



Module 8: Administrators and Universities





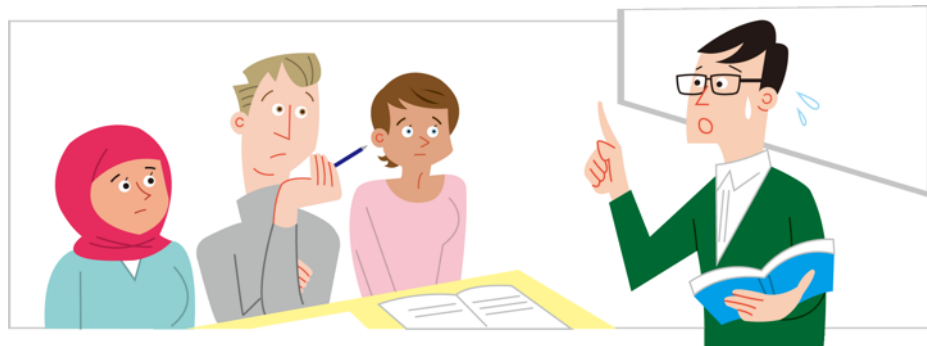
Issues reported in the previous lectures

- A lack of qualified teachers
- Teachers assigned to teach on EMI programmes because of their English proficiency or experience abroad
- Faculty's concern over their English proficiency and increased workload



Issues reported in the previous lectures

- The need for staff training (EMI means more than simple translation of content!)
- More research and needs analyses needed for the successful implementation of EMI



Management problems

(Ball and Lindsay, 2013; Chapple, 2015; Dearden, 2014; Tsuneyoshi, 2005; Wilkinson, 2013)

- Recruitment of staff
- Increased workloads
- Staff training
- Pedagogical guidelines



Management problems

- Decision making
 - What quality and skills?
 - What type of EMI model?
- Resources available
- Quality assurance

