

NEWSLETTER

Welcome to the SASS newsletter. This month has been focused on finalizing student results, and thanks are due to all the Chief Examiners who work so hard on getting this crucial work done in a tight timeframe, and to Choo May May for her professionalism in preparing all the data for the Board of Examiners. Many students have done exceptionally well. They are flourishing despite the external challenges we all face, and congratulations are in order for them, their MUSA representatives, and their lecturers and tutors. A few have found it harder to reach their goals, and we will seek to support them in the coming months to get back on track. This month there has also been a flurry of activities to support Early Career Researchers. I would like to thank Agata and Ting Fai for leading the ECR network in SASS and for managing such excellent events. Emeritus Professor Stuart Cunningham ran a two-part workshop on building a research proposal and the participants found it extremely helpful. It was especially lovely to read his comments: 'really good folk, lots of potential as well as achievement in that group'. What more could one actually ask?

We are currently preparing for our five-year review of the Bachelor of Arts and Social Sciences. We are supported by the Faculty of Arts, with a special shout out to Laura Collins, to Jonathan Driskell, and to Mei Sie's team. As part of the consultation process, we have also held interesting discussions with our Industry Advisory Group. They emphasize that graduates in any workplace (from social enterprise to HR to finance) need to be well-rounded people with a broad knowledge base, practical skills and – crucially – some very important personal attributes and capacities: empathy, agility (of mind), adaptability, creative problem solving, the capacity to thrive within ambiguity, focus, and risk-taking. We will continue to work on developing these strengths for all our students, and in ourselves.

Last but not least, by the end of this month our new Deputy Head of School (Education), Associate Professor Michael Connors will have started work with us. We are more than delighted to welcome him to the school. We also say farewell to Dr Chan Chang Tik. Dr Chan has been working with us part-time for the past four months. He has focused our minds on learning objectives and consistency across units of study. He has also been working in Education Excellence across this period, but it felt like he was with us all the way. He really did come home to SASS, thank you Chan and good luck for the future. - Stephi



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Research News

Events

Dr Yeoh Seng Guan moderated a panel discussion on “Building resilient global communities through civic engagement in times of uncertainty II: Focus on transformative learning”, One day virtual conference on Civic Engagement 4.0: Dignity, Justice and Sustainability, organised by Chulalongkorn University, Thailand, 23 July, 2021.

Dr Yeoh Seng Guan gave a guest lecture on “Gendhong women and komboys: Cultures of carrying”, International Virtual Summer School entitled Education, community empowerment and microeconomics in a post-Covid 19 world. Organised by Universitas Pendidikan Ganesha, Bali, Indonesia, 28 July, 2021.

Dr Yeoh Seng Guan gave a guest lecture on “Doing visual ethnography”, Seminar & Workshop on Doing ethnography among the Indigenous Peoples of Camarines Norte. Organised jointly by the University of Camarines Norte and Ugnayang Pang-Aghamtao (UGAT: Anthropological Association of the Philippines) in, 29 July, 2021.

Unwin, Tim; Ghimire, A, **Yeoh SG**; New, SS; Gois, W; Lorini MR and Harindratnath, G (2021), Uses of digital technologies by Nepali migrants in Malaysia, Egham: UNESCO Chair in ICT4D, Royal Holloway, University of London, Working Papers No. 1

Dr Andrew Ng Hock Soon was a plenary speaker at The University of Macau Gothic Conference whose theme this year was 'Incarceration/Lockdown' and was held virtually on June the 3rd. The title of his talk was "'Objects as Escape/Captivity in Kōbō Abe's Short Fiction'

Publications

Unwin, Tim; Ghimire, A, **Yeoh SG**; New, SS; Gois, W; Lorini MR and Harindratnath, G (2021), Uses of digital technologies by Nepali migrants in Malaysia, Egham: UNESCO Chair in ICT4D, Royal Holloway, University of London, Working Papers No. 1

