



Australia-ASEAN Academics Forum: Online Education During COVID-19 and Beyond

Webinar Schedule - June 2021

Monday, 7 June	Tuesday, 8 June	Wednesday, 9 June	Thursday, 10 June	Friday, 11 June
Opening ceremony 4pm-5pm (Hobart, TAS time)	Webinar 1 Online education in ASEAN (Brunei, Cambodia, Indonesia, Laos, Malaysia) 4pm-5:30pm (Hobart, TAS time)	Webinar 2 Online education in ASEAN (Myanmar, Philippines, Singapore, Thailand, Vietnam) 4pm-5:30pm (Hobart, TAS time)	Webinar 3 University of Tasmania Presentation (Maritime) Assoc. Prof. Jiangang Fei 4pm-5:30pm (Hobart, TAS time)	Webinar 4 University of Tasmania Presentation (Education) Dr William Baker 4pm-5:30pm (Hobart, TAS time)
	Tuesday, 15 June	Wednesday, 16 June	Thursday, 17 June	Friday, 18 June
	Webinar 5 University of Tasmania presentation (Humanities & Social Sciences) Dr Kim McLeod 4pm-5:30pm (Hobart, TAS time)	Webinar 6 University of Tasmania presentation (Health) Prof. James Vickers 4pm-5:30pm (Hobart, TAS time)	Webinar 7 University of Tasmania presentation (Economics) Dr Mala Raghavan 4pm-5:30pm (Hobart, TAS time)	Webinar 8 University of Tasmania presentation (ICT) Dr Ananda Maiti 4pm-5:30pm (Hobart, TAS time)

Invited Speakers' Abstracts and Biographies

Online education: an emergent response or a necessity?

Associate Professor Jiangan Fei, Associate Head of Teaching and Learning
Maritime and Logistics Management, Australian Maritime College
College of Science and Engineering/University of Tasmania



Abstract: COVID-19 has brought enormous disruptions to all aspects of education. Willingly or unwillingly, educators around the world had to rely on online platforms to deliver their courses. In the rush for online delivery, many were prepared, while others were caught in surprise. Using cases from different disciplines at the Australian Maritime College, this presentation discusses the success factors for, and challenges of, online education. The preparedness for online education varied significantly in the three chosen disciplines when a decision was made to move 'online'. In addition, there were differing external compliance requirements in the disciplines requiring innovative solutions and customerised resources for support. The presentation examines the key aspects of 'moving online' including curriculum (re)design, pedagogy, assessment, and student engagement and how these aspects work together as a whole to deliver high quality online experience, thus student performance. Acknowledging the importance of educational technologies in

enabling and enhancing online education, the presentation provides examples of using educational technologies to facilitate delivery, engagement, and assessments in online environments. In reflecting the actions and/or reactions to the disruptions brought by COVID-19, we should have a clear stand on whether online education is simply an emergent response to disruptions or a necessity for future education.

Key words: online education, blended learning & teaching, curriculum & pedagogical design, educational technologies, learning engagement

Biography:

My journey in teaching innovations started 10 years ago. Since then, I have been leading the way in innovative learning and teaching at the Australian Maritime College. I developed and strengthened my ability in contemporary curriculum design through my role as the trailblazer and leader of a discipline Blended Learning Project in 2009, involving a pedagogical change of an existing program, to bring originally separated on-campus and distance cohorts under one uniform blended learning and teaching framework. I developed a new approach to structure units in such a way that alignment of learning outcomes, assessments, and learning activities is achieved. This was done two years before Criterion Referenced Assessment was promoted in the University. In 2012, I took the challenge of being a trailblazer of a new Learning Management System (LMS). I took this as an opportunity to significantly change the way that course materials were organised and delivered by adopting student-centred learning and incorporating multimedia and other external resources. To maintain consistency and quality of online units, I developed standards for online presence as a guideline for developing online units. I developed a template for uploading content in HTML format to meet student needs for using different electronic devices to access LMS. This happened two years before a University template was available. I led a cultural change towards learning and teaching innovations at the AMC. I conducted workshops on various topics of blended learning and teaching for academic staff across all disciplines at the AMC. Using my units as examples, I showed how the online environment could be designed to enhance student learning through engagement, interaction, assessment, and feedback and how teaching quality and efficiency could be achieved and improved through analytics and intelligent agent. I consider innovations in learning and teaching a continuous endeavour to meet student needs.

