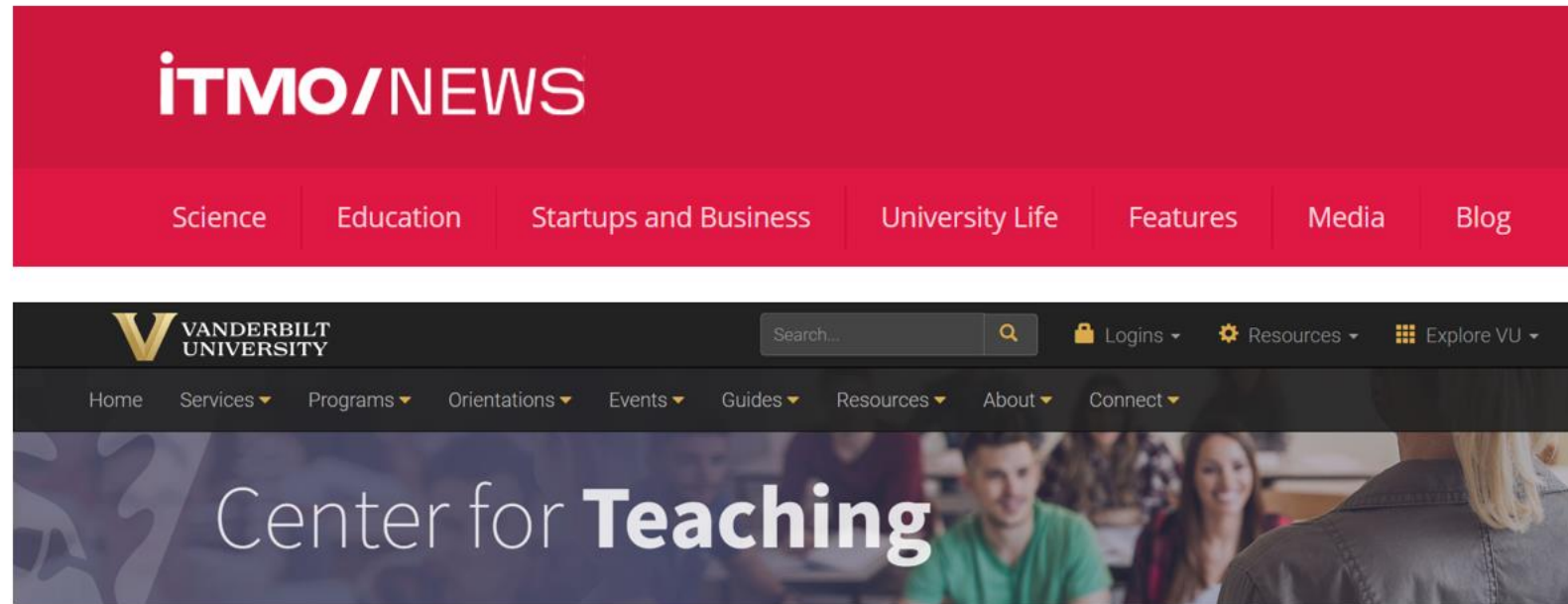
EMI OXFORD RESEARCH
GROUP

[HOME](#) [PUBLICATIONS](#) [PRESENTATIONS](#) [RESEARCH PROJECTS](#) [EMI OXFORD PEOPLE](#) [MORE...](#)

Introduction to the EMI Oxford Research Network

<http://www.emi.network/>

Materials



<https://news.itmo.ru/en/education/trend/news/6760/>

<https://cft.vanderbilt.edu/>

Referências

Dafouz, E. (2018) *English-medium instruction and teacher education programmes in higher education: ideological forces and imagined identities at work*. International Journal of Bilingual Education and Bilingualism 21/5: pp. 540–552.

Dearden, J. (2014) *English as a medium of instruction – a growing global phenomenon*. London: British Council. Available online at: https://www.britishcouncil.org/sites/default/files/e484_emi_-_cover_option_3_final_web.pdf

Galloway, N. & Rose, H. (2015) *Introducing World Englishes*. London: Springer

Galloway, N., Kriukow, J. & Numajiri, T. (2017) *Internationalisation, higher education and the growing demand for English: an investigation into the English medium of instruction (EMI) movement in China and Japan*. London: British Council.

Knaag, J. (2020) *English-medium instruction (EMI) in higher education: nature, benefits and risks – an introduction for non-experts*. London: British Council.

Macaro, E. (2018) *English Medium Instruction*. Oxford: Oxford University Press

Macaro, E., Tian, L. & Chu, L. (2018) *First and second language use in English medium instruction contexts*. Language Teaching Research. <https://doi.org/10.1177/1362168818783231>

Mazak, C. M. & Herbas-Donoso, C. (2014) *Translanguaging practices and language ideologies in Puerto Rican university science education*. Critical Inquiry in Language Studies 11/1: pp. 27–49. DOI: 10.1080/15427587.2014.871622

Met, M. (1999) *Content-based instruction: Defining terms, making decisions*. NFLC Reports. Washington, DC: The National Foreign Language Center

OHIO University (2020) *Foundations in teaching content in English. English as a Medium of Instruction Module 1 Downloadable Packet for the Online Professional English Network*.

OHIO University (2020) *Planning your EMI course. English as a Medium of Instruction Module 2 Downloadable Packet for the Online Professional English Network*.

OHIO University (2020) *Supporting students as they learn in English: Reading and vocabulary. English as a Medium of Instruction Module 3 Downloadable Packet for the Online Professional English Network*.

OHIO University (2020) *Supporting students as they learn in English: Learning through lectures. English as a Medium of Instruction Module 4 Downloadable Packet for the Online Professional English Network*.

OHIO University (2020) *Supporting students as they participate in class in English. English as a Medium of Instruction Module 5 Downloadable Packet for the Online Professional English Network*.

OHIO University (2020) *Assessment in EMI. English as a Medium of Instruction Module 6 Downloadable Packet for the Online Professional English Network*.

OHIO University (2020) *Lessons and Materials for EMI. English as a Medium of Instruction Module 7 Downloadable Packet for the Online Professional English Network*.

OHIO University (2020) *Cascading new EMI knowledge and final portfolio. English as a Medium of Instruction Module 8 Downloadable Packet for the Online Professional English Network*.

Rose, H., McKinley, J., Xu, X. & Zhou, S. (2020) *Investigating policy and implementation of English medium instruction in higher education institutions in China*. London: British Council. Available online at: https://www.teachingenglish.org.uk/sites/teacheng/files/Investigating_EMI_in_HEIs_China.pdf

Wang, W & Curdt-Christiansen, XL (2019) *Translanguaging in a Chinese–English bilingual education programme: a university-classroom ethnography*. International Journal of Bilingual Education and Bilingualism 22/3: pp. 322–337. DOI: 10.1080/13670050.2018.1526254