



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

Webinar Schedule - September 2021

<i>Monday, 6 September</i>	<i>Tuesday, 7 September</i>	<i>Wednesday, 8 September</i>	<i>Thursday, 9 Thursday</i>	<i>Friday, 10 September</i>
<p>Webinar 1</p> <p>Presentation 1: Dr Misty So-Sum Wai-Cook & Dr Mark Brooke</p> <p>Presentation 2: Dr Eric Chua</p> <p>4pm-5:30pm (Hobart, TAS time)</p>	<p>Webinar 2</p> <p>Presentation 1: Rene Marquez Bonifacio</p> <p>Presentation 2: Chanphirun Sam</p> <p>4pm-5:30pm (Hobart, TAS time)</p>	<p>Webinar 3</p> <p>Presentation 1: Lim Sok Mui May</p> <p>Presentation 2: Dr Malai Zeiti Sheikh Abdul Hamid & Dr Jaya Priah Kasnianthan</p> <p>4pm-5:30pm (Hobart, TAS time)</p>	<p>Webinar 4</p> <p>Presentation 1: Stephen J Hall</p> <p>Presentation 2: Ahmad Syafi'i</p> <p>4pm-5:30pm (Hobart, TAS time)</p>	<p>Webinar 5 [Join]</p> <p>Presentation 1: Dwi Shinta Rahayu</p> <p>4pm-5:30pm</p> <p>Presentation 2: Sheilfa B. Alojamiento</p> <p>(Hobart, TAS time)</p>
<i>Monday, 13 September</i>	<i>Tuesday, 14 September</i>	<i>Wednesday, 15 September</i>	<i>Thursday, 16 September</i>	<i>Friday, 17 September</i>
<p>Webinar 6</p> <p>Presentation 1: Latha Ravindran, Mansour Amini & Chris Lee Kam Fong</p> <p>Presentation 2: Le Xuan Hue</p> <p>4pm-5:30pm (Hobart, TAS time)</p>	<p>Webinar 7</p> <p>Presentation 1: Nooreen Noordin</p> <p>Presentation 2: Azni Yati Kamaruddin & Che Aleha Ladin</p> <p>Presentation 3: Hastowohadi, Akademi Penerbang & Sri Haryati</p> <p>4pm-6:00pm (Hobart, TAS time)</p>	<p>Webinar 8</p> <p>Presentation 1: Phonepasuerth Bounnaphonh</p> <p>Presentation 2: Renuka V Sathasivam</p> <p>4pm-5:30pm (Hobart, TAS time)</p>	<p>Webinar 9</p> <p>Presentation 1: Dr Andriyani Marentek</p> <p>Presentation 2: Minh-Anh Mai</p> <p>4pm-5:30pm (Hobart, TAS time)</p>	<p>Webinar 10 [Join]</p> <p>Presentation 1: Amira Firdaus</p> <p>Presentation 2: Chutinon Putthiwanit</p> <p>4pm-5:30pm (Hobart, TAS time)</p>

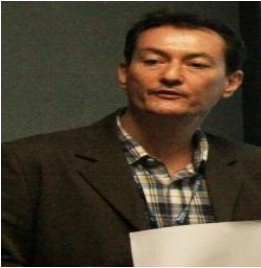
Invited Speakers' Abstracts and Biographies

Effective teaching practices in supporting students in and beyond class time in an online academic literacy module

Dr Misty So-Sum Wai-COOK, Centre for English Language Communication, National University of Singapore



Dr Mark BROOKE, Centre for English Language Communication, National University of Singapore



Abstract:

As a result of the COVID-19 pandemic lockdowns across the globe, many educators swiftly switched to teaching fully online. Similar to teaching students in a face-to-face classroom setting, instructors must create a conducive online learning environment by connecting and engaging students in and beyond class time (Garrison & Arbaugh, 2007; Garrison & Cleveland-Innes, 2005). This presentation showcases the effectiveness of two instructors who aim to provide instructor, cognitive and social presences in and beyond class time in an online academic literacy course. The first case study illustrates the importance of instructors' ability to scaffold content using multiple learning activities and assessments (instructor presence), provide sufficient relevant content to engage learners to build their knowledge and skills (cognitive presence), and create opportunities for instructor-students and student-student interactions so they could support each other to develop higher-order and critical thinking skills (social presence) in the class (Garrison et al., 2000). The second case study demonstrates the impacts of the instructor's attempt to support and engage students by promoting teacher-student and student-student dialogue through text-based communication (Garrison et al., 2000). It highlights the benefits of dialogic communication based on Walker's (2004) DISCOUNT coding system in providing written feedback for students, and promoting virtual consultations via Zoom, surveys on online learning and interviews with students to listen to the needs of students beyond class time.

References:

- Garrison, D., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: computer conferencing in higher education. *Internet Higher Educ.* 2–3, 87–105.
- Garrison, D. R., & Arbaugh, J. B. (2007). Researching the community of inquiry framework: Review, issues, and future directions. *The Internet and higher education*, 10(3), 157-172.
- Garrison, D. R., & Cleveland-Innes, M. (2005). Facilitating cognitive presence in online learning: interaction is not enough. *Am. J. Distance Educ.* 19, 133–148.
- Walker, S. A. (2004). Socratic strategies and devil's advocacy in synchronous CMC debate. *Journal of Computer Assisted Learning*, 20(3), 172-182.

Key words: instructor presence; cognitive presence; social presence; dialogic feedback; virtual consultations

Biography:

Dr Misty So-Sum Wai-COOK is Deputy Director and Senior Lecturer at the Centre for English Language Communication, Fellow at the College of Alice & Peter Tan, and Fellow at the National University of Singapore Teaching Academy (NUSTA) at the National University of Singapore. Misty has won multiple university teaching excellence awards, and conducted multiple research projects and published papers on academic literacies, peer feedback in language education, English across the curriculum, and the use of technologies to enhance teaching and learning. She is on the Editorial Board for a number of peer-review journals such as *Language and Language Teaching Journals*, *Journal of Interdisciplinary Studies in Education*, and *Asia Pacific Journal of Education*.

Dr 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. He has 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*.