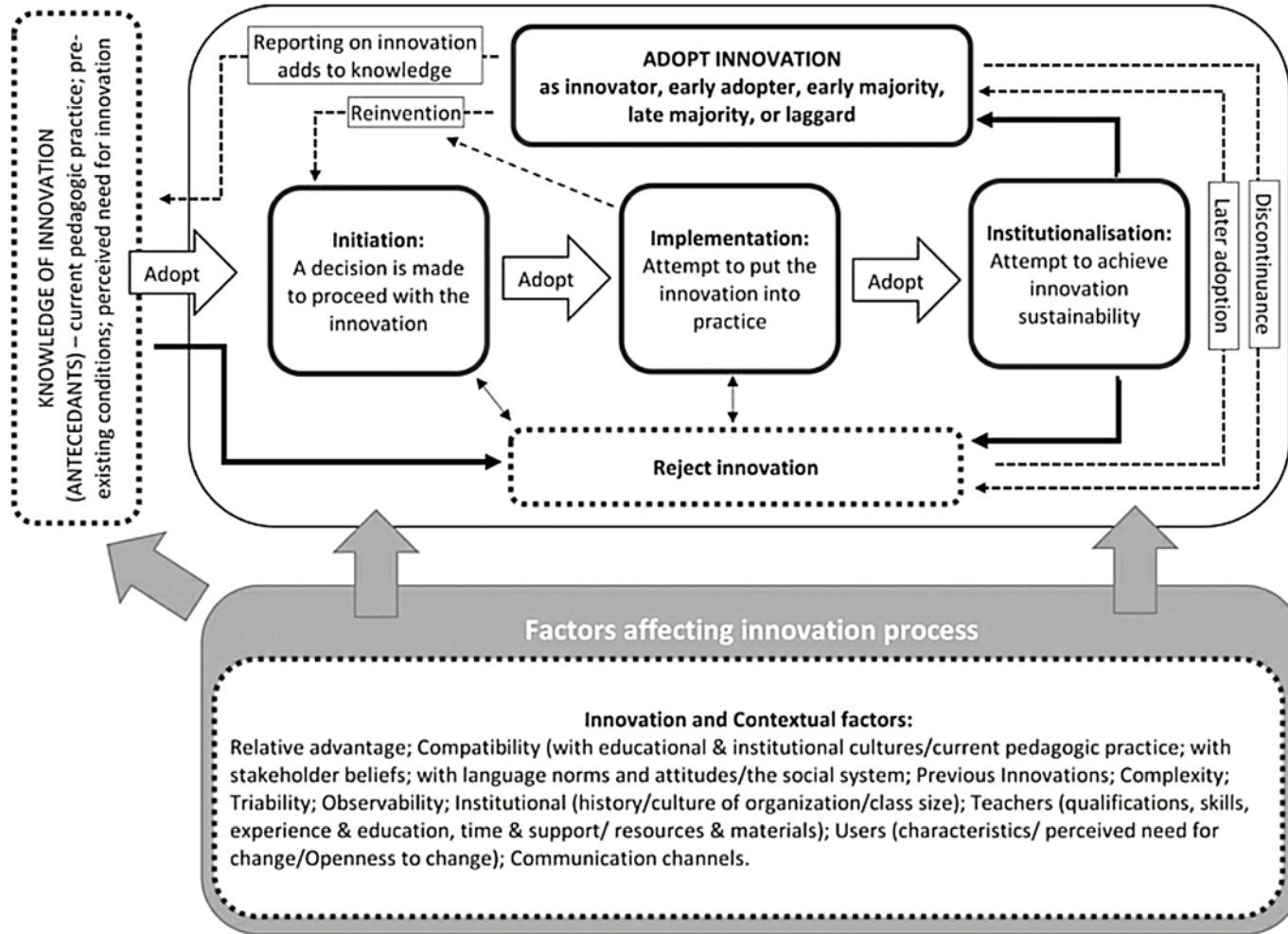




- Research
- Clear objectives
- Quality assurance mechanisms
- Curriculum innovations
- The complex process of introducing EMI



(Rose and Galloway, 2019, p. 80)