Linking mobile phone technology to student learning, engagement and assessment

Dr William Baker, College of Arts, Law and Education, University of Tasmania, Australia



When linked explicitly to assessment, videos and ubiquitous mobile phone technology can be powerful tools for student engagement and learning. <https://echo360.com/blog-changing-student-assessments/>

Dr William Baker

Abstract:

Student engagement can be challenging for tertiary educators in the 'best of times'. But in the 'worst of times' 'challenge' doesn't really describe this adequately. My reference to Charles Dickens is deliberate. Prior to COVID-19 universities has been struggling to engage students through online learning management systems, issues related to student participation and assessment have often featured in this conversation. The pandemic has merely brought such issues into stark relief and given them the urgency that they have always deserved. As industry leaders in online education, the University of Tasmania, School of Education has been tackling Issues of student engagement in online spaces for years now, experimenting with many different approaches and would-be solutions. A recent, university-funded, project sought to bring together academics and professional staff from across different disciplines to develop resources to support improved student engagement through constructive alignment with assessment (Biggs & Tang, 2007). This presentation will foreground some unique and powerful ways in which carefully designed assessment Items can empower students to solve problems, engage with learning and learn critical course content.

Key words: Video student learning, mobile phone, assessment

Biography:

Bill is a Senior Lecturer in the School of Education in Launceston. He has a Bachelor of Music Education, Master of Education, Doctor of Education, Bachelor of Arts (Fine Art), a Graduate Certificate (University Learning & Teaching), and is a Senior Fellow of the Higher Education Academy. Bill co-authored the textbook *Teaching the Arts: Early Childhood and Primary* which is now in its 3rd edition and is the standard text in many Australian education degrees. Bill has published widely regarding the use of video to support student learning in online education and particularly in linking assessment and engagement to student video production.

Cultural safety education in the online space: Using collaborative reflection to develop best practice

Dr Kim Mc Leod, College of Arts, Law and Education, University of Tasmania



Abstract:

While substantial scholarship about online teaching exists, to date there has not been sustained engagement with how online classrooms mediate dimensions of cultural safety education, for students or teachers. In this presentation I report on a collaborative, mixed-methods research project which compares online and face-to-face delivery for cultural safety education. The aim of the project is to identify strengths and limitations of each format and support teachers who deliver this training. A collaborative team research process was used in the project. Tutors for units on cultural safety shared their written reflections about online teaching with other research participants and participated in collaborative reflective conversations. The method was not solely focused on data collection, but also aimed to cultivate a community of practice. The collaborative reflective conversations were recorded, transcribed and analysed thematically. The findings illustrate how the online space mediates teachers' and students' experiences of emotional labour, student resistance and co-learning, which are key dimensions of cultural safety

education in shared physical spaces. The presentation concludes by outlining the contribution the project makes to the development of knowledge about best practice in relation to cultural safety training in the online space.

Key words: Cultural safety education, emotional labour, community of practice, pedagogy, online teaching.

Biography:

Dr Kim McLeod is Senior Lecturer in the School of Social Sciences at the University of Tasmania. Kim uses philosophically-informed and arts-based approaches to explore the social dimensions of health and wellbeing. Kim's single authored book *Wellbeing Machine: How Health Emerges from the Assemblages of Everyday Life* (Carolina Academic Press, 2017) presents her approach to understanding health as ongoing processes of change. Kim's research program aims to articulate the social change required to achieve health equity in Australia. She is particularly interested in how we might harness cultural diversity as a strength in healthcare and education contexts.