Monitoring students' online learning experience under COVID-19 - A Singapore university's findings

Dr Eric Chua, Singapore Institute of Technology



Abstract:

Like many universities around the world, the Singapore Institute of Technology (SIT) embarked on online learning at-scale when COVID-19 hit early 2020. Faculty and students alike received crash courses in online teaching and learning and began their journey with full online learning. Since then, the COVID-19 situation has stabilised in Singapore, and SIT has evolved into a blended learning approach. Along the way, SIT has also been monitoring its students' online learning experience. Data was gathered via surveys and interviews, examining students' preferences, perceived effectiveness, self-regulation for online learning, and challenges with online learning. Currently, students prefer online lectures and physical tutorials and labs. They also find online delivery clear, while hoping it can be more engaging. Students' ability to self-regulate for online learning has also improved, while uncondusive home study environment, reduced engagement and socialisation, and technical difficulties were brought up as challenges. These perspectives are valuable in guiding SIT to optimise its blended learning approach.

Key words: COVID-19, online learning, students' voice, engagement, self-regulation

Biography:

Dr Chua is an Associate Professor at the Singapore Institute of Technology, and holds a concurrent appointment as the Deputy Director of CoLEAD, the University's teaching and learning unit. In this role, he actively collaborates with colleagues on faculty development. He has also been actively involved in the University's efforts to introduce online learning in response to COVID-19, including monitoring its students' online learning experience over time.

Managing Asynchronous Online Classes: Embedding Question and Answer Videos in Pre-recorded Lectures for Better Student Participation and Interaction

Rene Marquez Bonifacio, Central Mindanao University, Maramag, Bukidnon, Philippines



Abstract:

The global spread of the coronavirus has rewritten the history of providing high-quality teaching and learning. In the Philippine context, online learning becomes more challenging among professors and students because of poor internet connectivity, financial constraints, and limited access to advanced technologies. However, college online classes can be further intensified by providing an avenue for students to participate in their classes even though the mode of teaching is asynchronous, especially to cater for the needs of the students who do not have a fast and stable internet connection at home. With this concern, my study aims to increase student-participation and interaction using student video responses. With that goal in mind, I redesigned my lecture videos to integrate 10-second student-responses to 5–10 questions, which are embedded in my lessons. One week prior to the uploading of my lecture-videos, I posted the questions in our online learning platform. Using a specific rubric, I select the top students who were qualified to be featured in my lecture videos. To provide a better video quality, I employed OBS and QuickTime Player to record my videos and used iMovie to edit the whole presentation. To gather substantial data, I conducted an informal interview during our student consultation activity to evaluate the effectiveness of my intervention. The findings reveal that not only student participation and interaction are improved, but also their independent learning, resourcefulness, and creativity. This research shows that incorporating student video responses in lecture videos contributes to better learning amidst the worldwide crisis.

Key words: asynchronous, online learning, pre-recorded lectures, student participation and interaction, student video responses

Biography:

Rene M. Bonifacio is an Assistant Professor III of English at Central Mindanao University. He accomplished his Master of Arts in English Language Studies at Mindanao State University – Iligan Institute of Technology. His research interests include indigenous language studies, language documentation, sociolinguistics, and language pedagogy. Because of the COVID-19 pandemic, he conducts his classes through asynchronous learning by providing pre-recorded lectures. After few days, he organizes an online consultation to cater to the needs and questions of the students regarding the lessons, tasks, and other pertinent details for them to complete the course.

Online learning in Cambodian higher education amid the Covid-19 pandemic: Challenges and opportunities

Chanphirun Sam, Phnom Penh Teacher Education College, Cambodia



Abstract:

Covid-19 pandemic has posed a serious threat to all the countries around the world. This pandemic has forced a global shutdown of many activities in various sectors, one of which is education. Cambodia is of no exception in undergoing the closure of all educational institutions to his response. Meanwhile, it has responded to such a crisis with online learning as the educational platform. Such a sudden migration method of educational institutions, particularly higher education institutions, has resulted in a great many challenges for both students, lecturers and beyond. However, once the challenges are well explored and overcome, then they can be transformed into opportunities as the case of one higher education institution in Cambodia suggests. Based on the observation, the case study of one public higher education institution in Cambodia has shown that online learning has become a great challenge for students, lecturers as well as management team. On the other hand, after one year of online teaching and learning experience, there have emerged opportunities for everyone in the institution in upgrading their knowledge on technology, which most has taken for granted before the pandemic since the traditional teaching in the classroom setting was mainly emphasized in the local context.

Biography:

Chanphirun SAM (Ph.D.) is a Deputy Director in Phnom Penh Teacher Education College, Ministry of Education, Youth and Sport, 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.

Oral Interactive Assessment involving Persons with Disability

Lim Sok Mui May

Singapore Institute of Technology, Singapore



Abstract:

In a first year Occupational Therapy module taught in Singapore, students learn about children's developmental milestones and what is considered typical development. Students are great in answering multiple choice questions and short answers, but when it comes to clinical placements, they cannot answer the parents' questions comprehensively and confidently. Oral interactive is an excellent way to assess both students' knowledge and competency to articulate their reasoning verbally. We wanted to examine if this is a better way of assessing students and preparing them for clinical experience. We changed our assessment format from traditional paper-based assessment to 10 minutes oral interactive assessment done online. We hire and train persons with disability as standardised "parents" so that they can "act" as parents with concerns and questions the students about milestone. The professors concentrate on assessing the quality of the answer. Of the students 97% of students surveyed felt that "this type of assessment has real world relevance". The assessment was able to differentiate students' ability. With 103 students assessed, the grade ranged from A to F. Oral interactive assessment enabled authentic assessment experience for our students. It also provided work opportunities for persons with disability to be assessing & educating our students. It allowed us to conduct assessment online while assessing students' competency.

Key words: Authentic assessment, Online assessment, Competency assessment, Simulation

Biography:

Dr May Lim is an Associate Professor at the Singapore Institute of Technology (SIT). May oversees Centre for Learning Environment and Assessment Development (CoLEAD) that looks after the faculty development programmes in learning and teaching at the university level. She won the university Teaching Excellence Award in 2016, 2018 and 2020. She actively looks for coachable moments to coach students for holistic development. Her research interests include occupational transition, higher education, developmental disabilities, self-efficacy and resilience. She has received two teaching grants from Ministry of Education, first to investigate the effect of experiential learning to improve students' communication and empathy through learning from people with disability and second on effect of a gamified platform to improve learning traits for at-risk freshmen. May is an experienced occupational therapist by profession, she has been working with children with developmental delay and disorders in Singapore and Australia.

