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# The Foundation Gazette

## *2024*



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# MESSAGE FROM HEAD, GLOBAL COLLEGE



Warm greetings! I am delighted to extend a warm welcome to all of you to The Foundation Gazette of Global College in Heriot-Watt University Malaysia (HWUM). As a proud parent or guardian, I am sure that you are as excited as your child who is embarking on a new and enlightening milestone in their life.

At HWUM, we strive to provide our students with positive learning experiences and a supportive environment that will enable them to readily bridge the transition between school and university studies while preparing them to embark on their chosen disciplines in our undergraduate degree programmes.

The Foundation Programme pathways at HWUM will deliver a rigorous curriculum that will fully prepare students to become independent and confident learners. My academic team and I are committed to the development and success of all our students.

In return, we expect students to actively participate in class, take responsibility for their own learning by undertaking all assigned tasks and projects with enthusiasm, and interact positively and courteously with all students and staff.

With this newsletter we aim to include parents and guardians to be part of their child's journey, and to keep you informed on important events and activities in the Foundation programmes that are driven by purpose.

We wish for a rewarding and successful experience for all at Heriot-Watt University!

Associate Professor Jasmine Low  
Head of Global College, Malaysia

# WELCOME WEEK APRIL 2024

## STUDENT FEEDBACK

I had a great time at Heriot-Watt. The campus was lively, and there were lots of different subjects to study. The lecturers were very interactive and enjoyable throughout different seminars, with me earnestly looking forward towards classes further down the road. I also enjoyed chatting with classmates and making new friends all over the campus. Overall, it felt like a second home, and I'm glad I chose Heriot-Watt University Malaysia.

**Carson Mok Cui Xian**  
**Foundation in Science**



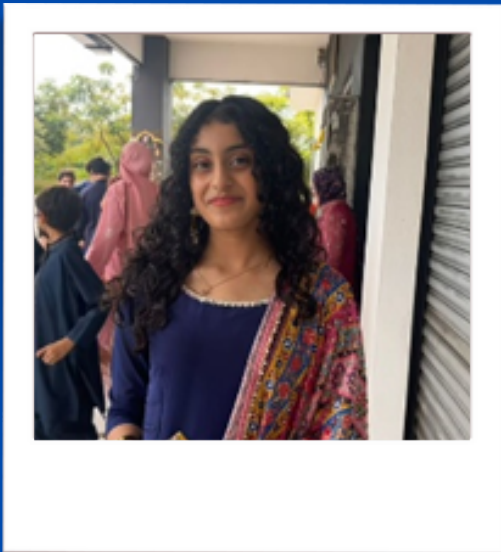
To say I was nervous would be an understatement for the days leading up to one of the biggest days of my life - my very first day of university. Would I be able to make new friends? Would I be able to adapt to the new environment and culture? Would I be able to keep up? Questions such as these echoed through my mind, but as I was welcomed into Heriot-Watt with smiling faces and open arms, all those worries faded away. Workshops on ways to improve our mindset, understand ourselves better, and how to interact with my peers helped me immensely, even more so now as I'm attending classes daily. I learned to use my strengths and abilities for the best, utilising them to help me with my assignments and group projects. I also learned to be careful about my weaknesses, acknowledging them and learning to ask for help when needed. And as I continue my educational journey here, I will keep in mind all that I've learned during the Fit-For-Future week, and use it to become a hardworking student of Heriot-Watt University Malaysia.

**Sarah Tin Tung Ern**  
**Foundation in Business (Psychology)**



# WELCOME WEEK APRIL 2024

## STUDENT FEEDBACK



Now that I'm five weeks into my university life at Heriot-Watt, I wanted to share my experience as a foundation student. The transition from high school to university has been eye-opening. The first two weeks were a bit confusing, but by the third week, I started to find my rhythm. Learning independently is crucial here, but it's been a whole lot easier thanks to the lecturers who are quite patient to explain any questions you might have. Midterms are starting soon, and while it's a bit daunting, I'm hoping that studying will be easier thanks to the Fit-For-Future programme which helped us find our effective study methods. Personally, I found the orientation week to be really helpful with the group activities and all the academics who gave their speeches. The psychology workshop from Professor Glenn and the introduction speech by Professor Mushtak Al-Atabi stood out to me the most because of how well I connected to it. I look forward to spending the rest of my foundation here, especially since I've only been here for a month and my experience has been amazing.

