

ENHANCING TRANSFORMATIVE LEARNING AMONG FOUNDATION STUDENTS IN HIGHER EDUCATION:
THE MALAYSIAN PERSPECTIVE

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Introduction

1. It is believed the concept of formative assessment and transformative learning hold so much promise as an inclusive approach in higher education (Fook and Sidhu, 2013).
2. Brookfield (2000) argued that even if transformative learning does require one to critically reflect, but it does not mean that transformative learning inevitably ensues

Methodology:

Qualitative research design
Focus group interview

Aim of the study



To examine the effectiveness of formative assessment in promoting transformative learning among pre-University students at global college.

Literature Review

- Student engagement has a **positive impact** on students, institutions, and other related organizations. Thus, it will create a more conducive relationship and cooperation with other learners **improve** communication, as well as facilitate students to acquire and develop new skills and experiences (Rojabi et al., 2022).
- **Transformative learning** theory is defined as the process by which we transform problematic frames of reference (mindsets, habits of mind, meaning perspectives (Mezirow, 2018)

Findings

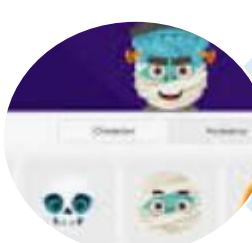
Initial Group Engagement



- Brainstormed topic ideas collaboratively.
- Tasks were divided based on members' strengths.

P1: For me, as a group leader, I delegated the work strategically based on the member's strength.

Task challenges and key insights



- Applying theoretical concepts (e.g. externalities) to real companies was complex.
- Difficulty finding recent, credible articles led some to change topics.

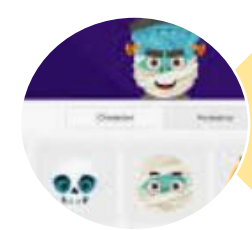


P1& P2: However, challenges sparked deeper learning through continuous questioning and refinement.

Choice or Product or article



Product was chosen based on relevance and familiarity (e.g. iPhone, Shein, Tesla)



P2 & P4: We will refer to the availability of research materials and controversies around the brand.

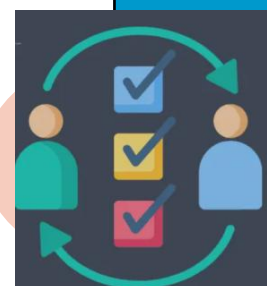
Deepened understanding

The importance of analysing both positive and negative effects beyond surface-level information.



P3& P5: From this group assignment, we understood how SDG goals are connected with the business strategies.

Shift in perspective



The assumptions among the students were changed.

P1: Discovered the product's hidden environmental harms, shifted from admiration to critique.

P2: Gained new perspective from producer and government viewpoints.

Evaluation influences



The media releases highlighted environmental and social costs shaped the analysis of the externalities in the market.

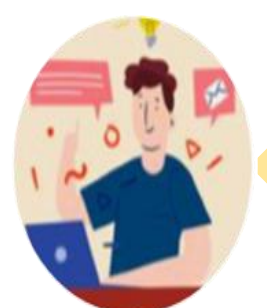


P1 & P5: We had group debates, peer input and critical discussions.

Learning through collaboration



Exposed to diverse ideas (e.g. McDonald's, iPhones, Tesla).



P1, P4 & P3: We learned how to negotiate and refine arguments collectively.

Reflection and Moving Forward



Enhanced real-world critical thinking and research skills.

P1, P2 & P3: We feel that we need to have greater empathy and leadership awareness in group dynamics.

Conclusion



The findings of this study have identified the **impact of formative assessment** on facilitate and **enhance transformative learning** among pre-University students which will create a meaningful dialogue between academic staff and the students.

This will inform educators to design relevant formative assessment for Pre-University students in order for the students to expand their ability to understand and communicate with “the other” in a genuine and meaningful way through **their own judgement and critical self-reflection** base on their learning experiences and student-oriented learning environment.