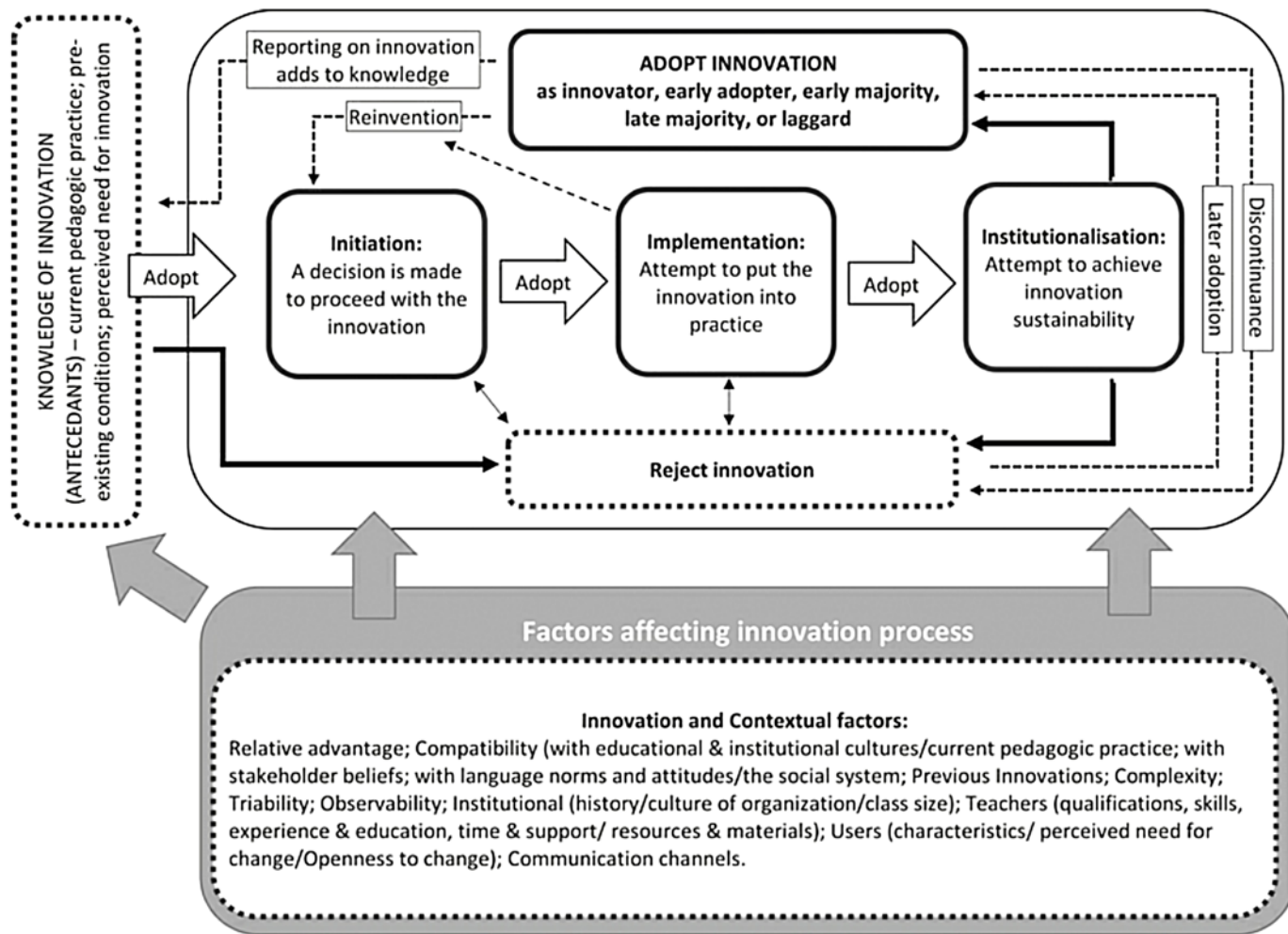




Knowledge and persuasion phase

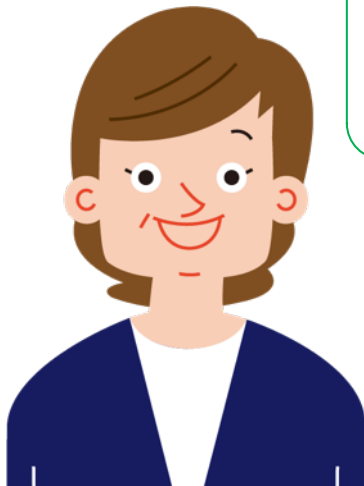
- Exposure to the innovation
- Advantages and disadvantages
 - Perceived characteristics
 - Relative advantage
 - Compatibility
 - Complexity
 - Triability
 - Observability





Initiation phase

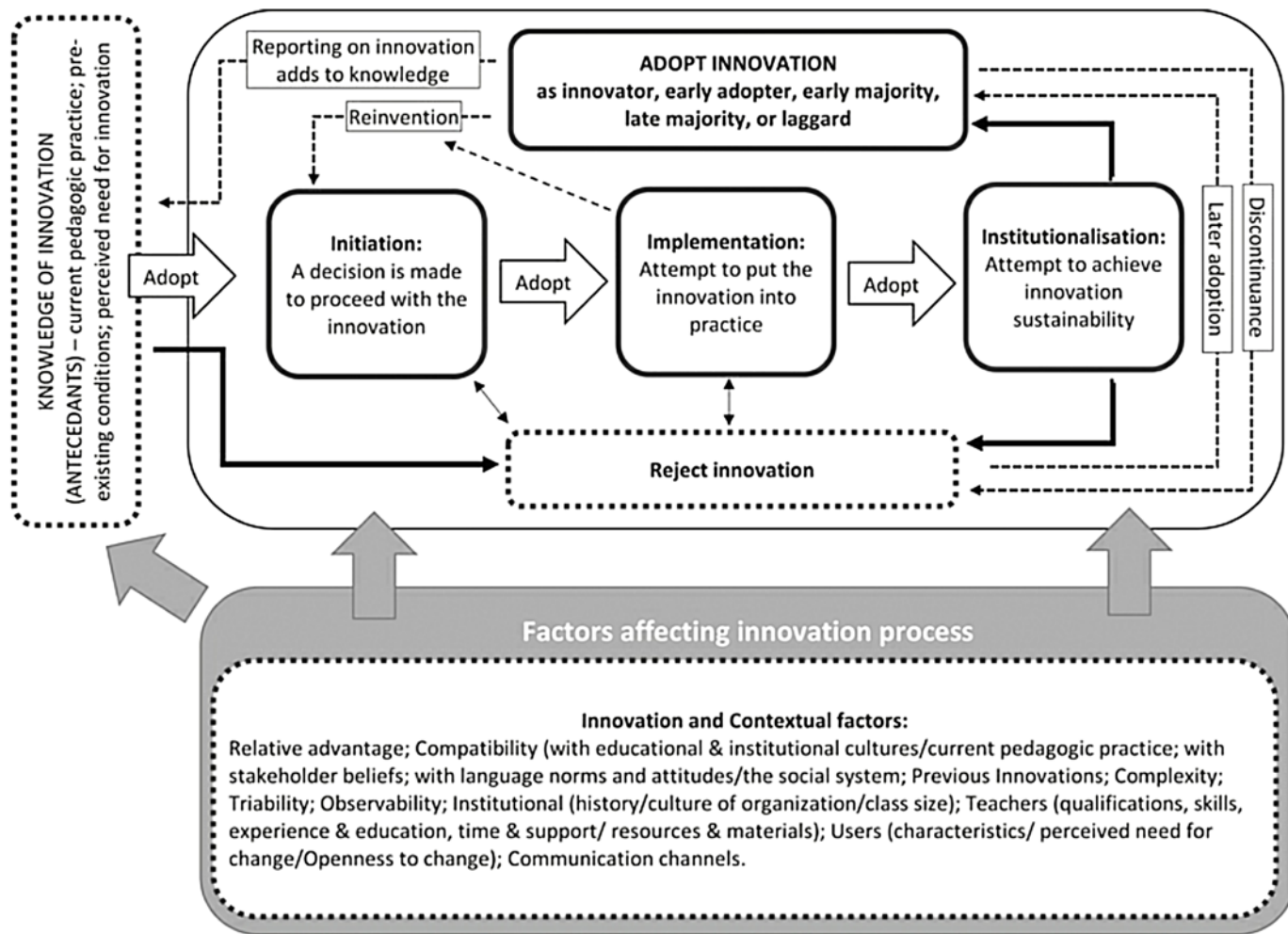
Decision making



I'm going to
implement EMI.