Using digital technologies and innovative platforms for online teaching during the COVID-19 pandemic as the new norm

Dr Malai Zeiti Sheikh Abdul Hamid, Centre for Communication, Teaching and Learning,
Universiti Teknologi Brunei, Bandar Seri Begawan, Brunei Darussalam

*Dr Jaya Priah Kasnianthan, School of Busines, Politeknik Brunei, Bandar Seri Begawan, Brunei Darussalam

Abstract:

During the pandemic in Brunei, teaching became fully online for a period of three and a half months. Due to school closure, no face to face teaching could be conducted so teaching and assessments were done remotely (and online). Digital literacy became the focus for effective teaching, so tutors and teachers had to learn to become digitally literate and use innovative digital technologies for sharing information to students at schools and various institutions. The main platforms for online audio-visual teaching in Brunei included Zoom and Microsoft Teams, while content materials and resources were shared through emails, googledrive, Whatsapp, and different learning management system (LMS) such as Moodle and Canvas. During the teaching sessions, Brunei students were participating in lessons that require oral presentations and feedback during their online classes. Assignment and tasks were submitted through emails and other relevant online platforms. More specifically, for oral presentation, student presentations were conducted individually, in pairs or group work. Students met online during the prescribed time for their lessons and they took turns to present their work online. Presentations were usually recorded for assessment and review through platforms such as Zoom and Microsoft Teams. Whatsapp was also another common avenue for online learning that enabled students to send and receive regular text messages, engage in video calling and sharing of resources and teaching materials on their mobile devices. Students gained independent learning experiences, and worked at their own pace. Students read and download documents/files on their digital devices without the need for physical travel or face-to-face interaction. Whatsapp also allowed effective communication via phone text, read and send and receive messages, voice messages, sharing of links to websites, YouTube videos within respective Whatsapp groups for different modules or subjects.

Key words: Innovative teaching methods, digital literacy, COVID19 pandemic, Whatsapp, online teaching

Biography:

Dr Malai Zeiti Sheikh Abdul Hamid is Assistant Professor with the Centre for Communication, Teaching and Learning as well as Head of the Wellness Research Thrust at the University of Technology Brunei. She graduated with a PhD in English Language and Literacy Education (Bath), a Master's of Education in Applied Linguistics and TESOL (Leicester) and a Bachelors in Education in TESL (UBD). Dr Zeiti also graduated with a Teaching Certificate in Higher Education (Harvard) and the Women's Leadership Development Programme (Oxford).

Dr Zeiti was awarded the Royal Charter Qualification of Chartered Teacher of English by the UK English Association and is also a Chartered Linguist of Education from the UK Chartered Institute of Linguists. Additionally, she is also a Fellow member of the UK Chartered College of Teaching as and also a Fellow member of the UK Society of Education and Training. She was an award recipient of the US-ASEAN Fulbright Scholarship and also the UTB Teaching Excellence Award Special Mention. She was a Visiting Scholar at the Harvard Graduate School of Education and is also currently purusing her Postdoctoral Fellowship in Education at Harvard University.

Dr Zeiti is also President of the Brunei Reading and Literacy Association and ambassador to the UK Literacy Association. She is also the Founder and Curator of TEDxBandarSeriBegawan. Her current research interests are Cultural Literacy and Digital Literacy. Her recent book publications in 2021 included a chapter 'A Case Study of language use and literacy practices of Brunei students: New perspectives on cultural literacy' in Charting an Asian Trajectory for Literacy Education: Charting Past, Present and Future Literacies, published by Routledge. Her second book chapter is 'Overview of Preventive Measures and Good Governance Policies to Mitigate the COVID-19 Outbreak Curve in Brunei' in COVID-19: Systematic Risk and Resilience, published by Springer Nature.

Dr Jaya is attached to the Southeast Asian Ministers of Education Organization (SEAMEO) of Brunei Darussalam where she works as a Specialist and a researcher. Amongst her roles are to research on the current trends and needs of management and leaders in technical and vocational education to provide both consultancy services and trainings. Prior to embarking on her new role, she was a member of staff of the Business School and a Strategic Analyst at Politeknik Brunei. She has been actively involved in the higher education industry in both Malaysia and Brunei for the past 20 years. Apart from her current role, she has also held senior management post as Head of Faculty (Business) at a renowned private institution in Brunei. Her area of interest covers Education Management (HRM), Organizational Behaviour, Emotional studies, Wellbeing, Performance Management and Training & Development. She has participated in numerous international conferences and the amongst her recent paper that was presented was titled “Gen Y Academicians’ Emotional Labour and Wellbeing: The Moderating Effects of Human Resource Practices”. This was presented at the virtual conference of the World Engineering, Science & Technology Congress, International Conference for Management, Social Sciences and Humanities (ICMeSH,2020), 13-15 July 2021.

Digitally extended as an educator: Reflecting on reaching learners

Stephen J Hall, CELS Sunway University, Malaysia



Abstract:

Whether as an educator or a learner, we are all building digitally extended representations of ourselves. Yet perhaps the curation and presentation of our online self has varied levels of conscious creation. This image creation, through sharing or creating visual and written text over varied social media platforms may not align with our perceptions of education and our role as educators, developed before being pushed into online methods. Even when teaching online, there may be tendencies to cling to the safe and known analogue teacher transmission mode. It will be suggested that reflecting on our facilitative role as a digitally extended facilitator is useful. Spoken fluency and facilitating much needed interactivity and engagement become vital to engaging learners, requiring us to reflect on practice and master new interactive tools such as Padlet, Kahoot and Mentimeter. Both online and face to face classrooms still need to develop from an educator's sense of self in a digital world, which values learners' own stories, while enhancing confident language use across varied online and offline contexts. This paper will argue that as teachers we should move beyond dichotomies of online and offline differences to apply principles which nurture language skills, vocabulary development and targeted grammar in a variety of text types, digital and analogue. Incorporating visual critical awareness, collaboration with learners, and a wider range of interaction could further stimulate engagement. Suggestions for navigating interactivity online through the seas of centralised control mechanisms will be shared.

