



# AUSTRALIA-ASEAN ACADEMICS FORUM

**Online Education During COVID-19 and Beyond**

**13-23 June 2023**

**Webinar series**

**SCHEDULE AND ABSTRACT BOOKLET**



## Acknowledgements

The *'Australia-ASEAN Academics Forum (AAAF): Online Education during COVID-19 and Beyond'* acknowledges the traditional owners of the land where this program was developed, the Palawa people of the Lutruwita Nations. We pay respect to the traditional owners and to elders past, present and emerging of the land on which all the University of Tasmania campuses stand. On behalf of the University of Tasmania, we acknowledge all countries participating in this forum and also acknowledge their Elders and Ancestors and their legacy to us. We acknowledge the traditional owners of the lands where our partners and participants live and work across Australia and Southeast Asia.

The AAAF was first established by a research team of the University of Tasmania's School of Education, including Dr Vinh To, Prof. Victoria Carrington, Prof. Sharon Fraser and Prof. Monica Cuskelly, in partnership with 11 colleagues in 11 higher education institutions in 10 Southeast Asian nations, consisting of Assistant Prof. Irish Mae Fernandez-Dalona (Mindanao State University-Iligan Institute of Technology, Philippines), Dr Luh Putu Artini (Universitas Pendidikan Ganesha, Indonesia), Dr. Andriyani Marentek (Sam Ratulangi University, Indonesia), Dr Meng Huat Chau (Universiti Malaya, Malaysia), Dr Jiraporn Dhanarattigannon ( Kasetsart University, Thailand), Dr. Tam Nguyen (University of Languages and International Studies, Vietnam), Dr Masitah Shahrill (Universiti Brunei Darussalam, Brunei Darussalam), Prof. Mon Mon Aung ( Dawei University, Myanmar), Dr Mark Brooke (National University of Singapore), Dr Chanphirun SAM (Phnom Penh Teacher Education College, Cambodia) and Ms Southida Souliyavong (the National University of Laos, Laos).

The forum was supported by the Australian Government through the Australia-ASEAN Council of the Department of Foreign Affairs and Trade, and administrated by the University of Tasmania from November 2020 to June 2022. The first two rounds of AAAF webinar series were organised in June and September 2021.

We would like to acknowledge all invited guests across Australia and Southeast Asia, particularly Prof. Mitch Parsell (UTAS, Deputy Vice-Chancellor of Education), Prof. Nicholas Farrelly (UTAS, Head of School of Social Sciences, Australia-ASEAN Council Board Member), Ms. Tamerlaine Beasley (Australia-ASEAN Council Board Member), and other leaders from the Tasmanian Government, and UTAS. We would like to thank all academic and professional colleagues who have been involved in this project, all presenters and over 350 participants in over 200 higher education institutions in ASEAN for your engagement in the timely discussion of this important topic to strengthen the bilateral collaboration between academics in the two regions.

## AAAF 2023 Organising Committee

Convenor and Program Chair: Dr Vinh To (School of Education, University of Tasmania)

Committee Members and Program Co-Chairs:

- Dr Bill Baker (School of Education, University of Tasmania)
- Dr Masitah Shahrill (Universiti Brunei Darussalam, Brunei Darussalam)
- Dr Meng Huat Chau (Universiti Malaya, Malaysia)
- Assistant Prof. Irish Mae Fernandez-Dalona (Mindanao State University-Iligan Institute of Technology, Philippines)

For further information about the forum, please visit the AAAF website:

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## AAAF 2023 June Schedule

| Date                  | Time         | Title  | Speakers  |
|-----------------------|--------------|--|---|
| Tuesday,<br>13 June   | 4:00-4:20 pm | <b>Opening</b>   | Chair, Co-Chairs and Invited Guests                                 |
|                       | 4:20-4:50 pm | Development and Evaluation of a Massive Open Online Course on Healthcare Redesign: A Novel Method for Engaging Healthcare Workers in Quality Improvement   | Mitchell Dwyer  |
|                       | 4:55-5:30pm  | Reconnecting with the nature: Intermediatized Pedagogy and Students' Subjective Experiences in Biodiversity Virtual Learning   | Meredian Alam   |
| Wednesday,<br>14 June | 4:00-4:40 pm | Reimagining the role of discussion boards to engage richly diverse students and improve graduate success   | Tracy Douglas, Allison James and Carey Mather                       |
|                       | 4:45-5:25pm  | A Survey-Based Study for assessing the Well-being of Educators at Universiti Brunei Darussalam in the Post-COVID-19 Pandemic Era   | Marlizayati Binti Johari and Siti Norhedayah Binti Haji Abdul Latif |
| Thursday,<br>15 June  | 4:00-4:40 pm | Supporting the retention and success of online and blended learners: Review of support provided by student support services  | Sarah Fischer and Sue Kilpatrick                                    |
|                       | 4:45-5:25pm  | Strategies for enhancing the capacity of vocational education teachers to effectively deliver e-learning: a case study in Vietnam  | Nhat Minh Anh MAI   |
| Friday,<br>16 June    | 4:00-4:40 pm | A place to be seen and heard   | Charulatha Mani   |
|                       | 4:45-5:25pm  | A social media analysis of students' perspective toward online learning during the Covid-19 pandemic   | Kanetasya Sabilla and Romi Bhakti Hartarto                          |
| Monday,<br>19 June    | 4:00-4:40 pm | Podcasting to increase student engagement  | Mark Shelton, Sophia Holmes and Brigid Morrison                     |
|                       | 4:45-5:25pm  | Developing the digital competencies of teachers through DigCompEdu framework: Facilitating Learners' Digital Competence  | Ho Thi My Linh  |
| Tuesday,<br>20 June   | 4:00-4:40 pm | Bringing Intercultural Language Teaching off in an Indonesian EFL Primary School: Lessons Learnt during COVID-19 Outbreak  | Ahmad Sugianto and Martha Tri Lestari                               |
|                       | 4:45-5:25pm  | Online Teaching Difficulties and Performance of BC-BED Teachers during COVID-19 Pandemic   | Monico P. Malubay   |
| Wednesday,<br>21 June | 4:00-4:40 pm | The Application of Collaborative Learning Model to Improve Student's 4cs Skills  | Wahyuddin Latif and Maharida Manindar                               |
|                       | 4:45-5:25pm  | The Heterotopic spaces of online learning: The coping mechanism of students in a Philippine University   | Joseph T. Salazar   |
| Thursday,<br>22 June  | 4:00-4:30 pm | Higher education institution academicians' perceptions and experiences on professional practices in post-pandemic Covid-19 ( <i>pre-recorded, Q&amp;A on Zoom</i> )  | Dr Nordiana Zakir and Dr Hardimah Said                              |
|                       | 4:30-5:00 pm | Igniting and Sustaining Virtual Engagement: Reflections on Online Language Classrooms ( <i>pre-recorded, Q&amp;A on Zoom</i> )   | Maico Demi Banate Aperocho  |
|                       | 5:00-5:30 pm | Digital Platforms for Social Entrepreneurship in ASEAN Countries: Investigating the Role of Technology in Fostering and Scaling Social Ventures Across the Region ( <i>pre-recorded, Q&amp;A on Zoom</i> ) | Nizar Fauzan  |
| Friday,<br>23 June    | 4:00-4:40 pm | Blending Learning Spaces and Thinking Skills: Critical Design Thinking in a Design Innovation University-wide Module   | Nadya Shaznay Patel   |
|                       | 4:45-5:25pm  | Higher Education Staff Perspectives on Post-Pandemic Teaching and Learning: Expectations from Universiti Brunei Darussalam academic staff  | Aliamat Omar Ali and Masitah Shahrill                               |

