



CLIL in Medical Education:
Reaching for Tools to Teach
Effectively in English in a Multicultural
and Multilingual Learning Space

2019-1-PL01- KA203-065700



This project is co-funded by the European Union

IO2 - Guidance Material for "Contemporary Teaching Methodologies in an Intercultural Classroom"

This guidance material has been designed to help CLILMED participants to:

- Understand...
- Identify...
- Develop...

So that we can set

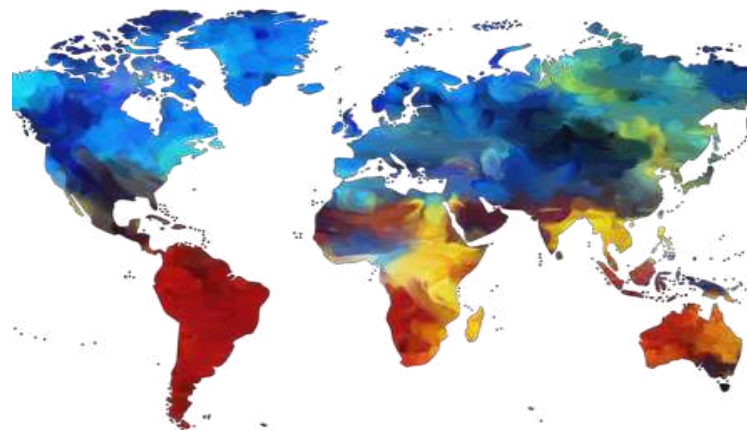
- Guidelines for teaching methodologies for the international classroom



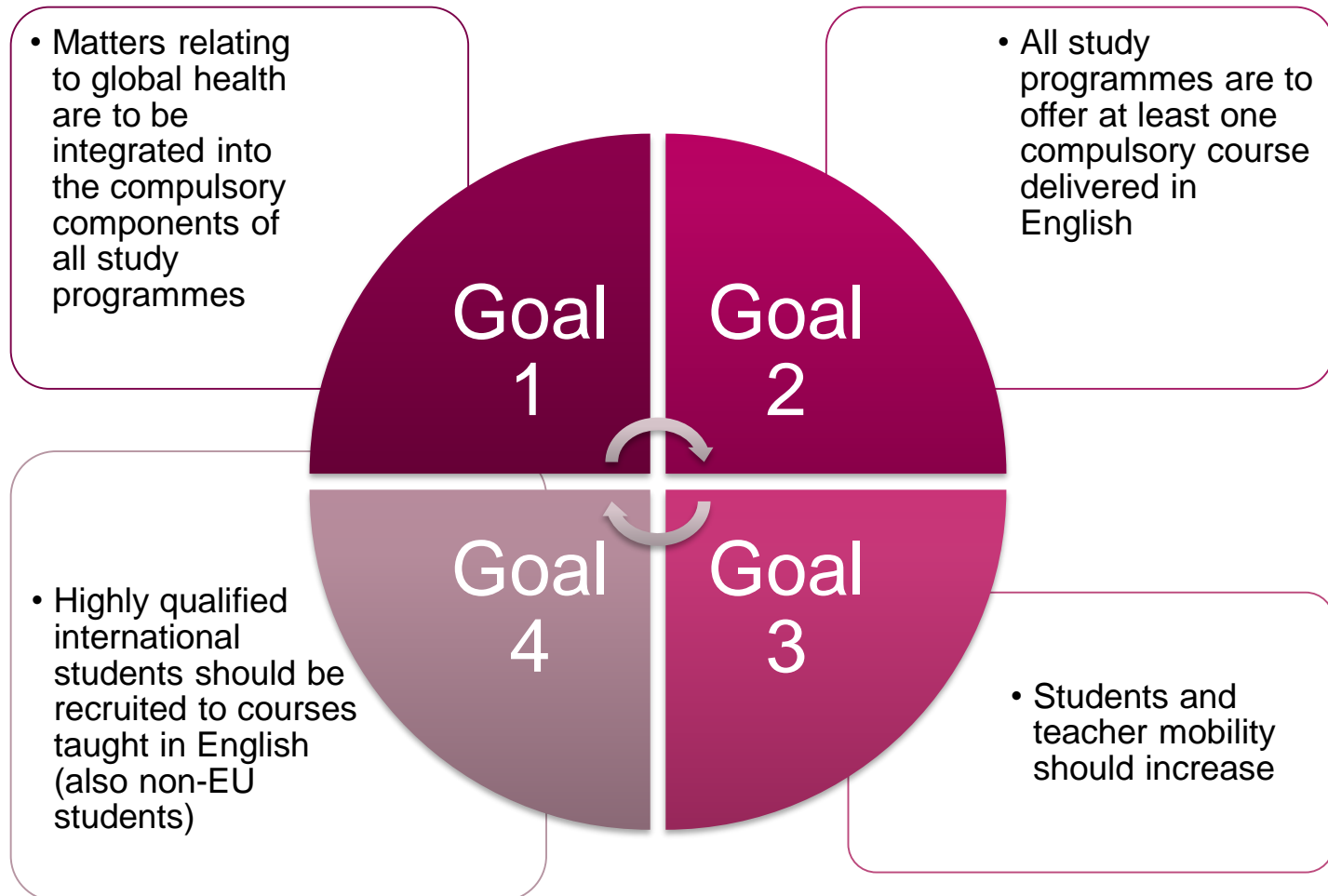
Internationalisation of higher education...

“...the intentional process of integrating an international, intercultural, and/or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.”

de Wit et al. 2015; based on definition
by Knight 2004, 2012



Karolinska Institutet action plan for the internationalisation of first- and second-cycle education 2014-2018



Write on the boards!

- What are the languages of instruction of your institution?
 - Why is internationalisation important in your context?
 - Why did you join this project (what incentives exist)?
- What blockers/enablers are you facing in your context?



Top enablers identified by KI educational leaders

1. 'Local', subject-based **experts** and **enthusiasts** who know what internationalisation of the curriculum means for education and can assist in practical ways.
2. Well-designed, communicated, managed and financially supported **institutional policy** around internationalisation and what it means.
3. **Leaders** who are committed to and informed about internationalisation of the curriculum at institutional, study programme and departmental level.



Top blockers identified by KI educational leaders

1. Workload that does not include **allocation of time** for study programme team meetings and engagement in scholarly activity related to teaching and learning, including curriculum design and internationalisation of the curriculum.
2. I don't really know what Internationalisation of the curriculum means **in practice**.
3. Lack of a strategy to ensure that policies are enacted in such a way as to have an **impact on the student experience and on student learning**.

➤ IMPORTANCE OF INCENTIVES

