

INFORM CONFERENCE | 2019

InForm

Evolution of International Foundation Programmes – recognising a new environment and adapting to change



Room N323

University of Reading Malaysia

29 June 2019



HOW TO FIND US

University of Reading Malaysia

Persiaran Graduan
Kota Ilmu (Educity)
79200 Iskandar Puteri
Johor, Malaysia.

Reception: +60 (7) 268-6200

<https://www.reading.edu.my/visit-our-campus>

The University of Reading Malaysia is located within EduCity, Iskandar Puteri, which is a new city connected to Johor Bahru and very close to Singapore. The Reading building is located in a prime position near the entrance of EduCity.

EduCity is one part of an ambitious project, a 'National Key Economic Area' so far under development for about 10 years, which in the long-term will result in an enormously improved capacity for education, business, manufacturing, technology and leisure in Johor, as well as a much increased residential capacity. The EduCity campus features a collection of universities, colleges and schools, including the Newcastle University Medical School (NuMed) and the University of Southampton's Engineering School.

If arriving from afar, the nearest airports are Senai (Johor Bahru) and Changi (Singapore). Senai serves all of Malaysia, plus international arrivals from Ho Chi Minh, Bangkok, Jakarta, Surabaya, Guangzhou, Haikou and Seoul. Changi is one of the world's most comprehensively linked airports. Do bear in mind that if arriving via Changi, you will need to enter and exit Singapore twice as well as entering Malaysia, and therefore need to check whether a visa is needed and whether you have enough blank space in your passport for stamps.

Google maps location: <https://www.google.com/maps/place/Educity,+79100+Nusajaya,+Johor/@1.4293639,103.5977113,14z/data=!3m1!4b1!4m5!3m4!1s0x31da0b97baa136cf:0xca138da2f20ad19618m2!3d1.429364!4d103.6152209>

When taking a taxi, the official blue taxis are recommended and need to be booked or called. However Grab is also used very often and are now usually available in the Iskandar Puteri region.

<https://www.reading.edu.my/for-current-students/reading-life/transportation>

While there is nowhere to stay within walking distance of the campus, there are many places a short taxi/Grab ride away.

The closest hotel is the Ramada Meridin:

<http://www.ramadameridinjohor.com/usr/page.aspx?pgid=2>

Nearby and very popular because of the location is the Jen:

<https://www.hoteljen.com/johor/puteriharbour/about/>

In addition to budget hotels, there are also many 'AirB&B'-type short-stay rentals available in the many new apartment blocks in the Medini and Puteri Harbour areas.

Puteri Harbour, where Jen is located, is also a good location to eat out on the Friday or the Saturday.

GETTING TO EDUCITY

PLACES TO STAY IN ISKANDAR PUTERI

InForm CONFERENCE 2019

EVOLUTION OF INTERNATIONAL FOUNDATION PROGRAMMES – RECOGNISING A NEW ENVIRONMENT AND ADAPTING TO CHANGE

The International Foundation Programme at the University of Reading Malaysia welcomes you to the 10th annual InForm conference and the second InForm Conference held simultaneously in Malaysia and the UK.

With this being our 10th conference we're taking the opportunity to reflect on how International Foundation and Pathway Programmes (IFPs) have changed in recent years and are continuing to change.

Such changes are at the institutional level within a context of increasing internationalisation, at the classroom level with developments in teaching methods and technology and at the individual student level, with changing needs and expectations.

A big development in recent years is the growth of transnational education (TNE) and the plenary session shines a spotlight on this important area. As if to emphasise the importance of TNE we will be video-linking to the University of Reading UK as a panel of experts from 3 universities, including Bruce Howell in Malaysia, will be sharing their experience and insights of TNE partnerships and offshore delivery of IFPs.

In particular we would like to thank colleagues from Xi'an Jiaotong-Liverpool University and Quest International University for their contributions to this year's event.

We hope you enjoy the day, share ideas, and get inspired with ways to develop and improve IFPs over the next 10 years.