All webinars start at 4pm (Hobart time).

Please check your local time at: <https://www.timeanddate.com/worldclock/converter.html>

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## Abstracts

### Development and Evaluation of a Massive Open Online Course on Healthcare Redesign: A Novel Method for Engaging Healthcare Workers in Quality Improvement

**Mitchell Dwyer, Tasmanian School of Medicine, University of Tasmania**

#### Abstract

**Introduction:** Healthcare workers are under increasing pressure to use limited resources more efficiently and improve patient outcomes. Healthcare redesign, a quality improvement methodology derived from the automotive industry, is a proven means of achieving these goals. Continuing Professional Development (CPD) opportunities for nurses seeking to build their capacity for healthcare redesign often come in the form of university courses, which can be costly and prohibitively time-consuming. We developed a Massive Open Online Course (MOOC) with a view to increasing the number of healthcare workers undertaking CPD in healthcare redesign and subsequently using these principles in their workplaces. The aim of the current study is to describe the development of our MOOC and its initial feedback from users.

**Materials and Methods:** The theoretical and practical components of an existing postgraduate award course unit were made fit for purpose by being arranged into six weekly modules, before being transposed to an established learning management platform for MOOCs. Related quizzes, videos and interactive activities were then developed and included in each of these modules. Peer review of this content was completed by subject matter and teaching and learning experts prior to the MOOC being launched.

**Results:** After running for nine months, 578 participants had enrolled in the MOOC, of whom 118 (20%) had followed through to completion. Participants were overwhelmingly from Australia (89%) and identified as female (78%). Preliminary feedback obtained from participants was positive, with 81% of respondents agreeing that they were satisfied with their experience, and 82% intending to apply their knowledge in practice.

**Conclusions:** The MOOC has addressed a learning need by providing a brief and free form of education; learning from its development will help others seeking similar educational solutions. Initial feedback suggests the MOOC has been well-received and is likely to be translated into practice.

#### Biography

Mitchell joined the University of Tasmania in 2014 to work as a Research Assistant with Health Services Innovation Tasmania (HSI Tas). Mitchell then commenced his PhD with the School of Nursing in 2016, which looked at urban-rural differences in acute stroke patients' access to care and outcomes. Following completion of his PhD in 2020, Mitchell joined the Tasmanian School of Medicine as an Adjunct Researcher, before starting his current role in early 2021.

## **Supporting the retention and success of online and blended learners: Review of support provided by student support services**

**Sarah Fischer and Sue Kilpatrick**  
**University of Tasmania**

### **Abstract**

This presentation will review the literature on higher education student support services to distil characteristics of service design and practice that act to enhance low SES student retention and success and successful outcomes in transition from higher education. Relatively little is understood about factors affecting the success of online students. The review notes that support services for online students tend to be developed to mirror those for on campus students, and many online students are not able to access the support services they need. In addition, the needs of the increased diversity of the student cohort in universities toward the contemporary end of the spectrum does not necessarily mirror the needs of on campus students who tend to be younger and less likely to be low SES. Services which are more effective for the cohort of the contemporary university are strength-based and recognise that teaching staff are a key gateway to support services for this cohort.

### **Biography**

Dr. Sarah Fischer is a lecturer at the University of Tasmania. Her research interests are focused on access and pathways to higher education in rural, regional and remote areas, including parental engagement, equity and success and retention of students with disability in higher education, as well as the governance and processes of the internationalisation of higher education. Sarah has a PhD in Education.

Professor Sue Kilpatrick is Professor of Education at the University of Tasmania, Australia. Before semi-retiring in 2016 she was Pro Vice-Chancellor (Students), University of Tasmania, Pro Vice-Chancellor (Rural and Regional) at Deakin University. Most of her research applies a social capital framework to health, education, learning for work and/or community development issues in rural areas. She holds a PhD in the economics of education.



