What the Max Weber Fellows can tell us about international academia:
Research perspectives

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Design Principles underlying Academic Practice Offerings

European University Institute

Professional development aims

Foster **reflective practice** in order to build capacity for continuing professional development

Enable **transnational mobility** and foster an ability to deal with **cultural diversity** in research and teaching settings

Develop a critical awareness of status isssues in use of English as a lingua franca and an ability to **strike a balance between appropriation and assimilation strategies** according to contextual requirements and future career aims

Pedagogic strategies

Where possible, implement **experiential learning cycle** (plan, act, reflect, reconceptualize, revise plan …..)

Provide opportunities to **observe** professional activity from multiple perspectives and in different contexts

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In language teaching and support, **focus on aspects known to constitute hurdles to professional development**

Differentiate pedagogic strategies (group v. individual, teaching v. facilitating v. coaching) as appropriate

- "laboratory" for research on English as an Academic Lingua Franca (ELFA)
  - microcosm of (top-tier, early career) academia
  - truly international, English as an Academic Lingua Franca setting

- "laboratory" for action research on provision of training for Academic practice

4 research perspectives

1. Understanding the early-career job market

2. Understanding early-career publishing

3. Understanding what constitutes effective oral communication in an ELFA context

4. Understanding how to make «teaching for reflective practice» more effective
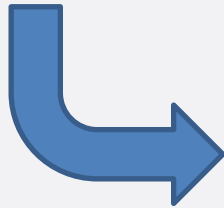
European integration, but with highly diversified academic job markets (Marimon et al. 2009); increasing globalization of academic careers (Marginson 2008)
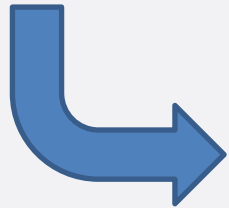
Career strategies geared not just to navigating a common European space but also to entering / re-entering national systems

Scholars' discourse practices and use of their linguistic repertoires are affected by career objectives

Post doc training must take this bigger picture into consideration

Academic labour markets across Europe and beyond: Diverse recruitment and assessment policies

- **UK, Ireland, Netherlands:** positions advertised in English; publications primarily assessed on citation indices or similar criteria → English

- **Scandinavia:** positions usually advertised in English; orientation towards English-language publishing but concern with domain loss → policies of parallel-lingualism (e.g. Sweden, Norway)

- **Germany, Italy, Spain, France...:** recruitment materials usually in national language; regulations rather opaque to foreign candidates; contact with national academic community important; recent trend towards adoption of 'anglosaxon' criteria

- **Eastern Europe:** little research on mobility towards these countries

- **US, Canada, Australia**

- **Asia**

- **'Satellite' campuses** (of 'global North' universities)

- ....

(Wright 2004,2006; Ferguson 2007; Marimon et al. 2009; Borghans/Cörvers 2009; Kim 2009; Curry/Lillis 2010,Lyosland 2011; etc.)

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- Publishing as situated and goal oriented
  - Positional participation → life-course perspective
  - For multilingual scholars, a question of 'managing' linguistic and cultural repertoires

- Publishing as social practice
  - Role of disciplinary norms in written academic English (corpora, insider understandings of expectations of specific journals, etc.)
  - Importance of 'occluded genres' (book proposal, correspondence with journal editors etc.)
  - Importance of interaction in and around publishing

2. Publishing: Different disciplinary practices, influenced by individual job market strategies

Language use by discipline (in %)   *157 MW fellows; 2286 publishing records*

discipline	English			other languages		
	total	individual	co-authored	total	individual	co-authored
Economics	**96.1**	*33.8*	**58.3**	**3.9**	*2.3*	*1.6*
Sociology and political science	**78.2**	*58.2*	**20.0**	**21.8**	*17.6*	*4.2*
Law	**56.1**	*49.8*	*6.3*	**43.9**	*39.1*	*4.8*
History	**50.8**	*46.9*	*3.9*	**49.2**	*46.2*	*3.0*

Anderson, L. (2013). Publishing strategies of young, highly mobile academics: The question of language in the European context. *Language Policy*, 12/3, 273-288, 2013. doi: 10.1007/s10993-013-9272-0.

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3. Effective oral communication in international academia

- Communicating research to international audiences
  - Comprehensibility
  - Acceptability
  - Pragmatic effectiveness for professional aims, e.g. networking

- Teaching in English to multilingual, multicultural students

presenter's discipline	discipline of audience members mentioned								total ties
	SPS		LAW		ECO		HIS		
	n.	%	n.	%	n.	%	n.	%	n.
SPS	24	**61.5**	4	10.3	39	7.7	8	20.5	39
LAW	2	18.2	8	**72.7**	11	9.1	--	--	11
ECO	1	33.3	--	--	3	**66.7**	--	--	3
HIS	2	22.2	1	11.1	9	--	6	**66.7**	9

Table 5. Ties projected between presenters and fellows in audience through 'fishing' and 'co-membershipping' mentions only (67 acts of mention; 33 mentioners, 56 fellows mentioned, of whom 6 by presenters from two or more disciplines).