I'm not
going to.





Implementation phase

Decision making

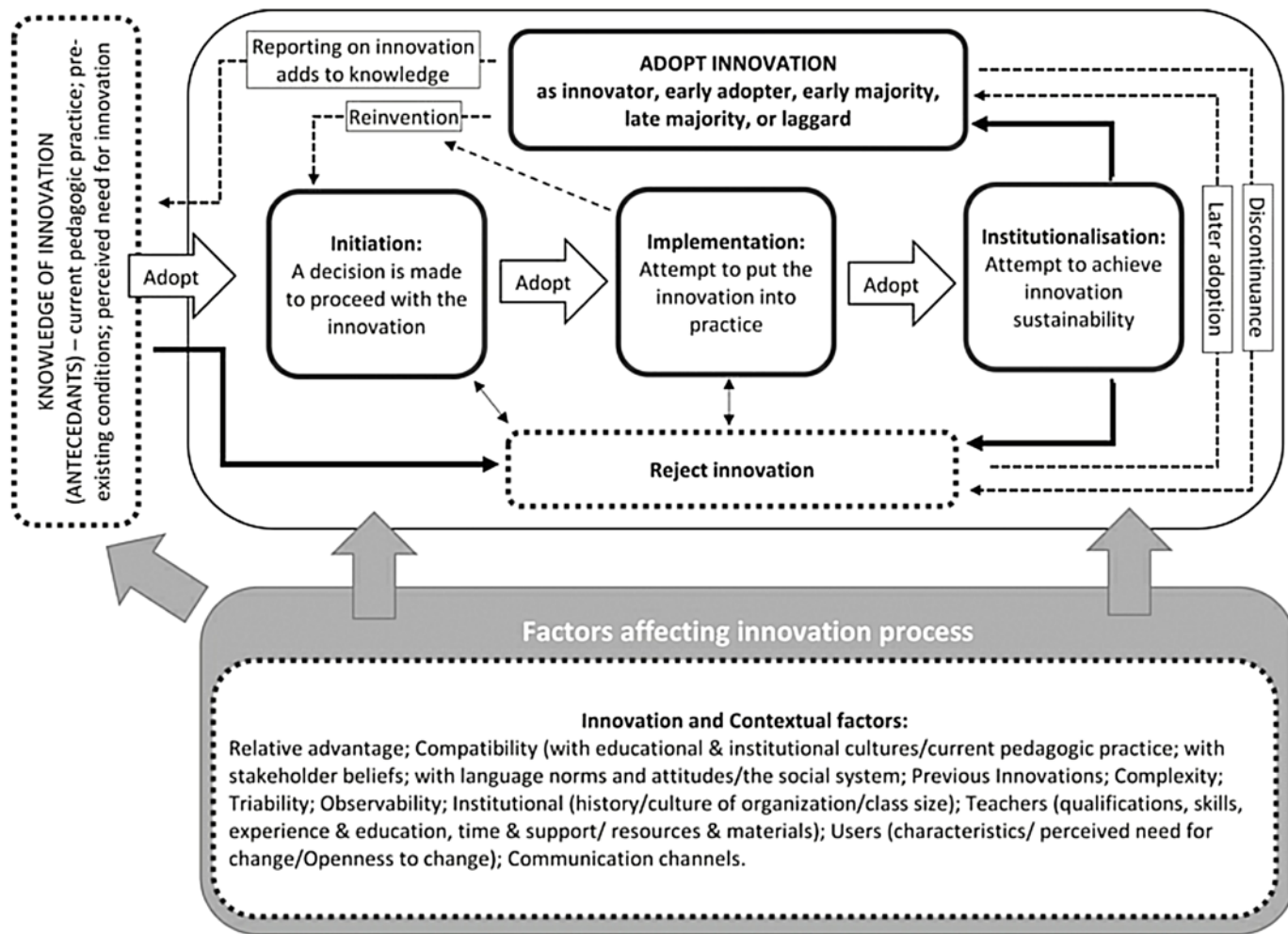


Reinvention



Rejection





Institutionalisation phase

Decision making



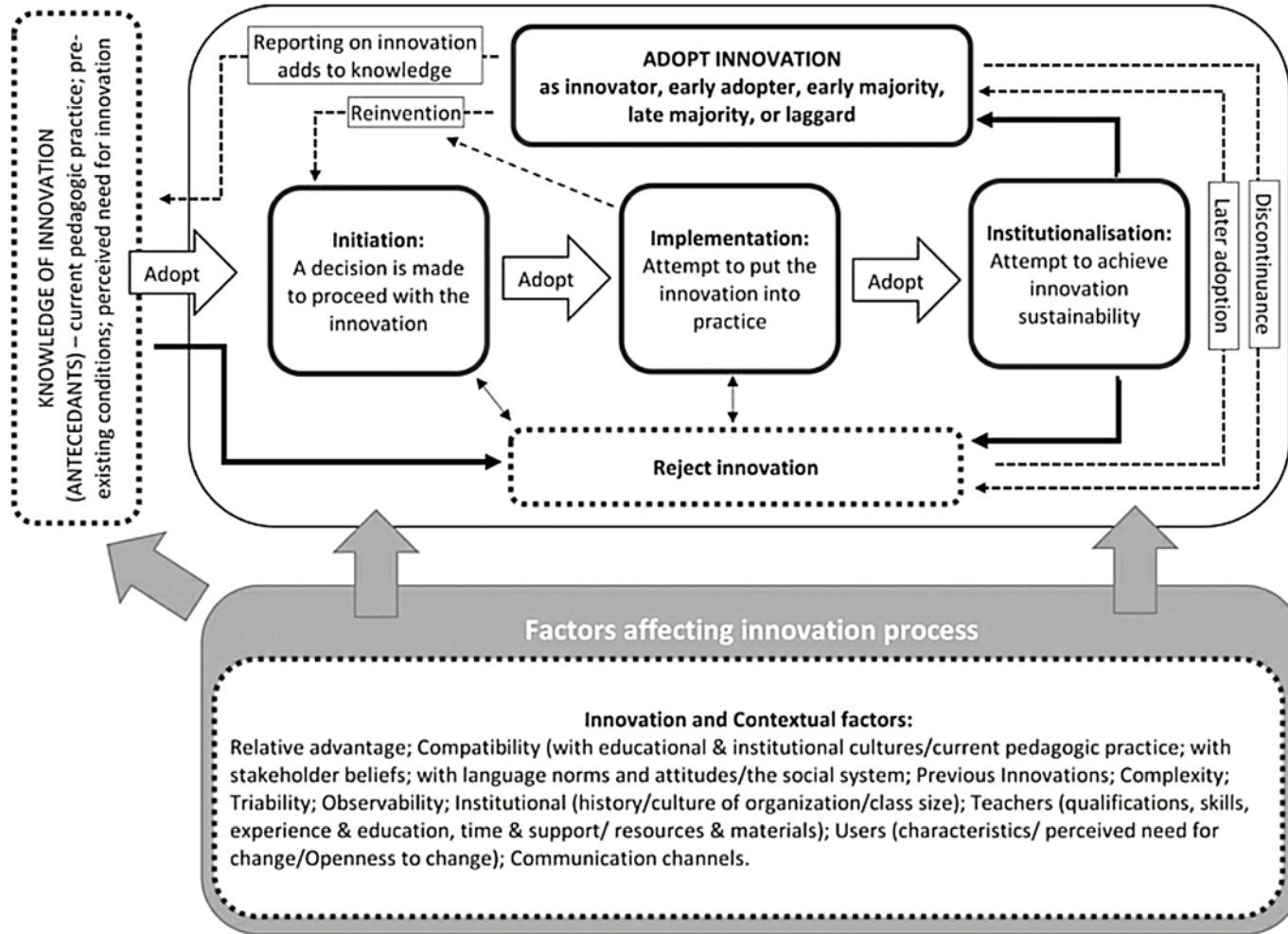
Adoption
OR
