Title: Professional Development at a Transnational EMI in China

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Better understand the challenges of TNE in HEIs, especially negotiating cultural and language convergences;
- Better understand the challenges of EMI and the learning experience of 'overseas' learners;
- Better understand how to motivate students and staff across cultures to participate in student-centred active learning;

Session Outline

1.   Rationale and context TNE is a growing focus across HEI's due to several factors, especially a desire for student access to global career and employment opportunities, which has effects on how academics need to think about pedagogy and language. We are involved in creating and delivering UK-style professional development at a Chinese University (Lu, 2018), including an HEA-accredited PGCert and a CPD scheme to a diverse staff who serve students admitted to an EMI without a language requirement. (Maraco et al, 2018; Shohamy, 2012)

2.   Work undertaken Our university is a Sino-British joint venture that offers dual degrees from our institution and the University of Liverpool. We have gone through much change in terms of CPD, from having flying faculty provide professional accreditation, to a CPD scheme arising from and designed for our unique context. Thus far, we have a newly accredited PGCert and a CDP scheme designed to promote student learning, specifically in the convergence of cultures of learning and languages at XJTLU, including a dedicated TNE module. (Bishop, et al, 2016; Jin and Cortazzi 2006, 2011; Joseph, 2004)

3.   Scale The level of engagement is strong among new staff as they are required to enrol in the PGCert; however, there are challenges with regard to voluntary engagement in CPD at a TNE, (Kanno and Norton, 2003) particularly with staff from academic cultures less-invested in PD or aware of NSS-style metrics. (Baxter, 2012).

4.   Evidence of impact The impact of our efforts has been to serve 150 academics on the PGCert over the past AY, participation of staff in university colloquia and events and working with small groups of stakeholders for bespoke PD; further, we are using analytics from MQ data to

track student satisfaction with learning and teaching in order to gauge and guide the long-term impact of PD at XJTLU.

Session Activities and Approximate Timings

The session will begin with a focus on CPD in TNE HEI and our specific context related to cultural issues for 10 minutes, followed by questions for the audience for 10 minutes of discussion, concerning:

1. Is the dichotomy between home and overseas students in the TNE literature a fitting or falsely inflated (Jin and Cortazzi, 2011)?
2. What is being done in CPD schemes to ensure inclusion of overseas context and experience in order to both validate and be relevant to TNE students?
3. What are the pedagogical expectations, in participants' experience, of students and teachers in TNE?
4. How do developers ask staff to motivate students and teachers from traditionally teacher-centred backgrounds to embrace student-centred active learning models?

The session will then focus on CPD in TNE related to language issues for 10 minutes followed by questions for the audience for 10 minutes of discussion, concerning:

1. What are CPD needs related to L2 (L3, L4) for both students and teachers?
2. What should developers do about student language preparedness in TNE contexts?
3. What support is necessary for students and teachers regarding language, especially when running student-centered classrooms?

The presentation will conclude with a summary and highlights of the discussions and the offering of a provisional framework for dealing with issues of professional development concerning TNE in HEIs, specifically:

- Engendering intercultural competence in staff and the importance of the overseas voice and context;
- The importance of the student-centred active learning experience to TNE;
- Staff preparedness to meet student language issues;
- Staff awareness of language and pedagogical support;
- The necessity of institutional support for both students and staff, as well as informal learning communities.

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