

NEWSLETTER

Message from the Head of School



In the past month Malaysia has re-entered a Movement Control Order and all our staff and students have been required, again, to recalibrate everyday life. Meanwhile vaccinations are beginning to happen, which is great to see. Please remember that you do **not** need to ask for leave to attend your vaccination. Also, if you have elderly relatives in your home who need support in order to attend their own vaccination, please do not feel that you need to ask for leave. It is essential for all of us that we are able to take up this opportunity. So, please do what you need to do and all good wishes to everyone.

As usual the past few weeks have been busy and challenging. The Early Career Group is forging ahead with research workshops and pitching sessions. Do attend if you can, and we can build mutual awareness of each other's work and how we might support emerging projects with ideas on literature, methods, experience and just enthusiasm. The Global Asia 21 workshops have also commenced, under Koh Sin Yee's leadership, again emphasising a commitment to scaling up our research activity. I have also listened in on a fantastic conversation between Tan Meng Yoe and his collaborators in Medicine, and UK based medical researchers and activists, on ways to counter stigma directed at sufferers of neurological conditions. More on that initiative soon...

Our own students have given us feedback on their first semester of 2021. They are generally positive but have found the continued restrictions challenging. We have also noted that the burden on staff, permanent and sessional, increases as students try to manage the isolation of studying from home. We will continue to hold informal conversations to share ideas and experiences in this respect.

As ever, please feel free to send us anything that you would like to share with the School and its allies. Photos, projects, events, all welcome.

Stephi

Melbourne (also now in a snap lockdown!)

Opportunities

[Leadership and Service Roles EOI](#)

Please submit by 15 June 2021

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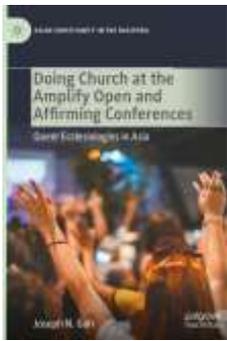


Research News

Publications

Published Books:

Goh, J. N. (2021). *Doing Church at the Amplify Open and Affirming Conferences: Queer Ecclesiologies in Asia*. Palgrave Macmillan. doi: 10.1007/978-3-030-73314-8



Published Journal Article:

Seo, Y. N., Oh, P., & Kil, W. Y. (2021). Into the wolves' den: an investigation of predictors of sexism in online games. *Behaviour & Information Technology*, 1-15. <https://doi.org/10.1080/0144929X.2021.1899287>.

Koh, S. Y., Hoon, C.-Y., & Haji-Othman, N. A. (2021). "Mandarin fever" and Chinese language-learning in Brunei's middle schools: Discrepant discourses, multifaceted realities and institutional barriers. *Asian Studies Review*, 45(2), 325–344. <https://doi.org/10.1080/10357823.2020.1801577>

Agata Frymus, "Pocahontas and Settler Colonialism in Early Film." *Journal of Cinema and Media Studies*, vol. 60, no. 3 (Spring 2021): 83-103.

Research Events/Activities:

- 1) **Professor Helen Nesadurai** was one of three panellists at the [Roundtable on "What's so special about Asian Security? Dealing with non-state actors and non-traditional security"](#) on 29 April 2021. The Roundtable explored the analytical challenge of normalising the plurality of non-state and transnational actors in research on Asian security through the work of three scholars: Helen Nesadurai (SASS/MUM), Lorraine Elliot (ANU) and Pitchamon Yeophantong (UNSW Canberra). The webinar was the fourth organised by the Australian National University's Coral Bell School of Asia-Pacific Affairs under its *Women in Asia-Pacific Security Research Seminar Series 2020-21*.
- 2) **Dr Koh Sin Yee** will be delivering a keynote lecture at the National Scientific Conference of the International Migrations Student Academic Society, Jagiellonian University, Poland, on 28 May 2021.



Research News

- 3) **Dr Agata Frymus** presented her work at BAFTSS (British Association of Film, Television and Screen Studies) in April. [The title of her presentation was "Evelyn Preer and Black Stardom in the Silent Film Era."](#)
- 4) **Dr Agata Frymus** presented at HoMER conference (History of Moviegoing) this month. [The title of her presentation was "Black Girls and Cinemagoing in Harlem, 1909-1927."](#) As with the previous presentation, this was based on the project she conducted in Belgium (completed in May 2020).
- 5) **Dr Agata Frymus** was interviewed on her experiences and has been published by [Arts and Humanities Research Council, UK](#) . This was organised by AHRC to provide prospective students with detail on the transferable skills she obtained during her PhD, and the ways in which she used them to transition to Marie Curie postdoctoral fellowship and, subsequently, lectureship at Monash Malaysia.
- 6) Recent blog post published by Research Assistant, **Ms Yvonne Khor** for the [MIDEQ project on Covid-19 and housing for migrant workers in Malaysia](#)

Upcoming SASS Events

Research Seminar Series (06/2021), 23rd June, 12-1pm

The Big Walk: detention and migration stories in Britain (Artivism in a pandemic)? by Professor Stephanie Hemelryk Donald.