Kim leads the Social Diversity and Health teaching program for the School of Social Sciences. She delivers modularised content relating to culture, diversity, health and culturally safe health care into a range of health profession courses across UTAS. Kim is co-editor of the first Australian textbook about culturally safe health care for health profession students with Dr Tinashe Dune (University of Western Sydney) and Dr Robyn Williams (Charles Darwin University): *Dune, McLeod & Williams (Eds) Culture, Diversity and Health: Towards Culturally Safe Health Care*. She has been awarded three UTAS Teaching Merit Certificates in recognition of her teaching excellence.

An online learning strategy to scale up dementia education nationally and globally

Professor James Vickers

Wicking Dementia Research and Education Centre, College of Health and Medicine, University of Tasmania



The move to online education across the world has been accelerated by the COVID-19 pandemic and it is increasingly important that quality is of the highest standard, and education is appropriately targeted and accessible.

Professor. James Vickers

Abstract:

Dementia rates are rising globally. In Australia, approx. 450,000 people have dementia, which will increase to around 1 million by 2050. Across the world, dementia is increasing in its social, health and economic account. Low to middle income countries have the highest rates of increase of dementia prevalence. The Royal Commission into Aged Care Quality and Safety details the lack of appropriate care for dementia. A root cause of many care deficiencies lies in poor knowledge about the condition. The Wicking Dementia Centre has developed a number of online educational strategies to reach appropriate groups, including informal free courses as well as formal university qualifications. This has included the development of Massive Open Online Courses (MOOCs), initially in relation to understanding the condition and how care is best configured (Understanding Dementia (UD) MOOC, 2013) and then a course based on dementia risk, as up to 40% of dementia cases could be prevented

based on modifiable risk factors (Preventing Dementia (PD) MOOC, 2016). Over 460,000 people have enrolled to date, comprising approximately two thirds of Australians with the remainder participating from almost every other country in the world. The Wicking Dementia Centre has also developed a nested undergraduate degree program (Bachelor, Associate Degree and Diploma of Dementia Care) as well as a Master of Dementia (including a Graduate Certificate and Graduate Diploma). The Centre has developed its own learning management system to underpin the MOOCs and the modular delivery of content for the Masters program. This system is designed to present material in an accessible fashion, across a variety of devices. It is hoped that this ecosystem of offerings may help to improve the quality of care of dementia in different settings.

Key words: Learning manage system, dementia, MOOC, professional development, health literacy

Biography:

UTAS Distinguished **Professor James Vickers** is the Director of the Wicking Dementia Research and Education Centre and Dean of the Tasmanian School of Medicine. Professor Vickers is a Past-President of the Australasian Neuroscience Society, a member of the NHMRC Principal Health Translation Advisory Committee and Universities Australia Health Professions' Education Standing Group, and a Board Member of the Dementia Australia Research Foundation and Glenview Community Services. He has a research track record in the neurosciences, including acquired neuronal injury, neurodegenerative disease and plasticity, as well as health services research and cohort-based interventions.

Intelligent Interfaces and Feedback Mechanisms for Online Education

Dr Ananda Maiti, School of Information and Communication Technology, University of Tasmania



Abstract: Online platforms for delivering educational content have become popular, even before the current trends. Online platforms provide the ability to create content dynamically and deliver them uniformly to many students. Engineering and ICT contents are also delivered in this manner, often with open-ended project-based learning and assessment tasks. The traditional media and tools used for general online teaching are usually supported by remotely accessible laboratories. These online platforms offer a unique opportunity to collect the learner's interactions with the system in real-time. Computational Intelligence (CI) can be used to process this data to generate the patterns for feedback to the students and the teachers. CI can be used to identify the status of the learner's interaction with the online system and alert the teacher to any potential difficulties that all students might be facing. More generally, it can help the teacher to keep real-time track of each student's progress compared to others for open-ended project-based learning activities where no known or fixed set of learning goals can be set. CI can also provide a randomized but with proportionally equivalent challenging environmental variables in the online platform to enhance student learning which can enrich the learning experience.

Key words: remote labs, e-learning, artificial Intelligence, project-based learning.