Biography:

Professor Stephen J Hall is Head, Centre for English Language Studies, Sunway University, Malaysia and Dean, School of Interdisciplinary Studies. He has been Head of what is now CELS, since late 2007. There are over twenty specialized English language subjects, integrated at College and University levels, as well as a pre-university Intensive English Programme. Stephen was an In-service English Teacher Training Project Manager for four years in Malaysia, working nationally with the Ministry of Education. His Doctorate from University of Leicester draws on this, as it is 'A Qualitative Study of the Opening Phases of Cross-Cultural In-Service Teacher Training Interaction in Rural Malaysia.'

Previously, his Singapore-based, corporate business focused on cross cultural training and Business English; clients included Changi airport, SIA counter staff, VISA Asia Pacific and HBO Asia. In the mid-nineties he managed Language and Communication, Temasek Polytechnic, Singapore for four years of exponential growth with development of the international student programme and a multi-media language learning environment.

Stephen trained teachers regionally for ASEAN based RELC and has consulted for English for Banking in Indonesia and regional teacher training projects. Publications include over 45 articles and several books, while research interests include reflective teacher education, ELT in Malaysia and blended learning. He has presented in over fifteen countries, and taught at tertiary, secondary and primary levels. Dr Hall has 40 years' experience in Teaching English to Speakers of Other Languages.

More details at www.stephenjhall.com.

Optimizing Artificial Intelligence Powered Applications to Enhance Students Engagement in EFL Writing Classroom.

Ahmad Syafi'i, STKIP Al Hikmah Surabaya, Surabaya, Indonesia



Abstract

Writing has been considered to be the most difficult skill among four English skills taught in university, particularly for EFL learners (Tso, 2002; Hung, 2003). Result of preliminary research revealed students' main difficulties during the writing process, such as lack of ideas, inappropriate word choice, unclear thesis statement, incorrect sentences, paraphrasing and summarizing, incorrect spelling and punctuations, and citing references. Unfortunately, the writing process in EFL classroom is traditionally conducted without being assisted by artificial intelligence based applications such as Grammarly, Google Translate, Quillbot and Thesis Generator. Therefore, these mentioned difficulties were not well treated. Consequently, the quality of students' writing is unsatisfactory. This main objective of this study is to explain how these applications assist students in writing process especially in the areas of students' writing difficulties. The subject of this study is 11 students attended Academic Writing class. This study employed descriptive qualitative research design. The instruments used are questionnaire and students' writing documentation. The result of this study revealed that the applications frequently incorporated are Quillbot, Google Translate, Grammarly, Thesis Generator, and Plot Generator. 81.82% of the students confirmed that these applications were very helpful to assist them dealing with grammatical errors, and in editing process. 63.64% of them claimed that these applications provide understandable feedbacks, such as appropriate, subject-verb agreement, providing various word choices, enabling self-editing, providing appropriate spelling, facilitating proofreading, and paraphrasing. From the elaborated findings, it can be concluded that artificial intelligence based applications significantly facilitate EFL learners to improve the quality of their writing.

Key words: artificial intelligence, application, teaching writing, EFL

Biography:

I am currently working as a lecturer at the Al Hikmah School of Teacher Training and Education (STKIP) Surabaya. As a professional lecturer, I am obliged to carry out the Tridharma of higher education, namely the obligation to teach, conduct research and carry out community service consistently and responsibly. In implementing the Tridharma of higher education, I try to always refer to the field of expertise that I choose and pursue. It aims to master my field of expertise in more depth. My field of expertise is writing and assessment. To prepare student teacher candidates who are ready to compete in the 21st century, I always optimize the role of technology in teaching the subjects I teach, for example using *artificial intelligence*-based applications such as Grammarly, Quillbot, Essaybot, and Paper rater to facilitate students writing various types of writing. In the assessment course, I also teach students to optimize the role of technology to carry out learning assessments more effectively and efficiently. In addition to the two fields of knowledge that I specialize in, I also conduct research related to *teacher professional development*. I also carry out collaborative research with students. The results of joint research with students have also been published in national journals, 3 of which are accredited by Sinta 4 and 5. In 2020 I had the opportunity to take part in the Technical Guidance for Writing Reputable International Journals, with the output of activities in the form of publishing articles in reputable international journals. This year my article is also included in the Book Chapter *Teaching and Learning ESL/EFL Writing at Tertiary Level* published by Universiti Sains Malaysia Press together with researchers from various countries in Asia. This opportunity will certainly increase my network in the international world.

Microteaching-From-Home During Pandemic: What did the Prospective Mathematics Teachers say?

Dwi Shinta Rahayu, IAIN Kediri, Kediri, Indonesia



Abstract:

Covid-19 pandemic situation brings some changes in education system all over the world. Students' learning is shifting from classroom learning to the one in virtual environment. This learning adaptation is from pre school to high school level. Some researches indicated that the application of "learning from home" is very challenging, especially for some courses which used to be conducted in a laboratory, such as Microteaching Course. Microteaching is one of mandatory courses in mathematics education study programme, IAIN Kediri. It allows prospective mathematics teachers develop their pedagogical competence such as skills in interacting with students, classroom management, opening and closing the class, guiding students' discussion, etc. Microteaching can provide classroom-teaching experience on a micro scale through learning and teaching training before teaching actual classes. This research aims to examine mathematics prospective teachers' perception towards a video-taped Microteaching project during Covid-19 Pandemic. This research was a descriptive research involving 75 students of mathematics education study programme, IAIN Kediri. The data were collected through survey and interview conducted in February-April 2021. The research result showed that the prospective mathematics teachers had positive perception toward the project assignment of creating video-taped microteaching as the alternate way to have microteaching session in laboratory during the pandemic. In addition, it found that most commonly challenges faced by the prospective teachers were the time management and technical issue.