## Reimagining the role of discussion boards to engage richly diverse students and improve graduate success

**Tracy Douglas, Allison James and Carey Mather**  
**University of Tasmania**

### **Abstract**

As educators from different disciplines, we strive to create interactive opportunities for student engagement and promote best practice learning and teaching through online discussion boards. Acknowledging that active student-centred learning enables teaching strategies for multiple learning styles, we reflect on our recent research, resource and teaching development through online discussion boards to empower student learning, whilst valuing the diversity of our student cohorts representing different national, ethnic, religious, cultural, and linguistic backgrounds. Online discussion brings together diverse educators and learners with a rich source of perspectives and experiences upon which to scaffold learning. In discussion boards, educators and students are required to understand and respect other learners' lenses, including challenges, benefits, barriers, and risks to learning. Online discussions can enrich interactive learning in a blended/hybrid approach to teaching, focusing on student engagement with content, industry-specific learning and graduate outcomes. Through discussions, we harness self-directed learning by recognising prior learning and life experiences and support learning in a safe, structured environment, empowering students to confidently undertake learning tasks - students ask questions of each other, educators guide discussions and responses. This back-and-forth conversation contrasts with being lectured to, systematically scaffolding learning and discipline-specific terminology, transferable to work environments. Opportunities arise for harnessing diversity, providing nuanced online conversations, leading to fresh ways of developing unit content, and conducting teaching and assessment strategies. Students studying health or maritime disciplines need to engage in disciplinary knowledge and connect understanding to skills and critical thinking required in their future workplaces. The maritime industry ranges across ship and shore-based services, blue and white collar, professional, technical employees, defence personnel and civilians and presents a delightful complexity of online network opportunities. While health graduates need to work inter-professionally in a digital world to deliver effective healthcare to communities. The COVID-19 pandemic has changed higher education by 'super-speeding' online learning and teaching (Douglas et al 2020), enabling a renewed, nuanced focus to adapt to change and design engaging, dynamic and fit-for-purpose discussion boards. This presentation will focus on how student diversity enriches online discussions and is pivotal to learning in the 'new normal' of curriculum delivery to empower connections of knowledge, vital for graduate success. Exemplars from units in maritime and health disciplines will be discussed to demonstrate the reimagining of discussion boards to enable student engagement and graduate success.

## Reference:

Douglas, T., James, A., Earwaker, L., Mather, C., & Murray, S. (2020). Online discussion boards: improving practice and student engagement by harnessing facilitator perception. *Journal of University Teaching & Learning Practice*, 17 (3).

## Biography

**Tracy Douglas** is a first-year coordinator and senior lecturer in the School of Health Sciences and Deputy Associate Dean (Student Engagement and Retention) in the College of Health and Medicine at the University of Tasmania. Her teaching philosophy incorporates a desire to support and enrich the first-year experience, share her love of science, and engage and encourage students in active learning. She continually engages in reflective and comprehensive evaluation of teaching and learning practices to sustain effective teaching for all students irrespective of their backgrounds. A strong advocate of appropriate student support, she uses a transition pedagogy and innovative active learning experiences to engage students and is currently investigating and developing resources for authentic online communication and effective flipped learning strategies. She is a Senior Fellow of The Higher Education Academy (UK) and Branch Chair of HERDSA Tasmania, leads a number of local SOTL projects and initiatives and, has been recognized locally and nationally for her learning and teaching excellence, particularly with first year students.

**Allison James** is a senior lecturer at the Australian Maritime College (AMC). Her professional interests centre on innovative teaching strategies; competitive management of people and networked strategic management. Whilst at AMC, Allison lectured on the Pacific Patrol Boat programs. In Papua New Guinea she delivered courses for the Papua New Guinea Defence Force. She has also delivered courses in Fiji, Singapore and Malaysia. Allison's research interests are currently focused on innovative teaching practices and blended learning to prepare a work-ready graduate. This includes flipped teaching, the use of facilitated asynchronous discussion boards as a combined teaching and assessment strategy and backward course design. Teaching and interacting with a diverse, international staff and student body has devolved her study and research interests into English language acquisition. Allison's professional interests and teaching strategies combine to focus on industry relevant knowledge creation and skills development to successfully transition from University to professional life.

Through her endeavours as a clinician, researcher and educator **Dr Carey Mather** leads a transformative approach to healthcare. She is a registered nurse and senior lecturer at the Australian Institute of Health Service Management at the University of Tasmania, Australia. Carey has worked within the health sector for over 30 years and focuses on topics and issues that impact 'point of care'. Her research interests include workforce capability, digital health, person-centredness and scholarship of learning and teaching. She is a Fellow of the Higher Education Academy, the Australasian Institute of Digital Health and was the inaugural Policy Fellow at the Australian College of Nursing Foundation.



## Podcasting to increase student engagement

**Mark Shelton, Sophia Holmes and Brigid Morrison**  
**University College - University of Tasmania**

### Abstract

Our presentation outlines the impact of podcasting on online learning engagement. After noticing a decline in the number of students attending live tutorials and engaging with the zoomed recordings, we wanted to try a different approach to engagement. We have developed a podcast series that covers the course content in a distinctly different manner. Drawing upon the industry expertise of our teaching staff, we provide students with real life stories relating to the module topics and assessment task activities, explaining how the tools they learn to use, and theory that underpins them, have assisted us in our professional lives. Students have commented that they enjoy this informal yet informative approach. We chose podcasting as it directly addresses a key factor in student disengagement, being the ability to attend scheduled tutorials. With 95% of our students being mature-aged, they are juggling studies with family and work commitments. In a higher educational environment, Nielsen, Andersen and Dau (2018) reported that over two-thirds of the students involved in their research listened to their educational podcasts "on the go" as a result of the highly accessible nature of the medium. Early, informal feedback from our students has been overwhelmingly positive, and they are tuning in en masse with over 70% of students listening to the first episode. We have developed an online how-to guide to assist teachers in developing their own podcasts and distributing the content to their students. We will introduce this resource as part of our presentation.