Biography:

Dr. Ananda Maiti is a Lecturer in Information and Communication Technology (ICT) in the School of ICT at the University of Tasmania. His teaching areas include Internet of Things, Web technologies and Cloud Computing. He has deep interest in technology enhance learning specifically the use of remote laboratories for various engineering education. Remote practical education requires a range of software-based services that are provided online and is a key area of research within e-learning. Dr Maiti is affiliated with the HIT Lab in Newnham Campus and undertaking human interaction research with Australian Maritime College as well.

Covid-19: The Catalyst for Paradigm Shift in higher education

Dr Mala Raghavan, College of Business and Economics; University of Tasmania



Abstract:

In the pre-Covid era, though higher education institutions provided multiple modes for university students to learn, economics teaching was tilted more towards “traditional” face-to-face and blended deliveries rather than fully online. Amid the lockdown during the coronavirus pandemic, within short notice, my colleagues and I were compelled to shift our instructions completely to online mode to allow teaching and learning to continue. The switch challenged many of the teaching strategies that we took for granted in our face-to-face classes – such as lecture delivery, class discussions, group work activities, and invigilated assessments. At this crossroad, we needed to ensure our “learner-centred” teaching philosophy is not jeopardised by the Covid-19 disruption. How do we maintain high quality, stimulative and interactive student learning environments on an online platform?

In the midst of the disruption, we saw opportunities to innovate and facilitate strategies for students learning online. The use of multimedia authoring software enabled us to create hand-drawn graphics and equations and communicate complex contents effectively through instructional videos. We had to rethink and redesign our assessment tasks and provide clear measurable activities, interactive workshops, and virtual group engagements, which aided students’ digital learning experience. To further encourage student participation, we complimented the above with online interactive activities such as comparing data snapshots, simulation scenarios and other economic games. To maintain consistency across weeks, we use a teaching template with similar sequencing of material on the online platform. To keep things personable, some of us did overview videos every week, as a way to connect with

students and to provide summary information of the weeks content. Covid-19 prompted the paradigm shift in economics teaching and learning, a new normal in higher education.

Key words: economics; teaching strategies; paradigm shifts; digital learning

Biography:

Mala Raghavan is Senior Lecturer in Macroeconomics and Head of Discipline (Economics and Finance) at the College of Business and Economics, University of Tasmania. Before joining the University of Tasmania in July 2011, she held academic positions at Monash University and RMIT University. She is a Research Associate with the Asia Institute of Tasmania and a Visiting Research Fellow to Bank Negara Malaysia and World Bank Group (Malaysian Hub). She has more than 25 years of teaching experience at undergraduate and postgraduate levels at various universities across two continents —Australia and Asia (Malaysia, Singapore, and Hong Kong). Mala has demonstrated significant contribution to research and teaching in Applied Macroeconomics and International Economics. By bringing her research experiences into the classroom, Mala built and designed curriculums that allowed her students to understand how economic theory and data can be combined to explain the effects of real-world events. She has continuously received the DVC's Outstanding Teaching Commendation certificates, and in 2017 was recognised as one of COBE's best teachers and was invited to participate in TILT's Masterclass initiative.

Australia-ASEAN Academics Forum: Online Education During COVID-19 and Beyond

Interview Schedule - June 2021

Monday, 21 June			Tuesday, 22 June	
Group Interview 1 Brunei 4pm-5pm (Hobart, TAS time)	Group Interview 2 Cambodia 4pm-5pm (Hobart, TAS time)	Group Interview 3 Indonesia 4pm-5pm (Hobart, TAS time)	Group Interview 4 Laos 4pm-5pm (Hobart, TAS time)	Group Interview 5 Malaysia 4pm-5pm (Hobart, TAS time)
			Group Interview 6 Myanmar 4pm-5pm (Hobart, TAS time)	
Wednesday, 23 June			Thursday, 24 June	
Group Interview 7 Philippines 4pm-5pm (Hobart, TAS time)	Group Interview 8 Singapore 4pm-5pm (Hobart, TAS time)	Group Interview 9 Thailand 4pm-5pm (Hobart, TAS time)	Group Interview 10 Vietnam 4pm-5pm (Hobart, TAS time)	Group Interview 11 Australia 4pm-5pm (Hobart, TAS time)