Reinvention



Rejection



(Rose and Galloway, 2019, p. 80)



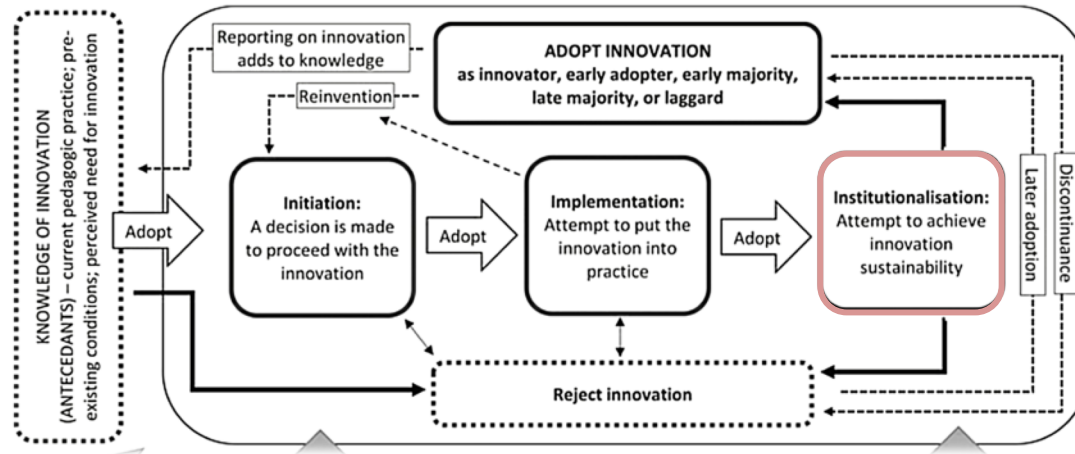
Institutionalisation phase

- Scarcity of research on the institutionalisation phase
- English language education management