Reference: Nielsen, S., Andersen, R. and Dau, S. (2018, Nov 1-2). *Podcast as a Learning Media in Higher Education* [Conference presentation], 17th European Conference on e-Learning (ECEL) 2018, Athens, Greece.

### Biography

**Mark** is a Teaching Fellow and Unit Coordinator at University College. Teaching into the Associate Degree of Applied Technologies, Mark is interested in the shift towards the digitisation of the Advanced Manufacturing industry and the adoption of Industry 4.0 technologies. He works closely with key industry stakeholders to change perceptions of careers in Advanced Manufacturing and to encourage young people to pursue a career in this rapidly changing field.

In addition to her role as a Teaching Fellow in the Associate Degree of Applied Design at the University of Tasmania, **Sophia** runs a bespoke collaborative studio specialising in transforming spaces and surface pattern design. Her eclectic resume includes stints as a design mentor, retail manager, way finding consultant, product designer, bar owner, bushwalking guide, mathematical researcher, house painter, marine surveyor, and emergency maritime incident responder.

**Brigid** is a well-regarded natural resource management advisor in Tasmania. She has worked in a variety of professional and academic roles, linking natural resource reliant industries with research organisations to drive better outcomes for the community and the environment. She is passionate about supporting regional and rural communities to utilise their generational knowledge and innate understanding of the natural world around them for achievable and long term environmental outcomes.

## **A social media analysis of students' perspective toward online learning during the Covid-19 pandemic**

**Kanetasya Sabilla, National Research and Innovation Agency of Indonesia**  
**Romi Bhakti Hartarto, Universitas Muhammadiyah Yogyakarta, Indonesia**

### **Abstract**

During the widespread of covid-19 transmission worldwide, many countries have instructed the shutdown of all educational facilities to break the chain of virus transmission. Since March 2020, around 45 million students in Indonesia must adapt to online learning due to the covid-19 pandemic. This study aims to analyse Indonesian students' perception of online school by using social media data, specifically Twitter. Based on the search query, there were 12,243 tweets collected from Netlytic software from March 1st to 31st, 2021. From Twitter, we found that students were having a tough time during online school. In the word level sentiment analysis, there were 1,649 words or 81.59 percent considered negative words, while the rest 372 words, or only 18.41 percent were considered positive words. Built upon this finding, we suggest educational facilitators prepare for adjusting the course materials and delivery to improve the students' experience in online learning.

### **Biography**

**Kanetasya Sabilla** is an economic researcher at the National Research and Innovation Agency of Indonesia. She obtained her master's degree in international development from The University of Manchester and bachelor's in economics from Universitas Gadjah Mada.

**Romi Bhakti Hartarto** is an Assistant Professor in the Department of Economics, at Universitas Muhammadiyah Yogyakarta. Previously, he was a consultant to the World Bank and a research assistant at Bocconi University. He obtained his Doctoral in Economics from Heriot-Watt University where he served as a Teaching Fellow. His research area focuses on development economics and public policy.

## **A place to be seen and heard**

**Charulatha Mani, Lecturer in Creative Arts and Health, University of Tasmania**

### **Abstract**

This presentation unpacks some of the student perspectives and teacher's reflections on (1) the online weekly engagements via zoom (drop-in sessions) and (2) the ongoing weekly exchanges via discussion threads on the learning and teaching interface that we at the University of Tasmania use, MyLO. As one of the students astutely pointed out, the weekly zoom drop-in sessions with a tutor had become a 'place to be seen and heard'. With over 160 students distributed across several continents successfully enrolled, the FXA 101 Creativity for Life unit taught as part of the Diploma in Creative Arts and Health is delivered fully online. With four tutorial groups offering regular drop-in sessions over the week, and the ongoing discussion threads, a sense of community and social connectedness is ensured throughout the learning weeks. This sense of being connected has been identified as a key outcome in terms of student engagement, not only by the teaching staff but also by the students themselves. Using a students as partners approach to research, this presentation turns to students' perspectives in understanding why staying connected is important. The findings demonstrate that the online learning context can help people with disadvantages including access issues, transportation issues, carer responsibilities and timezone challenges to come together and remain in supportive conversation with each other. Students feel supported and are able to engage on their own terms as much as they would like to or be able to on any given day over zoom. They are able to drop-in to one or more zoom sessions thereby harnessing the expertise of more than one tutor, supplement their understanding through discussions on the MyLO threads, and pose further questions in the forums. Fully online units such as these are also suited for students with day jobs and parental responsibilities, and their flexibility and access is ensured through a robust online engagement model. The presentation also unpacks some of the issues that continue to challenge educators in this space, particularly since this is an arts and health unit that is embodied and requiring physicality in engagement and outcome evidencing. The presentation will offer discussion prompts and invite further dialogue on ways to enhance distributed creativities in online teaching models.

### **Biography**

Dr Charulatha Mani is a vocal performer of Karnatik music of South India with international renown for her research into Indian ragas and compositional structures. With a musicology PhD in Early Opera of 17th century Italy and Karnatik music from the Queensland Conservatorium Griffith University (2019), she completed a postdoctoral research fellowship at the University of Queensland (2021-22) before joining as Lecturer in Creative Arts and Health here at the University of Tasmania. With research and pedagogical focus on interdisciplinary approaches to health and wellbeing and music, she has several high impact peer-reviewed publications to her credit. She is the proud recipient of the 2023 ANU Gender Institute Grant and the 2023-24 Australian Broadcasting Corporation Classical Commission for a multi-movement compositional work for climate action. [www.charulathamani.com](http://www.charulathamani.com)

## **Reconnecting with the nature: Intermediatized Pedagogy and Students' Subjective Experiences in Biodiversity Virtual Learning**

**Meredian Alam, Sociology and Anthropology, Universiti Brunei Darussalam**

### **Abstract**

Intermediatized learning refers to learning and teaching practices in which utilized social media platform redefines and is in position of shaping and transforming students' experiences about the subject matter. In this extent social media platform revolutionizes the pedagogical process through the replacement of traditionally practices of physical learning with virtualizing the actualities. Employing the Stuart Hall's communication theory in evaluating the perceptual transformation, the present paper reveals the impacts of virtual learning of biodiversity delivered via Microsoft Teams on students' subjective experiences about the nature. In the aftermath of the online class, the students were requested to point out what changes they perceptually experience, criticisms on the utilization of this media and deliverables, and thoughts. The thematic analysis justifies that students can embody engaging experience with the components of biodiversity, establish profound conversations with the lecturer and instructor, develop better cognitive wellbeing about the trees and animal species. Following these themes, the implication of the intermediatized pedagogy can be unfold, debated, contested, and practiced, depending on the substantial restrictions, rules, and norms of the context.