Dr Goh, J. N. (2016). Embracing the sacred in the unfamiliar: Reflections on the task of Christian theologising under the tutelage of LGBTQ people. *Hapag*, 13(1-2), 105-132. (Published in 2021 for a backdated issue)

Dr Jia Yen Lai, Alistair Hamilton & Samantha Staddon (2021) Transmigrants Experiences of Recognitional (in)Justice in Indonesia's Environmental Impact Assessment, *Society & Natural Resources*, DOI: 10.1080/08941920.2021.1942350

Dr Lai, Jia Yen, (2021) Engaging migrants in natural resource management: Lessons from Indonesia, Land Portal, Blog Article, July 5, <https://landportal.org/blog-post/2021/07/engaging-migrants-natural-resource-management-lessons-indonesia>

Achievement

Joseph N. Goh's monograph, 'Becoming a Malaysian Trans Man: Gender, Society, Body and Faith' (Palgrave Macmillan/Springer, 2020) was longlisted for the ICAS Book Prize 2021 English - Best Book in the Social Sciences.

Appointment

Dr Tan Meng Yoe was appointed by the Christian Institute for Theological Engagement (CHRISTE) as a research fellow in religion new media



Synergy between Pedagogy and Technology

Dr Chan Chang Tik

Educational technologies are useful tools for lecturers who are equipped with pedagogical knowledge to deploy and implement the learning activities. To illustrate, to conduct a lesson fully online, lecturers may have to convert their previous lecture materials in PowerPoint format to a series of bite-sized videos of five to seven minutes. Subsequently, they may use Camtasia 2019 to make the videos more exciting. These videos serve as pre-class activities for students to view and interact before attending in-class workshops.

In terms of student engagement with the pre-class videos, it is crucial that lecturers set up a community of four to six students for them to interact. This is because theoretically speaking, socio-constructivism provides the framework for collaborative active learning (CAL), purports that learning is a social phenomenon that requires discussing with, sharing with and teaching to others (Shieh, 2012).

Next, in terms of the development of bitesize videos, refer to the 1-hour lecture and design one video for each major concept presented in the lecture. Importantly, do not produce lecture-videos even if they are incorporated with interactive HTML5 Package (H5P), but try to stimulate students' thinking, provoke and excite them into wanting to know more. To achieve these results, relate the concepts to applications and real-life uses of the disciplines in the local situations (if possible). Additionally, lecturers can share with the students their personal experiences, research or project as well as problems related to the concepts and challenge them to find responses. Consequently, provide them reading materials with probing questions to satisfy their desire to seek information. Try not to:

- overwhelm them with readings not require in the current pre- and in-class activities
- dissociate the readings from the activities; students need to see the values in what you want them to read

By allowing students to express themselves easily and by creating a conducive learning environment, it is reasonable to assume that they can accept a shift in their role to work independently and to put effort towards group learning and taking responsibility for personal roles (Hamalainen & Hakkinen, 2010). To this end, the synergy between videos that stimulate thinking and discussion in a community may be more effective than videos that lecture students and not in sync with pedagogy. This is because meaningful learning can only be achieved through the synergy between innovative pedagogic infrastructure and a broad spectrum of pedagogic methods (Avidov-Ungar, Leshem, Margaliot, & Grobgeld, 2018).

Consequently, with regard to the pre-class activities in order to increase the effectiveness of students interacting in a community, lecturers have to teach them collaborative skills. The steps in developing collaborative skills are:

- acquire mutual trust among group members
- embrace socio-cognitive conflicts - it is acceptable to disagree, argue and challenge one another
- social presence - students to students and students to lecturers
- group shared mental models - task-related and team-related

References

Avidov-Ungar, C., Leshem, B., Margaliot, A., & Grobgeld, E. (2018). Faculty use of the active learning classroom: Barrier and facilities. *Journal of Information Technology Education: Research*, 17, 495-504. doi: 10.28945/4142