Dr Mark Peace
Chair of the *InForm* Editorial Board

INFORM Conference 2019

Malaysia Programme

Evolution of International Foundation Programmes – recognising a new environment and adapting to change

University of Reading Malaysia | Room N323

10:30–10:45	Arrival/registration – refreshments
10:45–11:00	Welcome and conference opening Introduction to InForm, University of Reading Malaysia and Educity
11:00–11:45 Session 1	The Evolution of a ‘Glocalised’ Transnational Foundation Programme?: curriculum, professional standards, & philosophy <i>Chris Macallister, Antonia Paterson and Yuan Hu, Xi’an Jiaotong-Liverpool University</i> This paper will focus on the evolution of Sino-British foundation programme; to what extent has our pedagogy evolved into a cross-cultural and ‘glocalised’ environment. We will explore the question from three perspectives telling our evolutionary story through three ‘career narratives’ given by EAP professionals from contrasting pedagogical cultures.
11:45–12:30 Session 2	Experiential Learning and the Google Generation <i>Nee Nee Chan, Gogilavaani Jothi Veeraman and Faindra Abdul Jabbar, Quest International University</i> The aim of this paper is to present a foundation in arts curriculum specially designed for the Google Generation (those born after 1994) whose key traits are being mobile, digitally literate, focused on social interaction and ‘connectedness’, and with a preference for experimentation.
12:30–14:00	Lunch – Networking – Posters
14:00–14:20 Session 3	Providing a UK IFP experience in Malaysia – successes and challenges <i>Bruce Howell, University of Reading Malaysia</i> This presentation reviews the journey so far for the University of Reading in ‘replicating’ a long-established IFP on a new campus in South East Asia. It shows how such a task cannot be simply duplication of the existing UK model and shares our experience of what can and should be achieved, and how best to compromise.

14:20–15:05 Session 4	Translanguaging as a Pedagogy used in a Chinese Language Classroom <i>Yajing Guo, Xi’an Jiaotong-Liverpool University</i> The aim of this presentation is to introduce how translanguaging is used in a multilingual classroom of Chinese language. Under the principles mentioned by Garcia and Li (2014) of translanguaging as pedagogy, students and tutors made full usage of their language practices to understand and acquire the new language.
15:05–15:50 Session 5	Enhancing Students’ Critical Thinking and Engagement via Research Projects and Exposure to Social Media <i>Joanne Ningjuan Wang, Xi’an Jiaotong-Liverpool University</i> Aimed at enhancing students’ critical thinking and engagement in EAP classrooms, this presentation will share some innovative practice in EAP classrooms through the design of research-led assessments and interactive lead-in activities in EAP teaching at Xi’an Jiaotong-Liverpool University
15:50–16:20	Break and establish video link to the UK
16:20–17:05 Plenary	‘International’ delivery of international foundation programmes – an I²FP model? <i>Elisabeth Wilding (University of Reading), Bruce Howell (University of Reading Malaysia), Mike Groves and Stephen Minchin (University of Birmingham), Matt Potter and Kathryn Richardson (Queen Mary University of London)</i> In this plenary, we will consider different perspectives on the growing trend of transnational and therefore ‘doubly’ international foundation programmes (I ² FPs) and will examine the challenges and opportunities that they may represent. Colleagues from the University of Reading Malaysia, Queen Mary University London, and the University of Birmingham will share their institutional TNE experiences from China, Malaysia and Dubai, discuss key trends, and address your questions.
17:05–17:30	Post viewing discussion, future InForm events and conference close.

PRESENTATION OUTLINES

All sessions in Room N323

11:00-11:45



Chris Macallister,
Xi'an Jiaotong-Liverpool University



Antonia Paterson,
Xi'an Jiaotong-Liverpool University



Yuan Hu,
Xi'an Jiaotong-Liverpool University

The Evolution of a 'Glocalised' Transnational Foundation Programme?: curriculum, professional standards, & philosophy

We will begin by setting out our context at Xi'an Jiaotong-Liverpool University; a collaboration between two Chinese and British Universities which has established a third, independent but also interdependent, institution. Drawing on the conference theme we argue why the evolutionary metaphor is particularly apt for understanding how a community of over two hundred staff, being led by its third director, responds to change and attempts to shape its own pedagogical destiny. We will then explore our context through three inter-linked aspects of a foundation programme: curriculum, professional standards, and the philosophy that underpins the programme. Core concepts include: notions of cross-culturalism, glocalisation and career narratives.

