THE EVOLUTION OF A 'GLOCALISED' TRANSNATIONAL FOUNDATION PROGRAMME?

CURRICULUM STANDARDS PHILOSOPHY

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Evolution as a change metaphor in HE

- "EAP leaders make history but not on their terms" (Marx (1852/Macallister 2019)

- 'The planning myth'

- Our environment + our choices (agency) = identity

The Reflexive & Glocalised Programme

❑~~Structure vs. Agency~~

❑Structure AND Agency (Giddens 1979)

❑~~Language~~/EAP as local practice *(Pennycook 2010) –* Glocalisation by another name?

Context at Xi'an Jiaotong-Liverpool P.1

Who are we:

- Transnational? global? local?
- The 'child' of a Chinese and UK HE collaboration
- EMI

Context at XJTLU P.2

Who are our students:

- Vast Majority Chinese nationals

- Two degrees UoL & Chinese MOE

- Bi or multilingual

- Next step is a Masters in the Anglosphere

Our presentation
(evolution is messy, but creative)

- Yuan Hu – Challenges in Curriculum Design

- Antonia Paterson – Professional Standards

- Chris Macallister – a Centre Philosophy?

Part 1: Challenges in Year 1 EAP Curriculum Design

Challenge 1: A diverse and growing student population

- Year 1 Student Size:
  approx. 160 (2006) – more than 3,300 (2018)

- Year 1 Student Cultural Backgrounds:
  - Mainland China: the majority
  - Other regions and countries: Taiwan, Korea, Indonesia, Uganda, etc.

- Year 1 Student English Levels:
  a wide range: e.g. IELTS (4 to 6 or above)

Part 1: Challenges in Year 1 EAP Curriculum Design

Challenge 2: A growing teaching team

- A growing number of tutors in Year 1:

    approx. 5 (2006) to 75 (2018)

- Different nationalities:

    e.g. British, American, Australian, Chinese, New Zealand, Singapore, South African, etc.

- A wide range of pedagogical cultures:

Part 1: Challenges in Year 1 EAP Curriculum Design

Challenge 3: Collaboration with other departments at the University

- The importance of EAP courses for students' departmental studies

- Student needs analysis from different departments e.g. Architecture, Math, English, Business etc.

Part 1: Challenges in Year 1 EAP Curriculum Design

Challenge 4: Alignment with International standards

- International standards (current):

  e.g. CEFR, IELTS, TOEFL, PTE

- Question: what are the standard(s) at the English Language Centre at XJTLU?

  e.g. language competence: Accuracy? Proficiency? Achievement?

Part 2: Professional Standards

- Framework to understand and enact acceptable behaviour and professional relationships (Bray, Molina and Swecker, 2012).

- Certainty in uncertainty

- Can't be taken as universal and unchanging (Williams, 2008)

- Glocal standards?

Professional standards: challenges

- Bureaucratisation: 'paper trails of monitoring and accountability' (Hargreaves, 2000, pp.168-169).

- Agency and autonomy: *'our time is fully arranged, not by ourselves but by MCs and also from Centre level'*

- Result of 'organisational professionalism'? (Evetts, 2011)

Professional standards: challenges

Converging cultures:

- Expectations of role and responsibility

- Role of administration

- Subjective key terms

- Staff-student relationships

- Engagement with teachers' lived realities?

- *'This is just documents' / 'who is this intended for?'*

Professional standards: opportunities and evolution

- Re-examine existing standards: where created, who by, who for, whose voices?

- Uniformity and duplication cannot be conflated with quality (Pyvis, 2011)

- *Practiced* professionalism in context

- 'Professionality' - Individual practiced professionalism based on ideological, attitudinal and intellectual views (Evans, 2008)

Part 3. Chris Macallister: Evolution of a coherent(?) Programme Philosophy

❑From Operationalism to Pedagogy

❑But whose pedagogy?

(our own of course! EAP as a local practice)

An EMI University

❑*Evolution of an EAP1*: nobody's first language is EAP

❑*Evolution of EAP 2:* How do you teach 100's & then 1000's of students

❑*Evolution of EAP 3*: We do actually **teach** 1000's of students…

We teach 1000's successfully
(which is a problem)

❑ Systems to manage 1,000s of students, 100's of teachers, 10,000's of pieces of work

❑ Necessary but not sufficient

❑ A new 'environmental hazard': a culture of operationalism?

Systems to solve systems

❑Ever diminishing returns

❑Teams can be too big

❑Government is not the solution to the problem, government is the problem (R. Reagan 1981)

A pedagogical counter narrative P1

Structures:

❑More managers = smaller teams

❑Teams focused through more coherent & pedagogically relevant factors

❑Dividing the centre – The LC becomes an ELC & an MLC

A pedagogical counter narrative P2

'Tools' for shaping learning & teaching:

- A principles lead approach to pedagogy
- 'The ELC to the world, the world to the ELC'
- External accreditation
- Exploiting an external testing regime?

Conclusions

- The need for a 'glocalised' approach

- 'Evolution' + *agency* is a messy but creative and accurate understanding of HE

- We are your future: scale, technology, cross-culturalism, 'glocalisation'

THANK YOU

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