Australia-ASEAN Academics Forum: Online Education During COVID-19 and Beyond

Co-Convenors: Dr Vinh To, Prof. Victoria Carrington, Prof. Sharon Fraser, Prof. Monica Cuskelly



Dr Vinh To is a Lecturer in English Curriculum and Pedagogy at the University of Tasmania, Australia. Her research interest includes online education, educational linguistics, English, literacy, TESOL and languages education. She is the Chief Investigator of the project “Australia-ASEAN Academics Forum: Online Education during COVID-19 and beyond”. She is the Creator and Convenor of the *Systemic Functional Linguistics Interest Group*, Associate Editor of *Literacy Learning: The Middle Years Journal*, Associate Editor-Copy Chief of the *Australian Journal of Language and Literacy*. She has published in top quartile journals such as *the Australian Journal of Linguistics*, *the International Journal of Early Years Education*, *the Australian Journal of Language and Literacy* and *Linguistics and the Human Sciences*. She was awarded three UTAS Teaching Merit Certificates (2016-2018) in recognition of her excellent teaching in blending learning or fully online courses, a Deputy Vice-Chancellor’s Commendation Letter (2017) for an outstanding online course. She was also awarded a UTAS CALE Commendation for Research Innovation and Impact in 2020.

Dr Vinh To
University of Tasmania
Australia



Prof. Victoria Carrington
University of Tasmania
Australia

Victoria Carrington is a professor in and Head and Dean of the School of Education at the University of Tasmania, Australia. She has a long-term research interest in the declaration of “crises” around young people, particularly around technology and literacy. Professor Carrington’s research interests, in the field of digital technologies and digital cultures, have informed much of her work around early adolescents and youth. Her work has drawn attention to issues of text production, identity and literacy practices within the affordances of digital technologies and new media.



Prof. Sharon Fraser
University of Tasmania
Australia

Sharon Fraser is a professor in the School of Education at the University of Tasmania, Australia. Her research spans science and mathematics curriculum and pedagogy, in both school and higher education, and the professional learning of educators. Sharon’s career has included senior roles in universities, which encompassed her leadership of online learning implementation and enhancement.



Prof. Monica Cuskelly
University of Tasmania
Australia

Monica Cuskelly is a professor in the School of Education at the University of Tasmania, Australia. Her research interests focus on the development of individuals with intellectual or developmental disability, family functioning when there is a member with an intellectual or developmental disability, mastery motivation and self-regulation. She has published extensively in these areas.

Partners in ASEAN



Dr. Masitah Shahrill, Universiti Brunei Darussalam, Brunei Darussalam

Dr Masitah Shahrill is a Senior Assistant Professor and Teacher Educator at the Sultan Hassanal Bolkih Institute of Education (SHBIE), Universiti Brunei Darussalam (UBD). She was appointed lecturer in the university in August 2001, and went on to pursue her graduate studies (Master and Doctor of Education) in mathematics education at the University of Melbourne, Melbourne, Australia. Her previous administrative appointments for SHBIE include Academic Group Convenor for Mathematics Education, Programme Leader for Initial Teacher Preparation, and Deputy Dean (Academic), and for the Office of Assistant Vice Chancellor (Academic Affairs), UBD, as the Director of Studies and the Head of Teaching and Learning Centre. Dr Shahrill's research interests lies in the teacher education, mathematics education, higher education, teaching and learning, assessment, classroom research, online education and blended learning. To date, she has published more than 130 articles in international journals and conference proceedings, of which more than 90 are indexed by Scopus, and presented about 160 papers at international conferences, as sole author as well as in collaboration with academic colleagues and graduate students. She is currently the Editor in Chief for the Southeast Asian Mathematics Education Journal published by the SEAMEO Regional Centre for QITEP in Mathematics, Yogyakarta, Indonesia.