Key words: Microteaching, mathematics, Prospective Teacher, Pandemic

Biography:

Dwi Shinta Rahayu is an Indonesian lecturer and researcher in mathematics education field. She got her master degree in mathematics Education from State University of Surabaya, Indonesia, with a scholarship from Indonesian Ministry of Research, Technology, and Higher Education (Kemenristekdikti), in 2015. She was previously worked as a lecturer in STKIP PGRI Tulungagung (2015-2018) and now, she is an assistant professor in Fakultas Tarbiyah (Faculty of Teaching Training) State Islamic Institute of Kediri. Since 2015, she has been teaching multiple subjects for undergraduate students of mathematics education, including Research Methodology, Teaching Methods, Curriculum Analysis, IT-based Learning, Assessment, Real Analysis, Calculus, and most currently Microteaching and Mathematics Learning Materials. She has worked on research granted from her internal institution and the Directorate for Research and Community Service, Kemenristekdikti. Her research interests are innovative mathematics learning and students' critical thinking and mathematical reasoning.

The Marginalization of the Humanities in Technology-Enhanced Education

Sheilfa B. Alojamiento, Notre Dame of Jolo College, Philippines

Abstract:

The thesis of this paper—that online education, on one hand, and a new set of pedagogical practices and ethical standards have not been very kind to the teaching of Humanities—critiques current educational precepts and practices, particularly the confounding obsession with methods of teaching (read as “what students like”) that ails many teaching practitioners. Rote memorization, ppt-heavy presentation, and the fear of offending students with ideas that do not sit well with dominant theology and religious sensibilities, have exiled inquiry and argumentation out of the classroom. This makes certain works of literature and cultural studies topics suspect and in extreme cases, *haram*. When located in a setting where institutions of learning have lost their autonomy, the best of teachers become hostage to local patronage politics.

With the internationalization of education and STEM courses promising scholarship opportunities abroad, budget cuts fall on programs and courses deemed financially unprofitable. Such is the case in many private schools and universities where Literature and Humanities programs have been either merged with other more viable projects or altogether scrapped and replaced with social media oriented programs. In the case study in focus in this paper, the HUMMS has been scrapped in the SHS level and in the college level, the liberal arts department has been turned into a junkyard for flunkers in the qualifying exams for the prestige courses (e.g., Nursing, Engineering, Pharmacy, and Education). This means that professors whose competence is in the Languages and the Humanities had to either teach courses not within their field of specialization or serve in the janitorial services department (cleaning up documents for accreditation purposes). This also means that programs which were once the seat of liberal education becomes training ground for cultural policing. Liberal Arts practitioners, for instance, become administrators and teachers of Islamic Studies and BS Criminology to feed local business and bureaucracies. How online education exacerbates or interferes with these processes is what the rest of the paper shall elaborate on.

Biography:

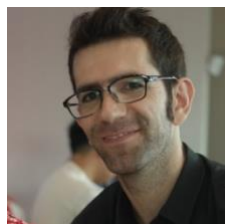
Sheilfa B. Alojamiento (author's name has an "i", Shelfa is for contracts and legal documents only) studied at Mindanao State University in Marawi City as a Political Science major. She finished AB English at Silliman University in Dumaguete City Master in Culture and Arts at MSU-IIT in Iligan City and is pursuing a PhD in Languages at Ateneo de Davao University in Zamboanga City. She has contributed to literary journals and anthologies in print and online and has published and read social research papers here and abroad. She is currently teaching at Notre Dame of Jolo College. Her autobiographical notes, social commentary, and fragments of poetry may be read at itswintryinrussia.com.

Pedagogical approach with an intent- Focussing on Interaction, Time & Pace during Covid-19: Lessons Learnt.

Latha Ravindran UCSI University, Malaysia



Mansour Amini UCSI University, Malaysia



Chris Lee Kam Fong UCSI University, Malaysia



Abstract:

Classroom discourse has undergone a huge paradigm shift since online teaching has taken the place of traditional face-to-face teaching. Given such scenario, engaging and maintaining students' attention has been the central focus of many lecturers' and the study uncovers the responsibilities of the learners, the objective of the study is to analyse the pedagogical approaches used by ESL Educators in a Private institution focussing on the Interactions, Time and Pace during the COVID-19 period. Time and attention to each individual student by the educators and class interactions will be observed. A qualitative research method comprises of interviews, direction observations and field notes will be employed. 8 lecturers teaching various subjects will be recruited using convenience sampling method and the data will be analysed thematically. Lecturers' instructional pedagogy and the social challenges confronting the students and the lecturers will be discussed in detail. As classroom interactions, time and pace are aspects of pedagogy and online teaching has exacerbated the routines of classroom teaching, hence, patterns of interactions are worth investigating. Apart from identifying the social and the pedagogical challenges of online teaching, this study also underscores the importance of the collaborative nature pedagogical approach undertaken by the lecturers which will define the dynamics of the classroom interaction. Findings of the present study have implications for the quality of interactions during online teaching and various challenges it poses for educators.

Keywords: Online Teaching; Pedagogical approach; English Language Teaching; Covid-19, Classroom Interactions

Biography:

Dr. Latha Ravindran is the Head of Education department in UCSI University. She has been teaching in tertiary institutions for many years. She has presented in various local and international conferences. Her areas of expertise include Teaching English as Second Language, English Language Policy, Teacher Professional Development and Curriculum Development.

Assistant Professor Dr Mansour Amini is lecturer at School of Languages, Literacies and Translation, Universiti Sains Malaysia, Penang, Malaysia and a researcher in Translation Studies and Conference Interpreting. His PhD thesis was the first research in Malaysia to address Conference Interpreting Quality in the country. He has published over 40 peer-reviewed articles (Scopus and other-indexed) in Translation, ELT and several interdisciplinary areas in Social Sciences."

Ms. Chris lee Kam-Fong is a researcher in Applied Linguistics and Discourse. She has published several research articles. Currently she is a PhD candidate at University Putra Malaysia.

Challenges in online assessment

Le Xuan Hue, Phenikaa University, Hanoi- Vietnam



Abstract:

Traditionally, assessment is obligatory for teachers as well as instructors to regulate the way of teaching subject. Option of the way of applying for each subject depends on many factors such as teacher 's adoption, learners' adaption. Teachers probably approach to a way of assessment or they may diversify assessments. There are two classifications of assessment including formal and informal assessments such as in person exam or quizzes...