### **Biography**

Dr. Meredian Alam is Assistant Professor of Sociology at Faculty of Arts and Social Sciences, UBD. He was formerly involved in Australian Research Council Discovery Project "Fostering pro-environment consciousness and practice: environmentalism, environmentality and environmental education in Indonesia" from 2014 to 2019. He is also New South Wales' Mental Health First Aider and was appointed as a level 4B language examiner for Australian High Commision. His key interest in the area of international comparative education specifically situates in the current trend of global environmental education that has become a space for contemporary youth cultures and cultural capital modalities. His PhD Dissertation "When Environment is Ours: Youth Environmentalism" received Research Higher Degree Award (Distinction) from the University of Newcastle, NSW, Australia. He attained M.Phil in Culture, Environment, and Sustainability from the University of Oslo, Norway and took up research fellowship at the Nordic Institute for Asian Studies (NIAS) at the University of Copenhagen in Denmark to undertake research in comparative biogas development in Nepal, China, India, and Pakistan during his study from 2010-2012. He also holds B.Soc.Sc in Sociology and M.A in Development Sociology, earned at Universitas Gadjah Mada Indonesia.

## The Application of Collaborative Learning Model to Improve Student's 4cs Skills

**Wahyuddin Latif and Maharida Manindar**  
**Universitas Muhammadiyah Makassar, Indonesia**

### Abstract

The industrial revolution 4.0 make change in the educational paradigm that focuses on knowledge production and innovation applications of knowledge. One of the important elements that must be of concern to encourage economic growth and the nation's competitiveness in the era of the 4.0 industrial revolution is to prepare a more innovative learning system and increase the competence of graduates who have 21st century skills (Learning and Innovations Skills). In the form of the 4Cs "- critical thinking skills, communication skills, collaborative skills, and creative thinking skills. To reach these skills, the learning process must be carried out interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students. One learning model that can be applied to achieve student competence is the collaborative learning model. The purpose of this study is to improve the 4Cs skills of students through the application of a collaborative learning model for students of Mathematics Education Unismuh Makassar. The 4cs ability of students is more than the KKM standard (75) or 83.04, even based on the higher score it can be predicted that the 4cs ability of students can reach 85.94 and the lowest score is only up to 80.15 based on the lower score

### Biography

**Wahyuddin**, S.Pd.,M.Pd. was born in Sanrangeng Majauleng kabupaten Wajo, South Sulawesi, Indonesia on December 30th 1985. He is a permanent lecturer at the Universitas Muhammadiyah Makassar. His education started at SDN 180 Sanrangeng (1997), SMPN 1 Majauleng (2000), and SMAN 1 Majauleng Wajo Regency (2003), then obtained a Bachelor's degree in Mathematics Education at the Faculty of Teaching and Education at the Universitas Muhammadiyah Makassar and got his Masters in Postgraduate Program at Makassar State University's Mathematics Education and was declared graduated in 2013. Several books as a result of his work entitled Basic Statistics, Data Processing with the SPSS Program, Economic Mathematics, Business Statistics, and Logical Thinking, Verbal Ability, Reasoning and Communication in Mathematics (Statistika Dasar, Pengolahan Data dengan Program SPSS, Matematika Ekonomi, Statistika Bisnis, dan BerpikirLogis, Kemampuan Verbal, Penalaran dan Komunikasi dalam Matematika).

**Maharida Manindar**, M.Pd. was born in Ujung Pandang on April 16th, is a Lecturer at Universitas Muhammadiyah Makassar. Currently, she is registered as a student in the Doctoral program at Hasanuddin University. Her interest in Education and Pedagogic Science Educational Psychology led her to be actively involved in domestic and foreign social activities and writing.

## **Igniting and Sustaining Virtual Engagement: Reflections on Online Language Classrooms**

**Maico Demi Banate Aperoch**

**University of Mindanao, Davao City, Philippines**

### **Abstract**

In-person classes are where engagement is typically manifested during interactions or activities. However, online language education during the pandemic has made it more difficult for teachers to start and sustain meaningful teacher-learner interactions. This paper discusses the author's reflections on his online language classes, specifically the ethnography of his virtual classrooms with focus on engagement between the teacher and students. Using the SPEAKING Model (Hymes, 1964), the author looked into communicative features that facilitated virtual engagement and found patterns of interactions that were influenced by the communicative ecosystem experienced by both the teacher and the learners in a language classroom. This exploration is intended to make online educators aware of the integral communicative elements that characterize virtual engagement and successful learning processes.