Institutionalisation phase

- Last in chronological terms
- Importance of considering from the outset



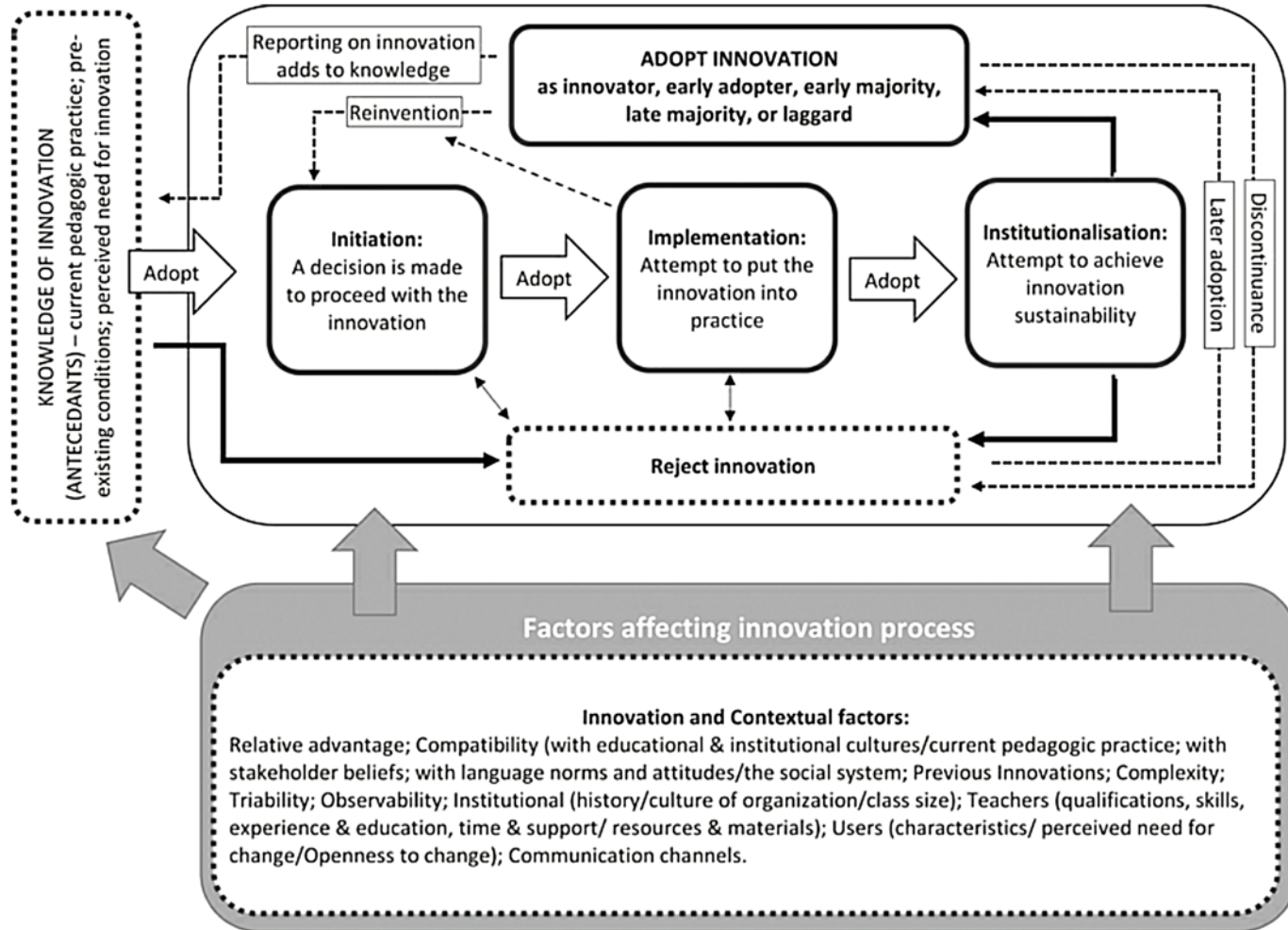


Institutionalisation phase

- Factors influencing the process
- Importance of looking at the current situation (White et al., 1991)

Do we have enough staff, textbooks and other resources?

