



English as a Medium of Instruction (EMI)

Module 2: Task 2 – Complete 5 Readings

Article 2.1: Checklist for EMI Course Development and Implementation

There are many things to consider when creating or revising an EMI course. The main stages of course revision or development are the Planning Stage, Course Implementation Stage, and Course Revision Stage. Use the checklist below to guide you as you develop or revise your course. You might not be able to follow all of these considerations at this time, but you can consider some of these areas for future course development. Blank rows are included so that you can write in any other steps or considerations.

Complete?	Task	Notes
<i>Planning Stage</i>		
<input type="checkbox"/>	Create English language and content requirements for students to enroll in the course (e.g., CEFR B2 minimum for English; XYZ course prerequisites)	
<input type="checkbox"/>	Create English language and content requirements for instructors to teach the course	
<input type="checkbox"/>	Establish written guidelines of expectations for students & faculty	
<input type="checkbox"/>	Build a group of colleagues who can support each other as you teach EMI courses	
<input type="checkbox"/>	Create a timeline for implementation, including course planning and any necessary training, any collaborations with colleagues, materials design, and student recruitment	
<input type="checkbox"/>	Develop a plan on connecting your content area and course to your students' lives and their future careers; include this plan in your course development	
<input type="checkbox"/>	Do a needs analysis of what your students will need as they study your content in English; use this information to plan your course	
<input type="checkbox"/>	Choose course materials, assignments, and assessments that are appropriate for the course content and also will be appropriate for your students' English level and needs	
<input type="checkbox"/>	Create your course syllabus; share it with a colleague for feedback and revise as needed	
	[add your notes here]	



<i>Course Implementation Stage</i>		
<input type="checkbox"/>	Use interactive and student-centered teaching techniques to help students overcome language barriers as they learn content in English	
<input type="checkbox"/>	Share your passion for EMI and your course goals with your students; explain to them how you will help them learn the content in English	
<input type="checkbox"/>	Give student-friendly lectures and use student-friendly visuals and handouts	
<input type="checkbox"/>	Provide options and opportunities for students to speak or read in English outside of class (e.g., a tutoring center or English language study club)	
<input type="checkbox"/>	Use your native language occasionally, if appropriate, in your EMI Course	
<input type="checkbox"/>	Create office hours and encourage your students to visit you to ask questions or receive feedback on their coursework	
<input type="checkbox"/>	Create and use a rubric for each graded assignment; give students their rubric when you grade their assignments	
<input type="checkbox"/>	Make notes about which lessons confused students and why	
<input type="checkbox"/>	Consider asking a colleague to visit your class and give you any feedback about what they notice	
<input type="checkbox"/>	Get together with colleagues regularly to discuss challenges and strategies	
	[add your notes here]	
<i>Course Revision Stage</i>		
<input type="checkbox"/>	After the course is over, ask for student feedback on what strategies helped them learn content in English, or any other strategies they recommend; consider making this feedback anonymous	
<input type="checkbox"/>	Read your notes about confusing lessons or content; make revisions before teaching the course again	
<input type="checkbox"/>	Share any experiences with your EMI course with your colleagues or at a workshop or conference	
	[add your notes here]	