### **Biography**

Dr. Maico Demi Aperoch served as the Fulbright FLTA Visiting Scholar/Faculty at the Department of Modern Languages and Literature, Gonzaga University in Spokane, Washington, USA in 2022-2023. He is currently the Technical Assistant to the Dean of the College of Arts and Sciences Education and a College Professor of Linguistics in the AB English Language Program and the Languages Discipline at the University of Mindanao-Main, Davao City, Philippines. He obtained his Ph.D. degree in Applied Linguistics at the University of Mindanao Professional Schools, where he studied depressive language through critical discourse analysis. He is presently pursuing his second doctorate degree in Educational Leadership at the National Teachers College and has studied Communication courses at the Gonzaga University. He is a graduate of Master of English in Applied Linguistics at the University of Southeastern Philippines and Bachelor of Arts in English (Magna Cum Laude-Valedictorian) at the Notre Dame of Dadiangas University. He also finished two certification courses such as Teacher Certificate Program and a Certificate on Leaders of Learning from Harvard University via EdX and American Spaces. He has published qualitative studies on critical discourse analysis, writing, and language teaching and has authored a book on technical writing. He also continually presents relevant studies and publishes papers in the field of linguistics being a lifetime member of the Linguistic Society of the Philippines and a member of other international/national organizations such as TESOL Philippines, American Association for Applied Linguistics, and Philippine Association for Teachers and Educators.



## **Online Teaching Difficulties and Performance of BC-BED Teachers during COVID-19 Pandemic**

**Monico P. Malubay, Davao del Norte State College, Philippines**

### **Abstract**

Teacher evaluation performance is implemented to ensure quality education and teacher effectiveness. However, the existing tools are not anymore suitable as teaching shifted online due to COVID-19 pandemic. This shift has affected the Brokenshire College - Basic Education teachers in terms of their performance in delivering distance education due to online teaching difficulties. This quantitative study investigated the aforementioned variables. Findings revealed their teaching performance to be very good and difficulties to be moderate. Results showed a significant inverse relationship between online teaching difficulties and teaching performance. Moreover, online teaching difficulties significantly influence the decrease of teacher performance.

### **Biography**

**Monico** is a graduate of Bachelor of Secondary Education major in English and he finished his MA in Education major in English. He is currently taking Phd in Educational Management. He has 9 years of teaching experience in both basic education and college.

## **Developing the digital competencies of teachers through DigCompEdu framework: Facilitating Learners' Digital Competence**

**Ho Thi My Linh, Hoa Sen University, Vietnam**

### **Abstract**

The COVID-19 pandemic has led to an increase in online teaching in higher education institutions worldwide, highlighting the significance of teachers' digital competence. It is important for teachers to possess digital competencies in order to provide their students with a high-quality educational experience. This article applies the DigCompEdu framework (Redecker, 2017) to improve teachers' digital competencies and facilitate the development of digital competencies among learners. The DigCompEdu framework provides a comprehensive guide for teachers to develop their digital competencies in various areas such as information and media literacy, online communication and collaboration, and online content creation. To evaluate the digital competencies of Vietnamese teachers, a DIGCOMPEDU Check-in Questionnaire focusing on Facilitating Learners' Digital Competence areas will be conducted among 100 Vietnamese teachers. Through the analysis of the survey results, an overview of the teachers' digital competencies and areas for improvement will be obtained. By enhancing their digital competencies, teachers can support their students in increasing their digital competence. This not only helps students become successful learners but also responsible and problem-solving users in today's society. Therefore, to enhance the effectiveness and engagement of learning, teachers must figure out how to cultivate the digital competencies necessary to foster learners' digital competencies.

### **Biography**

Ho Thi My Linh is presently pursuing a doctorate in Educational Management at Horizons University. In 2009, she completed her Master of Arts degree in Teaching English to Speakers of Other Languages (TESOL) at HCMC Open University. Currently, she serves as the Vice Dean of the Faculty of Languages - International Cultures at Hoa Sen University, having previously held positions such as Training Director at LanguageCorps Asia and Training Quality Manager at VUS The English Center. Her research interests are mainly centered on teaching methodologies for English as a Second Language (ESL) and English as a Foreign Language (EFL), along with learning strategies that facilitate educators in creating engaging and innovative learning environments for their students and helping school administrators improve their teaching and learning systems.

## **Digital Platforms for Social Entrepreneurship in ASEAN Countries: Investigating the Role of Technology in Fostering and Scaling Social Ventures Across the Region**

**Nizar Fauzan, Khon Kaen University, Thailand**

### **Abstract**

Digital platforms have emerged as essential innovation and expansion catalysts for modern businesses. In the context of social entrepreneurship, these platforms have the potential to nurture and scale social ventures across the ASEAN region. Digital platforms empower social entrepreneurs to create substantial social and economic impact by facilitating greater accessibility, nurturing collaboration, and enabling efficient resource allocation. This study investigates digital media's role in fostering social entrepreneurship in ASEAN countries and identifies the key factors contributing to the success of technology-driven social ventures in the region.

A comprehensive methodology incorporating qualitative and quantitative approaches was employed to accomplish this. A systematic review of the extant literature on digital platforms and social entrepreneurship in ASEAN countries has initially conducted to establish a solid theoretical foundation. Initially, the extant literature on digital platforms and social entrepreneurship in ASEAN countries has been reviewed. It was followed by in-depth interviews with social entrepreneurs, policymakers, and platform administrators to gain valuable insights from their experiences and perspectives. The collected data were thoroughly analysed using thematic coding and content analysis techniques to identify significant patterns and themes.

The results of this study cast light on the crucial role that digital platforms play in fostering social entrepreneurship throughout the ASEAN region. These platforms' enhanced accessibility enables social entrepreneurs to reach previously underserved markets and engage a larger audience. In addition, the collaborative features of digital media facilitate knowledge sharing, networking, and resource pooling among social entrepreneurs, fostering an ecosystem conducive to their success and growth. The study also identifies critical success factors for technology-driven social ventures in the region, such as adaptability to local contexts, effective platform feature utilization, and strategic partnerships with stakeholders.

This research's findings and recommendations serve as a valuable resource for social entrepreneurs, policymakers, and other stakeholders seeking to maximize the social impact of digital platforms. In addition, they inform the development of policies, guidelines, and initiatives that cultivate a thriving ecosystem for social entrepreneurship in ASEAN nations. This study highlights the transformative potential of digital platforms for social entrepreneurship in the ASEAN region. Social entrepreneurs can drive meaningful change, address societal challenges, and generate sustainable social and economic impact by effectively leveraging these platforms.