Hamalainen, R., & Hakkinen, P. (2010). Teacher's instructional planning for computer-supported collaborative learning: Macro-scripts as a pedagogical method to facilitate collaborative learning. *Teaching and Teacher Education*, 26(4), 871-877. doi: 10.1016/j.tate.2009.10.025

Shieh, R.S. (2012). The impact of technology-enabled active learning (TEAL) implementation on student learning and teachers' teaching in a high school context. *Computers & Education*, 59(2), 206-214. doi: 10.1016/j.compedu.2012.01.016



Graduate Research News

Achievements by SASS Graduate Research Students

Dr Stephanie Tan Li Hsia was conferred the award Doctor of Philosophy on 01-Jul-2021. The title of her thesis is Virginia Woolf, Vanessa Bell and The Matter of Modernity: Art, Aesthetics, Materiality. Her supervisors were Associate Professor Andrew Ng Hock Soon and Dr Jonathan Driskell.

Naish Gawen has been awarded The Wertheim Prize for the best paper by a postgraduate student on a topic related to #AusLit, for his paper "Modernity in the Antipodes: Politics and Aesthetics in Christina Stead's SEVEN POOR MEN OF SYDNEY." The Wertheim Prize is awarded by The American Association of Australasian Literary Studies (AAALS). His paper will be published in their journal Antipodes later this year, having already passed peer review.

Graduate Research Event

LINKEDIN Workshop by Madam Hanie Bohlender on Thursday, 12 August 2021 at 12 pm. Click [here](#) for more information about the event.


MALAYSIA



#LINKEDIN Branding - Your Digital Career Presence Matters with Hanie Razaif-Bohlender

DATE: Thursday, 12 August 2021
TIME: 12pm-1pm, Malaysia Time

The current COVID-19 pandemic makes an online presence a must-have to stay relevant, especially for academicians. LinkedIn is one of the most powerful networking platforms for career seekers in Malaysia and this session will provide you with an overview of how to create your unique academic positioning using the platform. You will learn about and apply a variety of LinkedIn's tools to create an effective visual presence on the platform.

Who should attend?
 Graduate Research Students who aspire to create or enhance their personal brand using LinkedIn.



Your speaker, **Madame Hanie Razaif-Bohlender**, is co-founder and General Manager of Dragonfire Corporate Solutions Sdn Bhd, a KL-based management consulting firm. Hanie is widely known as "The Career Doctor" for her current coaching roles with private clients in their quest to find clarity, happiness, and fulfillment during their career journey.

Trained as an Executive Search and Career Transition and Outplacement professional in the HR and OD practices of two Fortune 500 companies, Hanie's former clients represented a broad range of organizations and industries, including GLCs, MNCs, SMEs, and public sector departments and agencies. From 2018 to 2020, **Marketing in Asia** online magazine named Hanie one of the Top Inspirational LinkedIn icons in Malaysia To Follow.

Hanie is a certified HRDF Trainer, Virtual LearnCaster (VLC), StratPad Business Coach, Energetics Associate & Consultant, and Business Assessor and Internal Verifier with a Pearson BTEC Level 5 Qualification. She is a member of the Global Trainers Federation and serves on the Industry Advisory Board of Monash University Malaysia's School of Business.

REGISTRATION: Please register by 09 August 2021 using this [Link](#). You will receive the Zoom registration one day before the event via email.

Organised by Graduate Research Students from Monash University Malaysia's School of Arts and Social Sciences (SASS). For further enquiries please email: kafiva.kamalul@monash.edu.



Undergraduate News

Inclusivity Day

Addressing Discrimination in Healthcare (14 August 2021, 11.00am-1.00pm GMT+8) **Ensemble's Inclusivity Day is a student-led, educational event** that aims to address healthcare discrimination against marginalized communities. Featuring three local and international activists, Inclusivity Day will foreground the experiences of LGBTQ+ and differently-abled individuals in the healthcare sector across the national contexts of Malaysia, mainland China and Australia. Awareness drawn to such institutional exclusions and the diverse perspectives of our guest speakers enhance Monash University's commitment in creating an inclusive and safe space for students and staff.