Due to covid 19 spread, learners are not allowed to go to school, assessment becomes difficult for educators to rate exactly because learners are difficult to approach to academic resources, or studying practice, printing references, or even they have difficulty in accessing to schools' data due to net disconnectivity (no width band). In our educational institutions, we refer to actual online assessment formats in other educational institutions of Vietnam as well as over the world. Assessment formats are applied including quick quizzes (5%) (as applied by future learn webs), essay and assignment (10%), multiple choice questions (10%), oral exam (60%). Another problem is cheating in exam. To avoid cheating we may combine some formats, for instance, combination of assignment and presentation (10%). Finally, there are advantages and disadvantages, and some incentives for us to apply it. However, result is controversial.

Key words: assessment, learner, teacher, covid-19, online.

Biography: Lê Xuân Huê earned a Master of pharmacy and is a Lecturer in the Faculty of Pharmacy at Phenikaa University. He has over 10 years of onsite teaching in pharmacy and two years of online teaching.

Addressing teachers' remote teaching needs during the COVID-19 Pandemic: Key lessons learned

Nooreen Noordin, Universiti Putra Malaysia, Serdang, Malaysia



Abstract:

This paper presents the issues surrounding the practice of online teaching and learning among teachers in Malaysia. The novel coronavirus disease (Covid-19) has left an indelible impact on education and complex changes continue to take place amidst the global crisis. Teachers have had to make pedagogical adaptations as the traditional mode of delivery does not translate to a remote learning environment. The pandemic has also forced teachers to find the balance between dividing their time between teaching, engaging with students, and administrative tasks. With this in mind, the paper discusses the teachers' readiness for remote teaching, the tools used as well as the challenges faced in conducting online classes. A short survey was carried out with a group of teacher trainees to survey their needs with regard to readiness, tools and challenges in online teaching. Several key issues confronting teachers in a virtual teaching environment are also discussed and how everyone has to make adjustments and embrace the new normal in education. It reflects on how the teaching and learning during this crisis needs to be revitalised and thus, raising important questions about the different levels of preparedness required in ensuring online education aligns with the fundamental purpose of education.

Key words: level of preparedness, online tools, pandemic, remote teaching, virtual teaching

Biography:

Nooreen Noordin holds a doctoral degree from Universiti Putra Malaysia in the field of Teaching English as a Second Language (TESL). She is a senior lecturer at the Department of Language and Humanities Education, Faculty of Educational Studies, Universiti Putra Malaysia. Currently, she is the coordinator for the TESL undergraduate program as well as the TESL Bachelor Dissertation coordinator for the final year students. Her research interests are on language learning technology, content-based instruction, learning preferences and instructional best practices. Having a lifelong passion for supporting student empowerment in the learning process, she has always adopted the student-centered approach which focuses on using inquiry-based activities and collaborative learning in her teaching. She has authored and co-authored several book chapters and journal papers. Nooreen is also the recipient of numerous awards, including the Excellence Service Award, Best Academic Advisor Award, Best Presenter as well as the Vice-Chancellor's Fellowship Award for the Teaching Category in 2016. Outside ELT, Nooreen enjoys swimming and spending time reconnecting with nature.

Online assessment on affective and psychomotor domain

Azni Yati Kamaruddin, University of Malaya



Che Aleha Ladin, University of Malaya



Abstract:

In this presentation, the aspect of online assessment of affective and psychomotor will be the main focus . The implementation of online assessment turned out to be not easy, and even invited anxiety to educators. Educators also need adequate time and training to conduct such assessments. This series of assessment used in conventional assessments previously are not necessarily suitable for use for online assessments, and this requires to some modifications. Educators need to prepare themselves in all aspects when faced with a changing world in order to be able to adapt to any situation. This includes structuring and stipulation in the assessments that should use a flexible approach in drafting assignment assessments from face-to-face to digital form. This includes them focusing assessment in the mastery of the affective and psychomotor domains affective. However, the retention of the existing form of evaluation can still be maintained but the production of the output is applied in digital form. For example in subjects involving practical, 'service learning' or 'experiential learning' such as co -curricular management, sports and games, leisure and environmental awareness. Students have to create community service projects but constraints due to COVID-19 hamper early planning. Therefore, to ensure that the assessment of these two domains can be implemented, various alternatives are carried out such as the implementation of e-projects, e-portfolios, e-presentations. In addition, a more in depth discussion with various situations to assess the affective domain was adopted by the instructors.

Key words: Values Education, Affective Domain, Psychomotor Domain

Biography:

Dr. Azni Yati Kamaruddin was a primary and secondary teacher before she works with University of Malaya. She obtained her Dip.Ed (TESL) from Teacher Training College, Melaka. Then she pursued her B.Ed (TESL) and M.Ed in Value Education at University of Malaya. She then furthered her graduate studies at La Trobe University, Australia (School of Education) where she completed her graduate work with a Phd in Values Education specializing in Civics and Citizenship Education (CCE) and teachers of CCE in Malaysian Secondary Schools . As a senior lecturer at Department of Educational Foundations and Humanities, Faculty of Education, University Malaya, she teaches Moral Education, Sociology of Education, Trends and Issues in Education, Education History in Malaysia to TESL students, Early Childhood Education students, and Postgraduate students. She supervised many pre-service student teachers for their school practicum and research reports. She is also a Master of Education (Values and Humanities Education) coordinator. Currently, she is a validator for a pre-service teacher courses and a programme at the University of Malang, Surabaya, Indonesia. She is also an interview panel for Ministry

of Education scholarships. Her main interests are; Values and Humanities Education, Sociology Education, Teacher Education, Trends and Issues in Education, Quantitative Research and Mixed Mode Research. She has presented papers of her research interests in local and international conferences. She has been teaching online classes for the past three semesters since March 2020 until July 2021.

Dr Che Aleha Ladin works as a Senior Lecturer in the Department of Educational Foundations and Humanities Faculty of Education, University of Malaya. She has teaching experience in primary schools, secondary schools and also at the Malaysian Institute of Teacher Education. Her expertise is in the areas of Visual Arts Education, Art Assessment and Evaluation, Teacher Education Training and Philosophy of Education.