## Biography

As a co-founder of a startup and researcher focused on CSR, I am passionate about driving positive social and environmental impact through business. My MBA provided me with a strong business strategy and management foundation, which I have applied as a lecturer in management and business. I am also pursuing a Ph.D. in Business Administration, further expanding my knowledge and expertise in the field. As a lecturer and a Ph.D. student, I am committed to combining my teaching, research, and practical experience to inspire the next generation of business leaders to create sustainable, socially responsible businesses that benefit all stakeholders.

## A Survey-Based Study for assessing the Well-being of Educators at Universiti Brunei Darussalam in the Post-COVID-19 Pandemic Era

**Marlizayati Binti Johari and Siti Norhedayah Binti Haji Abdul Latif**  
**Universiti Brunei Darussalam, Brunei Darussalam**

### Abstract

The COVID-19 pandemic has had profound impacts on the mental health and well-being of educators worldwide. In Brunei Darussalam, the pandemic prompted the declaration of an early endemic phase in December 2021, followed by a third wave of COVID-19 outbreak in February 2022. Despite these challenges, Brunei continued with its endemic phase efforts. Against this backdrop, our study aimed to assess the well-being of educators at Universiti Brunei Darussalam (UBD) following the COVID-19 pandemic. From August 2022 to early September 2022, data was collected from teaching staff at UBD through an online survey that utilized the PERMA and DASS21 scales to measure workplace well-being. The findings suggest that in general, the staff were doing well in terms of their well-being at the workplace. Compared to other pillars of PERMA, the staff reported experiencing a greater sense of meaning in their work, indicating that they feel their work is significant and has a purpose. They also experienced a good sense of engagement and accomplishment at the workplace. Nevertheless, the staff reported only moderate levels of the subjective sense of health. Furthermore, the DASS-21 results indicated that the staff experienced moderate psychological stress overall. The results could guide the development of targeted interventions and policies to support the well-being of teaching staff at UBD. By prioritizing the well-being of teaching staff, universities can create a positive work environment that benefits both staff and students.

### Biography

**Dr Marlizayati Binti Johari** is a Lecturer at the Sultan Hassanah Bolkiah Institute of Education (SHBIE), Universiti Brunei Darussalam (UBD). She has been a member of the faculty since 2008. She joined SHBIE in 2008 as a Tutor, where she worked alongside Senior Lecturers teaching physics content modules and methods of teaching in science education. Her expert area is in students' conceptual development in learning scientific concepts. She completed research on 'science show' as a method of teaching. In addition, her interests also lie within the area of representation in science education, curriculum development, and assessment in science education especially in physics education.

**Siti Norhedayah Abdul Latif** (Ph.D.) is an Assistant Professor at the Sultan Hassanah Bolkiah Institute of Education, University Brunei Darussalam (UBD). Her areas of specialisation are in educational psychology, developmental psychology and assessment. She currently teaches at UBD and supervises PhD, Master of Education (by coursework and research), Master of Teaching for Initial Teacher Training Programme and Master of Counselling. Dr Hedayah also receives invitation as guest lecturer for a University in Indonesia. Her research areas are in teaching and learning, educational and developmental psychology, the well-being of adolescents, mental health and assessment. She recently participated in a number of national research grants from the Ministry of Health such as a project for the World Health Organization for Adolescents Friendly Health Services and the Ministry of Education on Students' Wellbeing project. She is also invited to review manuscripts for international journals such as the Journal of Personality and Individual Differences.

### **Higher education institution academicians' perceptions and experiences on professional practices in post-pandemic Covid-19**

**Dr Nordiana Zakir and Dr Hardimah Said**  
**Universiti Brunei Darussalam, Brunei Darussalam**

#### **Abstract**

This paper is looking at the academicians' perceptions and experiences at one local higher education institution on how they see the value of professional practices during the post-pandemic Covid-19. The research design is an interpretive qualitative approach using an online survey with 38 respondents followed by 10 respondents using interviews as the main tool. Insights were collected from academicians across various faculties with teaching experiences of more than five years. The objectives of this study shed light on 1) Innovative flexible practices such as school-life balance, blended learning, and smart campuses; 2) the value of professional practice; 3) the kind of support they have received in their professional practice; and 4) experiences on how they engage with industries or schools were further explored to support their entrepreneurial and future mindsets. This study shows that two-thirds of the respondents indicated there is support from authorities for their professional practice such as training related to effective online training and online assessment approaches. This paper brings the argument on how academicians can balance the effective use of innovative flexible approaches and the support towards the effective delivery of professional practice in the post-pandemic Covid-19 for higher education institutions.

#### **Biography**

**Dr Nordiana Zakir** is an assistant professor in early childhood education and care at the Sultan Hassanah Bolkiah Institute of Education, Universiti Brunei Darussalam. She has been nominated by the Asia-Pacific Regional Network for Early Childhood (ARNEC) as ARNEC's national representative for Brunei Darussalam since 2018. She also has the experience of working collaboratively with the Early Childhood Care and Education Unit and the Curriculum Development Department at the Ministry of Education and the Ministry of Culture, Youth and Sports in monitoring and improving the quality of early childhood education and care services in Brunei Darussalam. She has a BA (Hons) in

Primary Education from Universiti Brunei Darussalam and Master in Science in Economics in Early Childhood Education from Swansea University and PhD in Early Childhood Education from the University of Sheffield, United Kingdom.

**Dr Hardimah Said** is an assistant professor in Science and Physics Education at Sultan Hassanah Bolkiah Institute of Education (SHBIE), Universiti Brunei Darussalam (UBD) and the programme leader for Graduate Professional Development in SHBIE, UBD. Hardimah's interests is on science teaching and learning, STEM education, teachers' pedagogical knowledge and development as well as on teachers' personal and professional identity formation and development. Hardimah has a particular interest on how people lived experience their identity formation and development through the phenomenological approach and Positioning Theory.