Registration: <https://www.eventbrite.com/e/inclusivity-day-addressing-discrimination-in-healthcare-tickets-16331872570>

They overcame it all through grit

By Vanitha Nadaraj (Sessional staff)

You can use words to take a snapshot of a place, an event or a situation. It's called audio postcard and it is a method used almost 100 years ago when radio was then one of the main media vehicles. World War II correspondents in Europe would report about the trail of destruction and radio journalists in US would report about the county fair. These days ordinary people produce audio postcards to describe the great outdoors in US and publish them on websites. Their detailed narration with the ambience sounds in the background make the audio postcard captivating.

The students taking the Multimedia Journalism in the last semester had the chance to explore this tool. The lockdown was relaxed at that time and they were able to go out, explore story possibilities and do their recording.

The types of stories these students produced ranged from reporting from the site of a road accident, to a street protest, an NGO giving aid to marginalised groups and a jogger's trail that was recently saved by the residents in a fierce court battle. These students proved that with just audio they were able to convey a strong message, and that the medium did not limit them. Here are some of the stories:

Shu Yi Low

Tan Swee Hoe Mansion (Batu Pahat, Malaysia)

<https://soundcloud.com/user-953105147/tan-swee-hoe-mansion-in-batu-pahat-johor/s-xP9P84oJmAo>

Pei Yui Goh

Changes in the Qingming Festival

<https://soundcloud.com/user-393154712-925579784/changes-in-the-qingming-festival/s-cPkI8dm0l8E>

As the weeks of the semester passed, the number of Covid cases in Selangor started increasing and the government imposed stricter movement rules. This made matters difficult for students as their possibility of conducting face-to-face interviews was nil and their access to different locations for recording was limited.

However, they found a way. They used live streaming to do interviews, drove around their areas to get footage to complement their stories, and did their own graphics. As a result, they produced video stories that were not just compelling but expertly structured.

They delved into issues like eating disorders among cheerleaders in Malaysia, the discrimination faced by the medical staff in Singapore after an outbreak in a hospital there, how a small village tackled the Covid pandemic when almost 80% of its population were infected, how family relationships were affected by the prolonged lockdown, and so many more great stories. These students proved to themselves that they could produce great quality work under any situation. That is probably the biggest lesson anyone can learn at a time like this.

Our Pride, Farah Ann Hadi – Malaysian Gymnast, ex-student of School of Arts and Social Sciences

Interview with Monash Malaysia for RTM Sports HD segment on Farah Ann Hadi.

You can watch it here: <https://fb.watch/v/3rpxPXTtz/>

About Us

Dr Kyle Moore

Researching games and mobile media, it is probably worth noting some of my favourite games. There was a time where Pokémon Go was an integral part of my life. Playing on lunch breaks, commutes to and from campus, when walking the dog. This is pretty surprising after 4 years of writing a thesis on location-based games that I'd still actually enjoy one of them! I've been playing this a lot less, opting to keep my phone out of hand when walking around or on breaks.

My all-time favourite franchise is the Legend of Zelda – an adventure dungeon crawler where you play as a hero, destined to save the land of Hyrule. Other than this, my go to games are wholesome life-sims, like Stardew Valley and Animal Crossing. Both are relaxing games where you manage small plots of land and relationships with the non-playable characters. Embarrassingly (or proudly...), I have clocked 100+ hours on each game across multiple devices and save files.

Alongside teaching media and communications, I used to teach a children's kung fu class. I started learning this in the final years of my PhD. It became a really useful hobby to distract myself from sitting around and waiting for my examiner's reports. After a few years I completed an instructors training course and was talked into teaching both the kids and teenage class (way more challenging than I'd ever have expected!) Sadly, I am not teaching or training much these days, but may revisit this hobby again in the future.