1 Curriculum

Yuan Hu, the Head of EAP for Humanities and Social Sciences, will discuss the challenges she encountered in developing a first year foundation curriculum. This has had to engage with both a diverse and growing student population, and a growing teaching team from a wide range of pedagogical cultures.

2 Professional Standards

Antonia Paterson, the Head of Postgraduate EAP and Pre-session programmes, next focuses on what it means to have common professional standards in a transnational context. She draws on her research to explore potential conflicts of expectations, and she argues for shift to 'professionalism'.

3 Philosophy

Finally Centre Director, Chris Macallister, will narrate the evolution of the centre's philosophy from one of operationalism towards a return to pedagogy and, drawing on the intellectual

11:45-12:30



Nee Nee Chan,
Quest International University



Gogilavaani Jothi Veeraman,
Quest International University



Faindra Abdul Jabbar,
Quest International University

Experiential Learning and the Google Generation

The exponential growth of mobile technologies and gadgets has created a multiplicity of additional affordances and new channels of communicating and representing information. Hence, the nature and scope of learning have changed, with new ways of learning, new skills and new knowledge to be learnt. Growing up with these mobile devices and social technologies, young learners are arguably experienced in accommodating and influencing yet further technological advances. This is the "Google Generation" born after the mid 1990s that Wikipedia has characterized as the "generation whose first port of call for knowledge is the internet and a search engine, Google being the most popular" (cited by Williams and Rowlands, 2008, p 7). These learners are probably accustomed to and perfectly comfortable with the design of the technology, confident with experimenting, and actively participating in role playing in virtual worlds, conversing, messaging, sharing images, finding things out – often simultaneously.

This paper presents the design of a foundation curriculum in Quest University, Perak that considers the attributes of the Google Generation learners and fulfils the needs of these learners through its emphasis on experiential learning. The organisation and structure of the Foundation in Arts programme is examined together with its teaching and learning and assessment approaches.

14:00–14:20



Bruce Howell,
University of Reading Malaysia

Providing a UK IFP experience in Malaysia – successes and challenges

Nearly 10 years ago the University of Reading (UoR) set about launching a new campus in Malaysia. A fundamental premise was to 'replicate' established UK-based study, since the degree awards are the same 'University of Reading' qualifications as in the UK. Included in this replication was an International Foundation Programme (IFP), a programme that has existed at UoR UK since 1985.

It was soon apparent that a simple duplication of the existing UK model was not possible. Some immediate adaptations were made due to official regulations, such as making all Foundation terms 14 weeks' long.

Pioneers (Malaysian, British and others) have had choices to make while overseeing quick growth during the first few years. These choices deal with three main forces:

- expectations, standards and desires of UoR UK;
- desire to develop locally, to deliver to the 'local market' and meet expectations of locally-employed staff;
- compliance with Malaysian Higher Education quality standards.

This presentation proposes some essential priorities for the UoR context:

- maintaining the ethos and quality of the UK programme on the Malaysia programme while continually supporting staff to achieve this, since staff will have little direct UK experience;
- always keeping a check on compliance to Ministry of Education's QA requirements, and employment laws;
- do not assume UK-based staff understand the context; develop and maintain UK links.

The successes and challenges in achieving these priorities will be shared along with a view of where compromises need to be made.

14:20–15:05



Yajing Guo,
Xi'an Jiaotong-Liverpool University

Translanguaging as Pedagogy used in a Chinese Language Classroom

Translanguaging has been more commonly understood in the social context, but is now widely found in the educational context and has started to be used as a pedagogy in language, science and literacy classrooms (Creese and Blackledge 2010, Mazak and Herbasdonoso 2014, Pacheco and Miller 2016). Being different from code-switching and translation, translanguaging emphasizes the use of language by multilingual speakers during the process of learning, communicating and understanding (Lewis, Jones and Baker 2012). Hence, translanguaging as a pedagogy refers to the activities and tasks that enable plurilingual speakers to apply existing skills in the process of learning a new language.

In the university where I am working, Chinese is one of the Foundation Programmes for all the Year 1 international students. The aim of this presentation is to offer detailed examples of translanguaging as a pedagogy used in a multilingual classroom where students have no prior knowledge of Chinese. Under the translanguaging pedagogy principles mentioned by Garcia and Li (2014), although students do not have a high proficiency of Chinese, they were highly engaged during classes and can perform better in listening, speaking, reading and writing after the whole process of learning, supported by various methods of translanguaging pedagogy. These cases may not only have implication for Chinese language teaching, but also to foundation programmes of other languages.