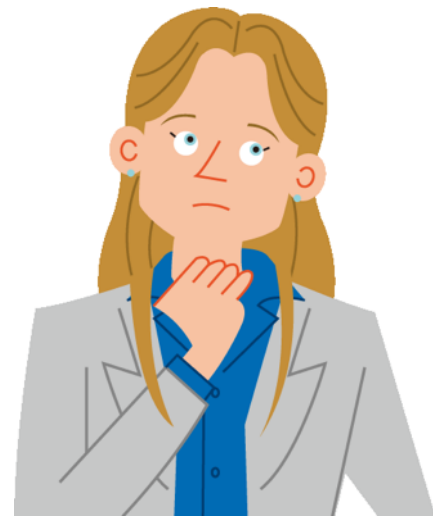






Implementing EMI

- What is EMI?
- How will it work/operate?
- How will it improve what we do now?
- What advantages will it bring?
- Will there be any drawbacks/challenges?





Five determinants of innovation success

(Rogers, 2003)

- Relative advantage: *Will it improve things?*
- Triability: *Can we try it out first?*
- Observability: *Can we observe it?*





Five determinants of innovation success

(Rogers, 2003)

- Complexity: *Will it confuse people?*
- Compatibility: *Will it fit with my educational context?*





Five determinants of innovation success

(Rogers, 2003)

- Relative advantage
- Triability
- Observability
- Complexity
- Compatibility

Consider these factors!





- Importance of examining...
 - The belief systems of the curriculum planners
 - Institutional and national education
 - Language policies
 - Other stakeholders
- Difference in the view of an innovation



- Difference in viewpoints (White et al., 1991)

- Change agent

The person advocating the innovation



- Receiver/changer

The person who is being asked to put the innovation into effect





- Take the receiver's viewpoint into consideration
- Possible 'reinvention' by the receivers/adopters
- **No-one-size-fits-all approach to EMI!**



Listen to my
opinion.







Internationalised campus

- Diverse linguistic, cultural and educational backgrounds
- Limited or no proficiency in Japanese
- Difference in needs between domestic and international students





Internationalised campus

- An increase of 10.1% in international students in Japanese HEIs [2016 - 2017] (JASSO, 2017)

Policies in Japan

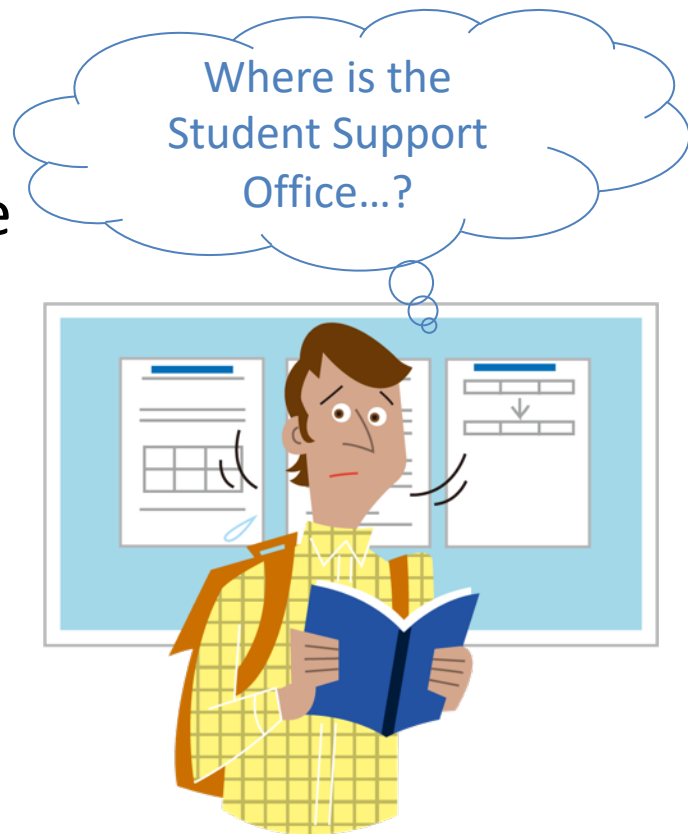
(Revisit Module 4)

2009-2014	Global 30
2012-2016	Go Global Japan
2014-present	Top Global University



Internationalised campus

- International students' struggle (Heigham, 2014, 2018)
 - Communication with administrative staff
 - Local systems (e.g. the staff rotating system in Japan)
 - Sense of isolation

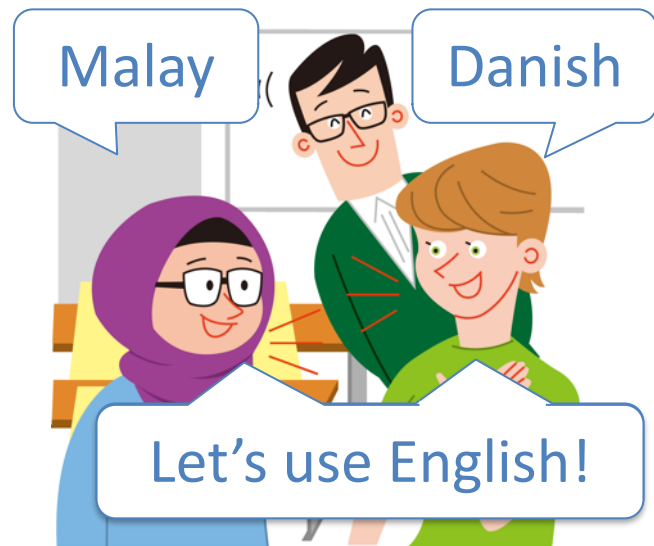




Internationalised campus

- Increased diversity
- ELF (English as a lingua franca*)

