

# SESSIONS INFORMATION



Sessions	Description	schedule
<b>Understanding U.S. Academic Culture</b>	<p>A description about how U.S. higher education systems operate, student´s participation, faculty expectations, and academic freedom.</p> <p>There will be a time for questions and answers.</p>	<p>Monday, July 28, 14:00 to 17:00</p> <p>Monday, August 04, 09:00 to 12:00</p>
<b>Collaborating with U.S. Scholars</b>	<p>A Discussion of best practices for professional communication with U.S. academics, including email etiquette, Zoom interactions, and joint publishing.</p>	<p>Tuesday, July 29, 14:00 to 17:00</p> <p>Monday, August 11, 9:00 to 12:00</p>
<b>The Global Classroom Part 1 &amp; 2: Methodologies to internationalize the classroom</b>	<p>A Global Classroom is a learning environment that fosters collaboration and knowledge exchange among students from different locations and cultures.</p> <p><b>The participants will learn key topics such as:</b></p> <ul style="list-style-type: none"> <li>•<b>Cross-cultural learning:</b> Students learn to appreciate diversity, understand different perspectives, and recognize global issues.</li> <li>•<b>Collaborative projects:</b> Students work together on projects, fostering teamwork, communication, and problem-solving skills.</li> <li>•<b>Global citizenship:</b> Students develop a sense of responsibility and understanding of global interconnectedness.</li> <li>•<b>Diverse resources and expertise:</b> Access to a wider range of learning materials and experts from different cultures.</li> <li>•<b>Technological integration:</b> Using technology to connect with students and experts worldwide.</li> <li>•<b>Learner-centered approach:</b> The classroom focuses on student engagement and active participation in learning.</li> <li>•<b>Communication skills:</b> Students develop improved communication and intercultural communication skills.</li> <li>•<b>Global networks:</b> Building connections and friendships with students from various backgrounds.</li> <li>•<b>Flexibility and adaptability:</b> Global classrooms can adapt to different learning needs and styles.</li> <li>•<b>Active learning:</b> Students are actively involved in the learning process through discussions, simulations, and projects.</li> <li>•<b>Critical thinking and problem-solving:</b> Students learn to analyze information, evaluate perspectives, and find solutions to global challenges.</li> </ul>	<p>Tuesday, July 29, 9:00 to 12:00 (Part I)</p> <p>Wednesday, August 13, 14:00 to 17:00 (Part II)</p>
<b>EMI (English as a Medium of Instruction) Part I and Part II</b>	<p>This English as a Medium of Instruction (EMI) refers to using the English language to teach academic subjects in countries where English is not the main language of the population. It is a practice where all aspects of a course, including content, interaction, materials, and assessments, are delivered in English.</p> <p>This workshop will equip teachers with the skills and strategies necessary for effective EMI implementation, emphasizing the importance of integrating language learning with subject matter.</p> <p>It will cover topics like presentation skills, active student engagement, and formative assessment in the English language. The frequent use of English as a Medium of Instruction (EMI) offers numerous benefits for students. It not only enhances their language skills but also develops important cognitive and social skills. One of the primary advantages of EMI is that it encourages students to communicate more actively in English.</p>	<p>Wednesday, July 30, 14:00 to 17:00 (Part I)</p> <p>Wednesday, August 6, 14:00 to 17:00 (Part II)</p> <p>Tuesday, August 12, 9:00 to 12:00</p>

## Sessions

## Description

## schedule

### Intercultural Competence I & II

Intercultural competence is the ability to interact effectively and appropriately with individuals from different cultural backgrounds. It involves understanding, respecting, and adapting to cultural differences, and it encompasses cognitive, affective, and behavioral aspects.

It allows the students to have the ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds – at home or abroad.

This course will focus on developing the ability to interact effectively across cultures. It will involve learning about different cultural perspectives, communication styles, and values, while also fostering self-awareness and adaptability.

#### Key areas covered will include:

**Understanding different cultures:** this involves studying various cultural norms, beliefs, and values, as well as understanding how these differences can influence communication and behavior.

**Developing intercultural communication skills:** how to adapt verbal and non-verbal communication styles to be appropriate for different cultural contexts, including active listening, empathy, and intercultural empathy.

**Cultivating self-awareness and cultural humility:** This involves reflecting on one's own cultural biases and assumptions and recognizing that there are multiple ways of understanding the world.

The course will include role-playing scenarios, case studies, and group discussions to practice intercultural communication in various settings.

Thursday, July 31, 09:00 to 12:00 (part I)

Wednesday, August 6, 9:00 to 12:00 (Part II)

Thursday, August 14, 14:00 to 17:00

### Academic Writing Part I & II

Academic Writing is a specialized form of the English language used in academic settings, including colleges, universities and research institutions. It encompasses a range of skills necessary for writing, reading, speaking and understanding complex and formal content.

Participants will learn how to structure academic writing, focusing on essential skills needed for writing in academic contexts: Structuring and organizing essays, papers, and dissertations. Techniques for clear, concise, and effective writing. Research skills, including sourcing, evaluating, and citing scholarly articles.

Wednesday, July 30, 09:00 to 12:00 (Part I)

Tuesday, August 12, 14:00 to 17:00 (Part II)

### Public Speaking and Conference Presentations

This course will cover essential preparation, developing communication skills, structuring presentations, body language, and equipment usage, as well as how to engage audiences and manage nervousness. The course will also cover specific aspects like speechwriting, visual aids, and tailoring messages to different audiences

#### Participants will have the opportunity to learn:

**Planning and Structure:** Learning how to plan and organize a presentation, including outlining, researching, and structuring the content effectively.

**Delivery and Communication:** Developing strong communication skills, including clear and confident speaking, using voice effectively, and body language.

**Audience Engagement:** Techniques for engaging the audience, including building rapport, asking questions, and using visual aids.

**Managing Anxiety:** Strategies for handling nerves and channeling them into a positive delivery.

**Visual Aids:** Using visual aids effectively, such as slides and other presentation materials.

**Speechwriting:** Learning principles of speechwriting, including using impactful language and storytelling.

**Adapting to Different Audiences:** Tailoring messages and presentation styles to various audiences.

**Online/Virtual Presentations:** Learning how to deliver online presentations effectively, including etiquette and attention management.

Friday, August 01, 09:00 to 12:00 (Part I)

Tuesday, August 5, 14:00 to 17:00 (Part II)

### Let's chat: Conversation practice (different topic every session)

(a) Introduction to U.S. Culture and Customs: Covers American holidays, etiquette, and social behaviors—highlighting regional diversity

(b) Kentucky: Horses and Bourbon

(c) Chicago: Art and Food

(d) New York City: Five Boroughs

Monday, August 04, 14:00 to 17:00 (Part I)

Friday, August 08, 09:00 to 12:00 (Part II)

Thursday, August 14, 09:00 to 12:00 (Part III)

# Prerequisites:

**To participate in this seminar, individuals must meet the following criteria:**

- Be a professor, administrator, or staff member at the University of Caldas.
- Have a minimum English proficiency level of A2 (CERFR) in speaking, reading, and writing.
- Complete the online registration form prior to the start of the seminar.

## For more information

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