15:05–15:50



Joanne Ningjuan Wang,
Xi'an Jiaotong-Liverpool University

Enhancing Students' Critical Thinking and Engagement via Research Projects and Exposure to Social Media

This presentation aims to share some innovative practice in EAP classrooms through the design of research-led assessments and interactive lead-in activities in EAP teaching at Xi'an Jiaotong-Liverpool University.

The structure of the talk is as follows:

Background: An authoritarian, teacher-centred learning climate passed on from high schools, where students at XJTLU tend to lack critical thinking.

Research foci: Student engagement, especially social media and mobile learning, reflecting their attractiveness and effectiveness among young learners as compared to traditional classroom learning.

Best Practice at XJTLU: Assessments and Lead-in activities

- Module assessments, designed via research-based group projects. Students are required to complete a Situation-Problem-Solution-Evaluation (SPSE) report as coursework, then in the following semester they are required to write a reflective and analytical essay based on a range of research texts. These assessments require students to conduct primary as well as online research and to critically analyse their solutions from built-environment perspectives.
- Exploiting students' exposure to social media by encouraging students to read regularly from social media. During the lead-in activity of an EAP class students share their reading by reflecting with peers and taking part in a Q&A session to improve interaction between students. Such practices have proven to be quite effective in improving students' classroom engagement and critical thinking.

The talk will end with some consideration for further work.

PLENARY | SESSION 5



Elisabeth Wilding
University of Reading – joint partnership with NUIST in China



Bruce Howell
University of Reading – Malaysia branch campus



Mike Grove
Birmingham International Academy – Dubai branch campus



Stephen Minchin
Birmingham International Academy – Dubai branch campus



Matt Potter
Queen Mary University of London – joint partnership with Northwestern Polytechnical University in China



Kathryn Richardson
Queen Mary University of London – joint partnership with Northwestern Polytechnical University in China

16:20–17:05

'International' delivery of International Foundation Programmes – I²FP

If IFPs are already international, what is different about transnational education (TNE) models of IFP delivery?

The exponential growth in UK TNE across the world has been widely reported (Knight 2016; Kosmutzky & Putty 2016) and the majority of UK higher education providers are involved in TNE delivery in some manner (O'Mahony 2014). TNE itself is increasingly a topic of academic study; however, the role that offshore IFPs play in new university partnerships, franchises, and branch campuses is less frequently commented upon in the literature.

Our session will seek to address this gap by opening up a panel discussion about different offshore IFP models and by exploring some key features of their structure, scale and scope. We will draw upon our own experiences of IFP-TNE delivery in order to share examples from different models and locations, and we will also examine the broader issues of politics, power and language. Through our discussion, we aim to highlight potential challenges and tensions, as well as opportunities for growth and academic development, in the IFP sector.

With panellists in Reading (UK) and joining us via video link from Iskandar Puteri, Johor (Malaysia), we invite the audience to share in a truly transnational dialogue. Following the chaired Q&A portion of the session, there will be time for delegates to ask questions or contribute their own perspectives on the I²FP model.

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InForm CALL FOR PAPERS

THIS IS A CALL FOR PAPERS FOR ISSUE 19 OF INFORM

The submission of papers is now invited for the nineteenth edition of *InForm* from members of the academic community associated with international foundation programmes. Issue 19 will be published in December 2019.

We are interested in articles related to the variety of academic disciplines commonly found across international foundation programmes and remind contributors that *InForm* is not predominantly an English language teaching journal. *InForm* also includes a letters page with readers' responses to the articles included in previous editions. Letters should be no longer than 200 words.

Journal articles (of no more than 1500 words) should be sent by email to inform@reading.ac.uk by 12.00 pm on 30 September 2019.

For more information and a full writer's guide please visit www.reading.ac.uk/inform

We regret that contributing authors to *InForm* will no longer receive payment for papers published.

If you wish to discuss an idea for an article, please email us on inform@reading.ac.uk





INFORM CONFERENCE 2019

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