The College-Students-Struggles in Far-Flung area to learn in Distance Learning Mode Due to Covid-19 Outbreak: An Interpretative Phenomenological Analysis (IPA)

Hastowohadi, Akademi Penerbang Indonesia (API) Banyuwangi
Sri Haryati, Universitas Sebelas Maret (UNS) Surakarta

Abstract:

Learning in Far-flung area is never easy for students to run out their semester-period for over time. Indeed, Covid-19 outbreak limited them to directly learning in face-to-face mode, moreover, the internet access tried to support distance-learning. On the contrary, the students were challenging to link with the internet connection because of the signal, however, they need to struggle out with this unprecedented covid-19 outbreak. Using a qualitative research method, three students who lived in far-flung area were interviewed and the interviews were transcribed verbatim, then analyzed by using Interpretative Phenomenological Analysis (IPA). This study portrays the process of the students- struggles, students-adaptation, and the implication for future better distance-learning.

Keywords: Distance-learning, Far-flung, Interpretative Phenomenological Analysis (IPA)

Biography:

Hastowohadi is currently teaching English for vocational purposes in the Department of OPU at Akademi Penerbang Indonesia Banyuwangi, East Java, Indonesia. He completed his Master's degree in English Education at Universitas Islam Malang. His research interests lie in language materials development, task-based language teaching, and English for Vocational Purposes. His refereed journal publications appeared in the Journal of International Students.

The challenge of teaching at Luangprabang Teacher Training College during the Covid-19 pandemic

Phonepasuerth Bounnaphonh, Luangprabang Teacher Training College, Luangprabang, Lao PDR



Abstract:

In the rush to online learning during the covid-19 pandemic, all institutions are facing the problem of integrating face-to-face learning with online learning. Luangprabang Teacher Training college is facing that problem. We also integrated the learning and teaching to the online system. However, due to our less experience working on online platform, it's the challenge thing for us to ensure the effectiveness of teaching management. If we look back to the online teaching during the Covid-19 pandemic, we've recognized that there are many tools for online learning. However, there are two kinds of the online learning and teaching system. Firstly, the teaching system is one tool of teaching system that Educators have to change from the general lessons to the online lesson. The advantage of lessons might include some media, video and books which are supporting the student's learning. In addition, there are many programs that offer for teaching system. For instance, Google Classroom, Microsoft team, Zoom. Secondly, during the teaching, educators have to monitor students learning output. So, there are many programs that have been offered for free to monitor students in our class. For instance, Google form, Outlook form. It means that we have found the best tools for the urgent online teaching. In addition, the challenge of teaching management is the efficiency of online teaching and the number of teachers who use the online system during the pandemic. Firstly, some students who live in the countryside and very far from the city cannot access to the Internet. So, it's challenging for me to do something for these students. Secondly, some teachers are ineligible to work on online system. This study illustrates the studies of key aspects of teachers' abilities, student's satisfaction in online teaching and the number of teachers who have taught during the pandemic.

Key words: Student's learning satisfaction, Online teacher's teaching abilities

Biography:

I am a Lecturer in Information and Communication Technology at Luangprabang Teacher Training College. There are 4 responsibilities that relate to my job. Firstly, I am Mathematics and Computer teacher. For instance, I teach students more than 13 hours / week. Secondly, I use to be a website administrator. I've ever been designing some sub website for Luangprabang Teacher Training College. During my main work as a lecturer, I am also a Deputy head of Research and Educational Quality Assurance Department. So there are two more responsibilities in my work. Firstly, I am a person who gathers the data and evaluates teachers' teaching skills and students' learning outcome for Luangprabang teacher Training college. Finally, I also work as an ICT coordinator with the Chinju National University of Education (South Korea). At Luangprabang Teacher Training College, I intend to work online learning during the Covid-19 pandemic. I've been working on Zoom, Microsoft team, Google Classroom and more. That's the reason why I became a presenter to state the online system for teachers and students at my institution. Moreover, I was assigned by the director of Luangprabang Teacher Training College to gather the statistics of the teacher's teaching and student's satisfaction during the pandemic in the year of 2020.

Don't reinvent the wheel: Mimicking face-to-face instruction in an online environment

Renuka V Sathasivam, University of Malaya, Kuala Lumpur, Malaysia



Abstract:

Why reinvent the wheel, when teaching face-to-face was going so smoothly? Oh yeah, the dreaded pandemic! I teach a Master's degree course - Contemporary Issues in Science Education. The fundamental concept of instruction for this course is co-construction of knowledge. I prefer discussing what issues students face and tailor them to the course learning outcomes. The identified issues will be distributed to groups, and they take ownership of the 'issue'. The end-goal of this course is for them to write a 'book' about these issues for other teachers. Each group oversee one/two chapters. I usually do the first lesson, where I present one of the issues so I model how they may discuss the root of that issue, why the issue persists and how to overcome that issue. The groups find information about the issues assigned to them and develop a plan on how they would want to present them. They will meet me regularly in individual groups to discuss about the resources and how they present their issues. At the end of their presentation, the students are encouraged to ask questions to stimulate their peers thinking. The selected group would take charge for the entire lesson. For the past three cohorts, I had consistently witness active participation and positive engagement. Additionally, student feedback is great, and this endorses what I had witnessed. Using this model, I tried to mimic this cohort's learning online. Using LMS system to share topics of interest; WhatsApp to have small group discussions; and students use their technological expertise to do presentations and Q&A, learning outcomes were achieved and just as fun as face-to-face. Thus, there is no need to reinvent the wheel, just modified it.

Key words: science education, online learning, technological tools

Biography:

Dr. Renuka V. Sathasivam has more than 25 years of teaching experience in institutions of higher education. She is currently a senior lecturer at the Faculty of Education in University of Malaya. Her research interests include assessment, cognitive science, teaching methods in science education and pedagogy. She has written several academic articles, conducted workshops on assessment, and has won local and international awards in education.

Students' opinions on the effectiveness and challenges of the online language learning in the pandemic era

Dr Andriyani Marentek, Sam Ratulangi University, Manado, Indonesia



Abstract:

The pandemic situation has no doubt impacted many aspects of human life including higher education institutions. The condition has forced virtually all stakeholders to adapt to the situation. The situation has also impacted the students taking language courses in a faculty within a state university in the Eastern part of Indonesia. The impacts can be either beneficial or challenging to them. This study then seeks to find out the effectiveness and challenges facing students while taking language courses. The participants are students taking several language-related courses during a particular academic year. It focuses on the students' opinions towards the situation while taking the courses, and how they cope with it. The methods used are mixed methods in which quantitative approach, through surveys, as well as qualitative approach, through interviews, are employed. The implications to online language pedagogy from students' perspectives are discussed, and findings are aimed at informing the stakeholders within the university, regarding the present online language learning.