Fellows who mentioned other fellows in their «September presentations» maintained stronger post-programme research collaborations.

	type of collaboration	'mentioners'		'non-mentioners'	
		n	%	n	%
(a)	co-authoring	12	22.6	7	13.7
(b)	joint research	8	15.1	7	13.7
(c)	other professional collaboration	8	15.1	6	11.8
(a-b-c)	*maintained research contact with one or more cohort members*	*28*	*52.8*	*20*	*39.2*
	generic (no individuals named)	2	3.8	2	3.9
	none (or question left in blank)	23	43.4	29	56.9
		53		51	

Table 6. Intensity of post-programme collaboration, distinguishing between fellows who mentioned audience members ('mentioners'; n = 53) and those who not ('non-mentioners'; n = 51) (N=104).

Anderson, L. (2014). Academic networking face-to-face: What it looks like and what it can tell us about research collaboration. *Revista Canaria di Estudios Ingleses*. Special Issue: *Current Issues in Research Communication in English*, 69, 129-154. ISSN: 0211-5913

A.D. (Francophone; HEC, Early Modern History, 2011-12)

Listener	Delivery	Visual aids	General comments
EAP	Speed (OK) Even though you semi-read your notes, your pace remained nice and slow. You maintained this pace throughout. Voice : Volume (OK) Confident (OK) Breathing (Ok)	No comment (see column 4)	Appreciated the way that you were able to keep the audience's attention in a "low tech" presentation mode, thanks to an ability to draw us into your topic and careful structuring of your talk. Just a curiosity: **have you thought about the possibility of using some visuals-not a text-based powerpoint as such, but rather some well-chosen maps, period illustration perhaps?** Given the geographical scope of your research and sort of material world you manage to conjure up as you talk (books, manuscripts, sea-going vessels etc.) this might be quite effective…just a thought!
HEC non fran.	No comment	No comment	**A PP would have been helpful**. Perhaps stand rather than sit.
ECO non fran.	No comment	No comment	**Would like to see some pictures.**
SPS non fran.	No comment	No comment (see column 4)	**I would have liked some written support (powerpoint or something else)** because the audience is diverse, hears about the topic for the first time; and often needs to stop and think about what you communicate.
LAW non fran.	No comment	No comment	To stand up to one's audience is always welcomed.

S.N. (Francophone; SPS - Political Science - 2010-11)

Listener	Delivery	Visual aids	General comments
EAP	Speed (OK**) You might like to work on speaking a bit more slowly** , and building pauses into your presentations. Voice **(-) you spoke very quietly and were hard to hear;** better for those sitting in centre of room.	Leaving the notes up on the PP is rather distracting for the audience – it takes away from the focus on the story you are trying to tell. **Quite dense slides. Consider differentiating font/colour distinguish different levels of info.**	You are obviously knowledgeable about your area, and had done a lot of work on preparing your talk, but need to work on overcoming your fear when speaking in public. **What does make you hard to understand is that you speak in a monotone, and you don't open your mouth very much, many of the words are quite mumbled.**
ECO non fran.	No comment	Maybe sometimes it would better not to read from slides but otherwise nicely organised.	It was clear enough , examples were very helpful.
HEC fran.	**Try to speak more slowly.**	No comment	Perhaps a concrete example would have been helpful? **Your topic is very interesting, you made it very clear.**
SPS fran.	**Maybe the presentation was a little bit too fast.**	The pp was very useful to present the results of the research .	**The presentation was very interesting**, I **am not a specialist** in political science **but I really appreciated your talk**.
ECO non fran.	No comment	**Too much words in slides** , maybe some pictures or charts or tables could be more helpful.	She worked a lot to prepare her presentations, maybe she should work to let it be more fascinating for non SPS people.
SPS non fran.	No comment	**Some of the slides were a little crowded** and maybe giving specific examples in the slides would help .	No comment

- Action research

  – Peer observation among colleagues (e.g. observing of each other facilitating Writers' Groups, giving feedback on teaching etc.)

  – «Teach – reteach» with successive cohorts

  – Implementing similar pedagogic designs across different institutional contexts: discussion and comparison of results

Design Principles underlying Academic Practice Offerings: current understandings

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Thank you!