**Saliha Ahmed**  
**Foundation in Science (Psychology)**

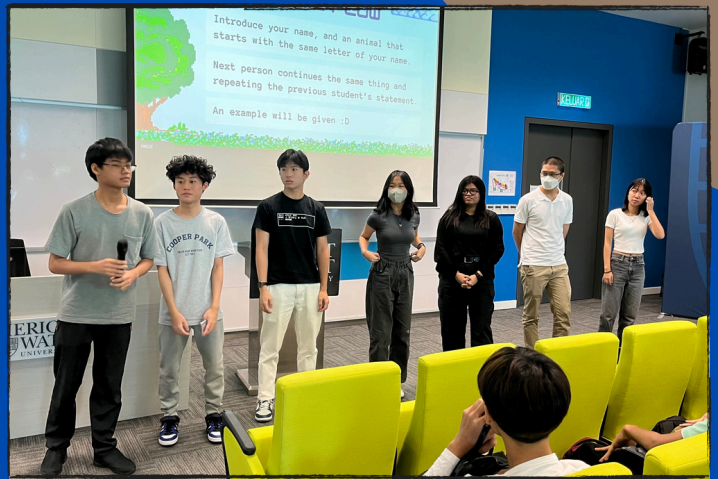


# WELCOME WEEK APRIL 2024





# WELCOME WEEK APRIL 2024



# Pioneering in Education Global Teaching Excellence Award



Natasya Saat, an Accounting lecturer with Global College Malaysia recently received the Pioneering in Education Global Teaching Excellence Award during the Celebrating our People Awards 2024 in conjunction of Heriot-Watt University Celebration Week. Her excellent work outshone other nominees from the Edinburgh and Dubai campuses.

Natasya develops and grows her learning and teaching approaches by incorporating the latest trend and technology. She showcased her posters on the use of TikTok videos and Quizizz at two international conferences namely the 49th International Conference on Improving University Teaching (IUT) 2023 and International Putra Innocreative Carnival in Teaching & Learning 2023 (i-PICITL 2023). Her poster presentation on the use of Quizizz in her lessons earned her the silver award medal at the i-PICITL 2023. Her approachable and motherly nature have made learning Accounting to be enjoyable as evidenced from positive student comments received. The impact of her work has been recognised with her earning the Senior Fellowship from Advance HE, UK in March 2024.

The awarding panel for the Pioneering in Education Global Teaching Excellence Award particularly commended her drive to share her practice with others including a real passion for developing and sharing scholarship of learning and teaching at conferences, through the media and directly with her colleagues. They further added that her commitment to students, her collegiality and creative practices are evident throughout her work.



# GenAI Transforms the Way Students Learn

By: Andrew Lee (Programme Director, Foundation in Business)

Since Chat Generative Pre-Trained Transformer (ChatGPT) took the world by storm in November 2022, other generative artificial intelligence (GenAI) tools like Perplexity, Bard, Gemini and several others have since come to the forefront and disrupted the higher education landscape. Due to various factors some universities have outrightly banned the use of GenAI and some others like Heriot-Watt University supports its use. Heriot-Watt University has established a set of general principles that guides both lecturers and students on the use of artificial intelligence in learning and teaching.

Writing essays, reports and other written assignments succinctly may be a challenging task for some students undertaking business-related courses. Bearing this in mind, an exploratory study was recently conducted on the use of GenAI among students in the Business Management course at Global College Malaysia. The study sought the students view on how they went about undertaking a take-home written task with the aid of GenAI. Findings from this study was recently shared at Heriot-Watt University's Learning & Teaching Conference. It was found that 71% of the respondents in the study engaged in sequence of questions, follow-ups and clarification when using GenAI. Close to 90% of the respondents mentioned that they will reflect on the GenAI's responses whether it made sense or otherwise. They will not simply consider the GenAI's responses as correct and truthful. Over 70% also stated that using GenAI had heightened their awareness on academic integrity. It was heartening to gather from the respondents' feedback that they cross-checked these responses with their peers, family members and lecturers hence maintaining that human connection in an ever-evolving digital world.

These findings are in line with the university's "Purpose-Driven Education" philosophy which is not only to develop students who excel academically but are well-rounded in their character and becoming useful members of society. Students from this study showcased these attributes as they undertook their studies with a strong sense of purpose in mind. In their interactions with GenAI they were aware of its limitations and the need for them to ensure that their work is undertaken with integrity. This early exposure and experience using artificial intelligence helps prepare them in a working world where artificial intelligence will become more prevalent in the coming years.

# Raising Microplastic Pollution Awareness Among Students

By: Saraswathy Nalatambi (Assistant Professor, Foundation in Science)  
Renuga Tharuma Rethinam (Assistant Professor, MPU)

There is a growing concern on the hazards of microplastics that are present in the global environment. Global statistics indicate that there are 5.25 trillion of plastic debris floating in the ocean, and 92% of it are microplastics. These minuscule plastic particles, often measuring less than five millimetres in diameter, are present in oceans, rivers, and even the atmosphere we inhale. Microplastics are derived from various sources, such as the fragmentation of bigger plastic waste, the presence of microbeads in personal care items, and the release of synthetic fibres from garments. Once these microplastics are released into the environment, they are consumed by marine organisms, resulting in detrimental effects on aquatic ecosystems and, eventually, human well-being. Microplastics' long-lasting presence in the ecosystem renders them a substantial pollutant with the potential to endure for centuries.