To attend, please register [here](#).

The 2nd Pitching Session by the ECRs

Description:

The second in our series of monthly ECR Pitching Sessions will take place on the 8th of June, Tuesday, at 12pm. The session will take approx. 1h, and each speaker will talk for about 5 minutes about their current research interest.

Chair: Dr Ting-Fai Yu

Speakers: Dr Dyah Pitaloka
Dr Chrishandra Sebastiampillai
Dr Marek Rutkowski

All staff members are welcomed to attend this session. It will be held via [zoom](#). The meeting ID is 813 9153 9365 and the passcode is 443195.



Research News

SASS ECR external grant workshop with Professor Stuart Cunningham

This workshop is part of the capacity building activities which is tailored for the Early Career Researchers in the School. The workshop is divided into two (2) parts;

Part 1: This will be a general ECR workshop on grant preparation.

The session is scheduled for 8th July 2021, from 11.30am-12.30 pm. The workshop will be held via zoom. The meeting ID is 845 1476 9347 and passcode: 288096

Part 2: This will be a joint session – all authors of the 7 EOIs plus anyone else who wants to be in the session, where each EOI author(s) pitches their project and receives brief feedback from Prof Stuart and the group using insights gained in Part

This session is scheduled for 9th July 2021, from 11.30am-1.00 pm. The workshop will be held via zoom. The meeting ID is 810 8227 6992 and passcode: 637309.



Education News

Engaging Online Teaching using Socratic Method

It is believed that whether teaching online or offline, the bottom line is still engagement. To this end, students have to be actively involved in the learning process. In other words, get their hands dirty, so to speak. Unsurprisingly, Doyle (2011) said, "The one who does the work does the learning". Consequently, the focus is on using the Socratic method to engage students in an online teaching in a class of above 100 students. Lecturers have to organise them into groups of 30 to 35 per group and each group is allocated 30 minutes of interaction time. In other words, it is more effective to engage the 100 plus students in smaller groups than all of them together in one class. In what follows, a relevant question is how should lecturers group their students? The advantage of allowing students to choose their group members is according to Hollingshead (2001) the transaction memory provides group members knowledge of what each member knows and how to communicate this information. Therefore, they are more at ease to share and respond to one another's ideas.

Do not lecture them with the PowerPoint slides. Instead, interact with them to get them thinking, stimulate their curiosity to seek more information and the bottom line is engagement. It is quite common for lecturers to over-teach, try to avoid it by summarising the key pertinent topics to discuss in the Socratic 30-minutes session and leave the minor ones for students to read themselves supported by learning materials. During the online teaching, ask students questions based on the key issues, create contradictions, answer their questions with more questions, and play the devil advocate. The focus is on the questions asked and the responses received and not the correct answers. Initially, lecturers may have to prepare a few challenging questions to get the ball rolling. The lecturers have to pitch them at the right level (not too easy and not too difficult). Consequently, tailor the questions according to the students' responses to probe deeper and to provoke them into thinking.

There is a possibility that the majority of the students cannot answer the questions. To this end, it could be that the question is too difficult. If that is the case, try to provide some conceptual hints. Alternatively, it could be that the students come unprepared. If so, then explain to them the rationale of the Socratic method which is to get them to think and to interact. The focus is not on the answers but their responses. Additionally, try to blend this online teaching with assessment to produce some excitement. In this regard, tailor a group-based graded assignment to include the students' responses in the online teaching and/or allocate some marks for the online participation as well as the pre-class preparation (e.g., reactions to queries in assigned readings, watch and respond to video questions, etc.)

Moreover, in a group of 30 to 35 students, there will be some responses. In relation to that, try to capitalise on them to get the online teaching moving by creating some contradictions to arouse their curiosity and reactions. Accordingly, try to direct a few students' questions to their peers to respond, also play the devil advocate to generate a contentious learning environment so that students will discuss in more details. This is because cognitive conflicts encourage learning.