Keywords: online learning, pandemic situation, students' opinions.

Biography:

Dr Andriyani Marentek is a lecturer as well as a researcher at Sam Ratulangi University, Manado, North Sulawesi Indonesia. She has taught at her university for over 20 years. Her research interests include Applied Linguistics, World Englishes, and English as a Lingua Franca. She also has recently interested in finding out more about online language learning due to the pandemic situation.

Teaching during the pandemic: how educators in Vietnam respond to the transition from classroom to online teaching

Minh-Anh Mai, Saigon Technology Univeristy, Vietnam



Abstract:

The COVID-19 pandemic has implications for Vietnam's education sector since early 2020. This pandemic led to Vietnamese government-imposed study from home at all academic levels using online learning approach. During the lockdown and the closing of schools, teachers and other stakeholders worked hard to guarantee the continuity of education despite the lack of preparedness and limited resources. This presentation brings a specific lesson from teaching online during the pandemic related to the use of many low-tech solutions. In this presentation, I will share my experiences with the use of digital technologies in different educational contexts and the passive-responses to the disruptions brought by COVID-19. Finally, discussion with my fellow participants on their views on the future of technology for education will be reported.

Keywords: online learning; low-tech solutions; online learning competency.

Biography:

Minh-Anh N Mai has almost eight years of working experience in the education sector. She had earned her master's degree in Australia before returned to Vietnam and became a lecturer of the Business Administration Faculty of Saigon Technology University. She was the Project Leader of STU Entrepreneurship & Innovation (E&I) Development Program, a national project funded by the Ministry of Science and Technology and Finland Embassy to initiate a network of start-up universities in Vietnam. She is a certified Entrepreneurship and Innovation trainer and has collaborated in various projects related to E&I ecosystem development in Vietnam. She focuses on innovative transforming individuals and organizations through training and implementing entrepreneurship tools and mindsets. She intends to pursue her Ph.D. in I&E Education

Teaching via Telegram: Inclusive Low-Bandwidth Online Classes

Amira Firdaus, Universiti Malaya, Malaysia



Abstract:

The COVID-19 pandemic and ensuing lockdowns deepened many existing societal divides, including the digital divide and access to education. As universities and schools turned to video conferencing platforms, virtual classrooms and Learning Management systems (LMS), good internet connectivity and high(er)-spec computers have become an almost un-negotiable requirement for learning. Asynchronous classes via Instant Messaging (IM) offers one solution for students with poor internet connectivity (whether due to geographical or financial reasons), as well as those relying on slower computers or having to share a family-computer, or connect to class via a basic low-end smartphone. Driven by an ethos of inclusivity and empathy, influenced by principles of universal design for learning (UDL), this talk explores the teaching and learning (T&L) technological affordances of messaging apps. Based on three semesters of pandemic-time teaching via Telegram, an IM platform with 500 million active users in 2021, I share teaching tips, lessons learnt, and my autoethnographic reflections of IM-based T&L.

Key words: Low band-width remote T&L; Telegram; Instant Messaging; Inclusivity & Empathy

Biography:

Amira Firdaus is an Associate Professor at Universiti Malaya's Department of Media and Communication Studies, Faculty of Arts & Social Sciences. Amira is also the Deputy Director for Professional Development & Academic Excellence at UM's Academic Enhancement & Leadership Development Centre (ADeC). Amira helped to establish ADeC's Unit for Leadership & Wellbeing (LeadWell) (2016-2018). LeadWell is one of the earliest efforts among Malaysian public universities to include personal growth, wellbeing and happiness on the training agenda for academic staff. Prior to LeadWell, Amira was the Head and Coordinator of the Emerging Scholars Learning & Development (EMERALD) program, ADeC's flagship training program for new academic staff. Amira played a pivotal role in #UMTeachOnline campaign assisting UM lecturers in their shift from physical to fully online classes during the COVID-19 pandemic. Alongside a highly agile ADeC team, Amira organized, designed, and conducted training webinars and workshops for remote teaching, as well as personal wellbeing. She also provides informal peer mentoring for new academic staff, as well as colleagues new to online teaching. She is also a recently-certified Virtual LearnCasters (VLC), an international certification for online teachers and trainers.

Covid-19: Learning Path for Gen Z, but Are We Ready for Gen Alpha?

Chutinon Putthiwanit, Kasetsart University, Sakon Nakhon, Thailand



Abstract:

The emergence of Covid-19 pandemic affects global citizen unavoidably. Those who are affected the most are industries heavily related to human interaction business (such as hospitality and airline businesses). Educational industry is also severely suffered by this catastrophe (i.e. the closure of private/for-profit universities around the world; more distant programs than ever before of reputable universities). Gen Z, according to Philip Kotler's Marketing 5.0: Technology for Humanity, is individuals born during 1997-2009. This generation, the majority is university student, has to deal with great change in educational way of learning during this crisis: from face-to-face communication to online communication via different platforms. This current study will explore the case of online education situation during the pandemic in Thailand from Kasetsart University, Chalermphrakiat Sakon Nakhon Province Campus, especially in terms of business and management studies. Author will also apply the case of Gen Alpha, those, in less than a decade, will become university student as well.

Key words: Covid-19; Pandemic; Gen Z; Gen Alpha; Online Learning

Biography:

Chutinon Putthiwanit is a lecturer in Department of Management, Faculty of Liberal Arts and Management Science, Kasetsart University, Chalermphrakiat Sakon Nakhon Province Campus, Thailand. He is also a PhD Candidate in Management Science at Turība University (Latvia) with the support of Erasmus+ to attend Tallinn University of Technology (Estonia) and Mykolas Romeris University (Lithuania). His field of research includes: Multinational Enterprise, Workplace Innovation, Baltic Studies, Bargaining, and Cross-Cultural Management. He can be contacted vis-à-vis chutinon.p@ku.th.

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 Senior 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 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



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. Victoria Carrington
University of Tasmania
Australia



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 is a Senior Assistant Professor and Teacher Educator at the Sultan Hassanul Bolkiah 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.

Dr. Masitah Shahrill, Universiti Brunei Darussalam, Brunei Darussalam



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