As our knowledge of this issue grows, it is crucial to educate the younger generation on the causes, effects, and potential solutions to microplastic pollution. Involving students in this dialogue not only promotes environmental responsibility but also enables them to take significant measures to address this problem. Education plays an important role in tackling microplastic contamination. By integrating this subject matter into the laboratory component, students can acquire the information and abilities necessary to comprehend and address this problem.

The July/September 2023 cohort of students at Heriot-Watt University Malaysia (HWUM) have explored the microplastic content in a few samples such as cosmetics, river water, tap water, clothes, mask and facial tissue as part of their mini research project. This activity has prompted students to assess their personal plastic consumption.

This is what they had to say about the experience gained from this project:

“The topic of research was interesting and very new to us. It showed us how small things we use in everyday life can affect our health and environment. We have heard about the term plastic pollution during high school days and on social media, but we never actually understood the extent of damage it has caused. Getting the chance to dive head-first into such a practical task is not an opportunity that you get everyday.

The exposure to existing literature on this topic, and this research effort has taught us many things, and during the process we gained new skills and exposure to what life as an undergraduate would be like. Overall, the experience of being in the lab and the exposure from this experiment has given us a great opportunity to do something that matters for the environment, and we cannot wait to push our limits and see how much further we can improve in our undergraduate studies.”

Creating awareness among students about microplastic pollution can result in substantial positive outcomes. Students who possess knowledge and awareness are more inclined to embrace sustainable practices and exert a positive impact on their families and communities to follow suit. In addition, providing education to young individuals regarding environmental matters has the potential to motivate and cultivate future scientists, policymakers and activists who will persistently tackle these challenges. Furthermore, this activity cultivates a sense of accountability and enablement among students, instilling in them the belief that their actions have the potential to make a beneficial impact. By active involvement, and granting authority, we may establish the path towards a more pristine and robust earth for subsequent generations.





# ANNOUNCEMENT

## Academic Calendar

### Academic Calendar for Foundation Programme

#### April 2024 intake

Dates	Activity
29 April – 3 May 2024	Welcome Week
6 May – 2 August 2024	Semester 1 teaching
17 – 21 June 2024	Reading week
5 – 9 August 2024	Semester 1 exams
12 – 30 August 2024	Semester 1 break
2 September – 29 November 2024	Semester 2 teaching
7 – 11 October 2024	Reading week
2 – 6 December 2024	Semester 2 exams
9 December 2024– 3 January 2025	Semester 2 break
6 January – 18 April 2025	Semester 3 teaching
27 – 31 January 2025	Break 1
24 – 28 February 2025	Reading week
31 March – 4 April 2025	Break 2
21 – 25 April 2025	Semester 3 exams
28 April – 29 August 2025	Semester 3 Break
23 – 27 June 2025	Resits
1 – 5 September 2025	Undergraduate Welcome Week

The dates are subject to change

# Student Information

## EXPECTATIONS OF STUDENTS

### 1 F2F SEMINARS, TUTORIALS AND LABS

Attend all scheduled learning sessions.



### 2 VIRTUAL LEARNING ENVIRONMENT (CANVAS)

- Read the weekly learning materials.
- Complete the learning activities and tutorials.



### 3

### ASSESSMENTS

- Manage time to complete the assignments and projects and submit by given deadlines.



# Additional Learning Support

To ensure the learning success of our students, there is support available for students to come and seek guidance for their tutorial questions and assignments.

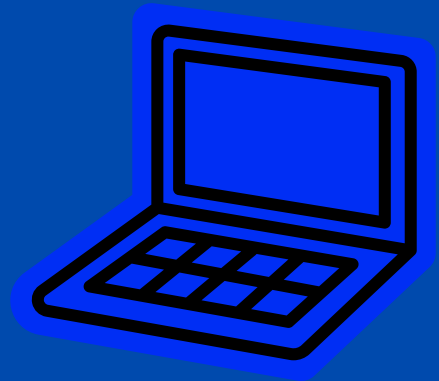
## LEVEL UP CENTRE FOR ALL MFP STUDENTS

**Date: Every Wednesday**

**Time: 2.00 p.m. - 4.00 p.m.**

**Venue: LS5 (West Wing Level 1)**

- *1 to 1 coaching by Physics, Math, and Accounting Lecturers*
- *Peer learning with seniors and juniors*







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*Compiled by: Nur Ili Syazwani*  
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