Chanphirun SAM (Ph.D.) is a Deputy Director in Phnom Penh Teacher Education College, Ministry of Education, Youth and Sport, Cambodia. He is also an Adjunct Senior Lecturer in the Department of English, Institute of Foreign Languages, Royal University of Phnom Penh, Cambodia. His research deals with education issues, ranging from primary to tertiary education. His research interests concern educational planning and policy, teacher education, institutional governance, higher education, and English education. He has also published a number of research articles in different international journals such as *Higher Education*, *Asia Pacific Education Review*, *Studies in Higher Education*, *Journal of Enterprising Communities: People and Places in the Global Economy* and some book chapters concerning the area of higher education.

Dr. Chanphirun SAM, Phnom Penh Teacher Education College, Cambodia



Dr. Andriyani Marentek is a senior lecturer and researcher from Sam Ratulangi University, Manado, North Sulawesi, Indonesia. She is currently holding a position as Head of the Language Centre Unit of Sam Ratulangi University. She earned both her master's degree (2005) and doctorate degree (2016) from the University of Melbourne, Australia. Since 1998, Dr. Marentek has been teaching undergraduate courses at the English department, Faculty of Humanities as well as at the postgraduate courses in the linguistics master's and doctoral study programs of Sam Ratulangi University. Her research interests deal with Applied Linguistics, particularly English as an International Language (EIL), English as a Lingua Franca (ELF), World Englishes (WE), Translingual Practices, and Grammatical Analysis. Besides that, she is interested in broadening her knowledge to learning the current trend in language pedagogy, particularly in the Covid-19 pandemic era, i.e. the online language learning and teaching.

Dr. Andriyani Marentek, Sam Ratulangi University, Indonesia



Luh Putu Artini is a professor in English language education and currently teaches at the English Language Education, Faculty of Language and Arts, Universitas Pendidikan Ganesha, Bali, Indonesia. She earned her master degree from La Trobe University, Australia in 1994, and Ph.D. in Education from Newcastle University, Australia in 2006. Artini is an active researcher and have won many competitive grants. She has been an invited speaker in many teachers' forums and presents in many national and international conferences. She publishes research articles in national and international journals and writes 10 books in the area of English Language Teaching. Her research areas are in EFL Pedagogy, Teaching English for Young Learners, and Literacy.

Dr. Luh Putu Artini, Ganesha University of Education, Indonesia



Southida Souliyavong earned Bachelor of Science in Forestry from the National University of Laos. She was also awarded the Master of Arts in political science at Ateneo de Manila University (AdMU) in the Philippines, and Master of Arts, specialization in Climate Change Policy from University for Peace in Costa Rica. Southida is a project coordinator for the Customs capacity building on combating illegal wildlife, timber and non-timber forest product (NTFPs) trade and law enforcement, which has been funded by World Bank. She is responsible for coordinating and leading the implementation of project activities on wildlife law enforcement and anti-smuggling. Before working as a project coordinator in 2020, Southida was a programme liaison officer at the Food and Agriculture Organization (FAO) of the United Nations, which was a focal point for increasing visibilities of the FAO's actions and cooperation at national and region. She was also a country manager for Sustainability Asia (SA), which contributed to improving more sustainable livelihood of the coffee's farmers and sustainable environment management in Laos. She has rich work experiences in community rural development and agricultural and natural resource management. As an environmental advocate, her expertise is on sustainable forest and environmental management, wildlife protection, watershed management, agro-forestry and climate change.

Southida Souliyavong, Ministry of Finance, Laos



Dr Meng Huat CHAU teaches and mentors undergraduate and postgraduate students conducting research in Applied Linguistics at Universiti Malaya (UM). Before joining UM to take up a fellowship in 2010, he spent over ten years working with students, teachers and teacher educators from primary and secondary schools as well as from other universities. He is currently Editor-in-Chief of the Journal of Modern Languages (see <https://jml.um.edu.my/>). He also holds adjunct and visiting appointments at Guangdong University of Foreign Studies in China and De La Salle University-Dasmariñas in the Philippines. Meng Huat's main areas of research are corpus linguistics and educational linguistics, spanning learner corpus research, Second Language Acquisition, Global Englishes, multilingualism, intercultural communication, and language education with a focus on agency, feedback, student engagement and technology-enhanced language learning. His more recent research and writing consider how Applied Linguistics can contribute to a better, more sustainable world, including efforts to achieve the United Nations' Sustainable Development Goals.