Education News

It is important to establish a safe learning environment for students to ask questions and to make mistakes when responding to their peers' questions. Students should be empowered to "talkback" in order to reconstruct understanding in their own terms (Green, 2019). In other words, they are not suppressed into accepting their peers' responses with no choice or say. Lecturers should provide constructive feedback to support student learning and encourage peer formative feedback. Finally, select relevant and interesting questions from the online teaching for further discussion in the tutorials and workshops.

References

- Doyle T (2011) *Learner-centered Teaching: Putting the Research on Learning into Practice*. Sterling, VA: Stylus Publishing.
- Green, S. (2019). What students don't make of feedback in higher education: An illustrative study. *Journal of English for Academic Purposes*, 38(2019), 83-94. doi: 10.1016/j.jeap.2019.01.010
- Hollingshead, A. B. (2001). Cognitive interdependence and convergent expectations in transactive memory. *Journal of Personality and Social Psychology*, 81(6), 1080– 1089. doi: 10.1037//0022-3514.81.6.1080

Chan Chang Tik

SASS Education Lead – Interim

Graduate Research News

New student

Name: AIDONNA JAN BINTI AYUB

Title of project: The Role of International Governance in Addressing State-owned Multinational Enterprises (SO-MNEs): An International Trade and Investment Perspective



Supervisors:

Professor Helen Nesadurai (main supervisor)

Prof. Andrew David Mitchell, Faculty of Law, MUA (Clayton)(associate supervisor)

Project Description:

Jan's PhD project aims to fill the gap in understanding the international governance of state-owned multinational enterprises (SO-MNEs). The project's working title is 'The Role of International Governance in Addressing SO-MNEs: An International Trade and Investment Perspective'. Her research will look into the need to regulate SO-MNEs; and study whether existing international governance of SO-MNEs address this need. The aim is to take a multidisciplinary approach towards achieving the research objectives.

About me:

Jan has 14 years' work experience in public policy research and advocacy, most recently as a Deputy Director of Research at Khazanah Research Institute. She specialises in international trade; international investment law and policy; and international economic law and policy. She has a Master of Laws in International Economic Law and Policy and a Bachelor of Economics.

Commencement Date: 1st June 2021



Staff Achievements / About Us

Staff Achievements

- Congratulations to **Mr Ron Jeyathurai Backus** as one of the recipients of the Faculty of Arts Dean's Sessional Commendations for Semester 2, 2020.
- **Mr Callum Gilmour** interviewed by BFM on their 'Evening Edition' program, 20th April about the proposed European Super League:
<https://www.bfm.my/podcast/evening-edition/inside-story/european-super-league-yes-or-no>
Checkout from minute 26.19 - 35.05

About Chrish

When Emily asked me to introduce myself, I wasn't really sure what to write. A lot of the staff at SASS already know me to some degree, so I thought I'd approach this from the perspective of what you might learn about me after working with me for five months. I asked a colleague for a short list, and here are the top three things you'd know about me if we were currently working from the sixth floor of Building 2.

I like animals. I originally wanted to be a vet, but was told that mathematics was important for this, and then thought I'd better not (for the sake of the animals). Over the last year and three months of life after COVID-19, I have fostered and rehomed two kittens (Ella and Crumb) and a baby bat (Elizabat).

I am a creature of habit, something you'd notice fairly quickly when it comes to my favourite foods. The exact phrasing from the colleague was "You are ok eating the same thing over and over again if it gives you comfort". This is entirely true, and every Tuesday on campus the Little Fat Duck food truck guys would see me coming and prepare my order without a word exchanged (Mushroom Mornay, or if not available, Mac & Cheese). Other firm favourites include nasi lemak, chilli pan mee and char kuey teow (this would not be a good Malaysian getting-to-know-you list without food involved).

I am allergic to everything, and you will often see me (and hear me) sneezing furiously from afar. In a futile attempt to narrow down the likely suspects and eliminate them, I have taken two allergy tests that indicated strong allergic responses to: dust mites, cats, cockroach mix (if you didn't know that was a thing, it is!), grass, and incense from a wide range of major religions.

I miss standing in the corridors on the sixth floor and knowing who is coming around the corner from the sound of their voice (a bonus thing I am known for – particular attention/sensitivity to sound). I look forward to adding new voices to my database when we finally get back on campus again and go back to complaining about the parking and cafeteria food. I hope Little Fat Duck comes back on Tuesdays!

Chrishandra Sebastiampillai