*a language used for communication between groups of people who speak different languages (Cambridge Dictionary)





Recap

- Challenges relating to management, administration and resources
- Lack of qualified teachers

Do I have enough staff, textbooks and other resources?





Recap

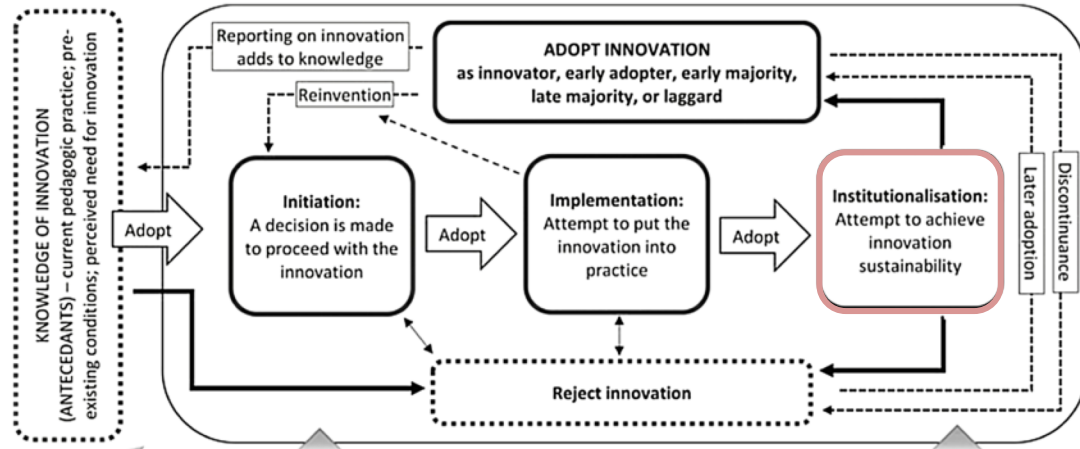
- Increased workload
- Linguistically and culturally diverse campuses
- The campus and the classroom level





Recap

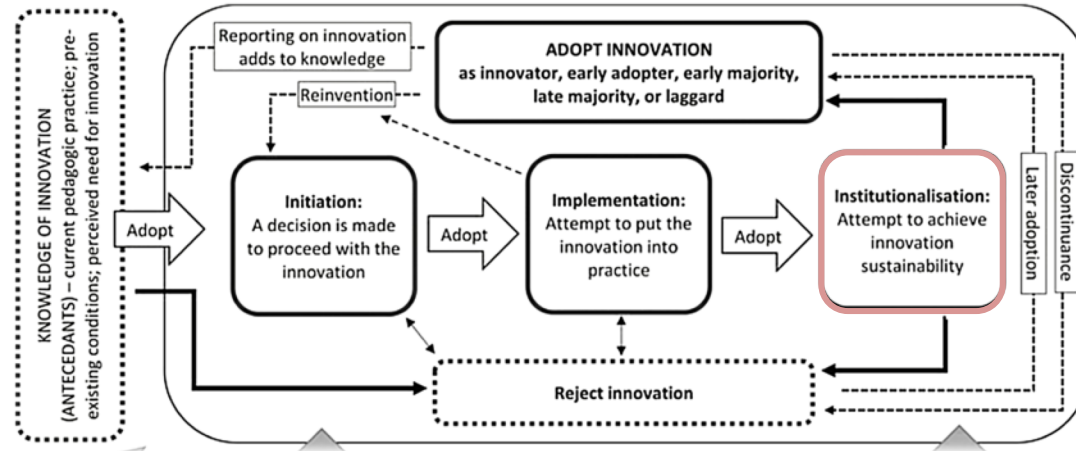
- The curriculum innovation process
 - The institutionalisation phase as a key stage
 - Last in chronological terms





Recap

- The curriculum innovation process
 - Consider from the outset
 - Needs analyses





Recap

- Various factors influencing the curriculum innovation process

How will EMI fit into the current curriculum and our local context?
Should we reinvent EMI?
Or even discontinue it?





Recap

- Collaborative efforts to implement EMI
- A bottom-up perspective to curriculum innovation
- Material designers
- Policy makers
- Practitioners
- Parents





Thank you for watching