Dr. Chau Meng Huat, Universiti Malaya, Malaysia



Dr. Mon Mon Aung is a Professor in Department of Myanmar at University of Yangon, Myanmar. She is not only a teacher but also a researcher. She has published a number of books and research articles in her area of expertise such as Myanmar Studies, Myanmar Language and Culture. She got Ph.D (Sociolinguistics) from University of Yangon in 2009.

Dr. Mon Mon Aung, University of Yangon, Myanmar



Assoc. Prof. Irish Mae Fernandez-Dalona has acquired her Master's degree in English (Major in Applied Linguistics) and PhD in Education (Major in Applied Linguistics) in Davao City, Philippines. She took Communication and Writing courses and worked as a Teaching Assistant at the University of Michigan, in Ann Arbor, Michigan, USA, from 2014-2015, through Fulbright's Foreign Language Teaching Assistant (FLTA) program. Her research interests include English Language Teaching, Discourse Analysis, and Sociolinguistics. She has published papers in refereed and indexed journals in Asia, the most recent one has been indexed by ERIC. She has likewise presented her research findings in the Philippines, Taiwan, Malaysia, Thailand, and the United States of America. Starting in July 2020, Assoc. Prof. Fernandez-Dalona, is the Chairperson of the English Department of the Mindanao State University-Iligan Institute of Technology (MSU-IIT). Aside from teaching undergraduate and graduate courses in the university, she renders teacher training facilitation in secondary and tertiary institutions in other regions in the Philippines.

Dr. Irish Mae Fernandez-Dalona, MSU-Iligan Institute of Technology, Philippines



Mark Brooke is Senior Lecturer at the Centre for English Language Communication, National University of Singapore. He currently designs and teaches undergraduate academic writing courses combining Sociology of Sport and English for Academic Purposes. In sport sociology, he has authored a book with Common Ground Research Networks, Champaign, Illinois, entitled *Case Studies in Sport Socialisation*; he has also published in journals such as *Sport in Society*; *Communication & Sport*; and the *Asia-Pacific Journal of Health, Sport and Physical Education*. He has also co-authored a book on academic literacy development entitled a *Practical Guide to Project-Based Learning* with World Scientific Publishing, Singapore. In the academic literacy field, he predominantly investigates practical classroom applications of Systemic Functional Linguistics and Legitimation Code Theory (LCT). He has published multiple studies on these themes in journals such as *Reflective Practice*; *Teaching in Higher Education*; *The European Journal of Applied Linguistics and TEFL* and the *Asian Journal of the Scholarship of Teaching and Learning*.

Dr. Mark Brooke, National University of Singapore, Singapore



Assistant Professor Dr. Jiraporn Dhanarattigannon (Ph.D. in Curriculum and Instructions, University of Florida, USA) is an Assistant Professor in the Department of Foreign Languages, Faculty of Humanities, Kasetsart University, Thailand. Her research interests are process-based writing, literacy, Extensive Reading, language assessment, and teaching and learning development. Recently, she has expanded her area of study: self-assessment in writing and corpus linguistics.

Dr. Jiraporn Dhanarattigannon, Kasetsart University, Thailand



Dr. Tam Nguyen (Nguyễn Thị Minh Tâm) is a lecturer of English Linguistics at University of Languages and International Studies (VNU-ULIS), Vietnam. She is currently the Dean of Faculty of Linguistics and Cultures of English speaking countries. Her research interests are English linguistics, World Englishes, Functional Linguistics, applications of functional approach in language teaching, thinking skills and promoting students' thinking skills through assessment tools. Tam has published more than 30 journal articles, conference papers and presentations in the field of Linguistics and Education, VNU-ULIS. Tâm is a member of the International Systemic Functional Linguistics Association and VIETTESOL Association.

Dr. Tam Nguyen, Vietnam National University, Vietnam