### **Higher Education Staff Perspectives on Post-Pandemic Teaching and Learning: Expectations from Universiti Brunei Darussalam academic staff**

**Aliamat Omar Ali and Masitah Shahrill**  
**Sultan Hassanah Bolkiah Institute of Education, Universiti Brunei Darussalam**

#### **Abstract**

**Background/Introduction:** There has been a growing body of literature examining the future of higher education in the post-pandemic era from the perspectives of academic staff. Disruptions brought on by the pandemic have influenced the way staff perceive teaching and learning in higher education, resulting in new expectations for the future. While some studies suggest a return to pre-pandemic lecture modes, others point towards a more hybrid and technology-enabled approach. The question remains: how do academic staff perceive teaching and learning in higher education in the post-pandemic era? This study aims to investigate the expectations of Universiti Brunei Darussalam (UBD) academic staff for post-pandemic higher education, informed by their experiences during the COVID-19 pandemic.

**Objective/Purpose:** This study aims to explore UBD academic staff's expectations for post-pandemic higher education, informed by their pandemic experiences. The objective is to identify key expectations and propose a way forward for addressing these expectations. **Methods:** The research employed a mixed-methods design, utilizing a survey distributed to all teaching staff at UBD. Subsequently, out of 38 respondents, interviews were conducted with 10 participants who expressed interest in further discussing their experiences and expectations.

**Results/Findings:** The findings of this study reveal that UBD academic staff express enthusiasm for various aspects of teaching and learning in higher education in the post-pandemic era. Specifically, research participants favour blended learning approaches and a strong desire for more on-campus teaching and learning experiences. Finally, staff development programmes in utilising educational technologies are highly sought-after, reflecting the need for ongoing professional development to effectively adapt to the changing landscape of higher education.



Conclusions/Implications: These findings offer valuable insights for institutions seeking to respond to the evolving needs and expectations of academic staff in the post-pandemic era.

### **Biography**

**Aliamat Omar Ali** is interested in exploring the teaching and learning of thinking skills in the Malay language subject, such as creative problem-solving, scientific thinking through STEM, and Wisdom Pedagogy (Pedagogi Hikmah). Currently, Aliamat serves as a Consultant for the Malay Language Literacy Standard Project at the Ministry of Education in Brunei Darussalam.

Dr **Masitah**'s research interests lie in teacher and teacher education, mathematics education, higher education, 21st Century teaching and learning, school-based assessment, classroom research, and shadow education. Her current research areas are exploring shadow education in the subject of mathematics in Brunei Darussalam, connecting visual representations (such as comics) in the teaching and learning of mathematics and designing, and implementing PISA-like problems in the mathematics classrooms.

### **Bringing Intercultural Language Teaching off in an Indonesian EFL Primary School: Lessons Learnt during COVID-19 Outbreak**

**Ahmad Sugianto, Universitas Pendidikan Indonesia, Indonesia**  
**Martha Tri Lestari, Telkom University, Indonesia**

### **Abstract**

The infusion of intercultural language teaching is deemed crucial. It does not only provide advantages regarding students' understanding of the target language but it also promotes their insights with respect to their own cultures as well as other people's cultures, which are necessary for effective interactions. Nevertheless, evidence has indicated that studies concerning the use of virtual exchange as a means of promoting the intercultural language teaching in an Indonesian EFL primary school context during the COVID-19 pandemic are still underexplored. Thus, the present study, included as a case study, was aimed to unravel the implementation of intercultural language teaching via virtual exchange at one primary school in Bandung city, during the COVID-19 pandemic. Twenty five Indonesian EFL students (at the age of 10-11) participating in a school partnership program with the students from Moldova via Zoom platform were involved. The data garnered from the interviews were analysed using qualitative systematic coding procedures, i.e. from axial, initial, to selective coding, which were corroborated and triangulated with the other instruments, such as video recordings and learning artefacts created by the students. On the one hand, the findings revealed that the Indonesian EFL students benefited from the virtual exchange regarding their understanding of their own cultures and Moldovan cultures as well as their English presentation skill and collaborative skill. On the other hand, the present study showed some challenges occurred during the program was carried out, such as in terms of time management and internet connectivity.

## **Biography**

**Ahmad Sugianto** is a postgraduate student at English Education Study Program of Universitas Pendidikan Indonesia, Bandung city, Indonesia. His research interests include English language teaching, intercultural communication, multimodality, systemic functional linguistics, and classroom discourse. He has published some research articles in national and international journals. Currently, he is also the member of The association of Teaching English as a Foreign Language in Indonesia (TEFLIN).

**Martha Tri Lestari** is a lecturer at Telkom University, Bandung city, Indonesia. She earned her doctoral degree in Communication Studies from Padjadjaran University, Indonesia. Her research interests encompass digital public relations, management communication, social media monitoring, public opinion research, and integrated marketing communication. She has published numerous research articles both in reputable international and national journals. She has currently taught some subjects, such as Public Speaking, Public Relations Event, Integrated Marketing Communications (IMC), Digital Public Relations, Entrepreneurship and Creative Thinking.

## **Strategies for enhancing the capacity of vocational education teachers to effectively deliver e-learning: a case study in Vietnam**

**Nhat Minh Anh MAI, Saigon Technology University, Vietnam**

### **Abstract**

The COVID-19 pandemic has highlighted the Vietnamese vocational teachers' needs in terms of the necessary skills and knowledge preparation for e-learning. A case study was done to identify strategies for enhancing teacher capacity in delivering e-learning. This research involved a group of 15 teachers who taught online during and after COVID-19, in depth interviews and document analysis. Participants were selected using purposive sampling and data was analysed using thematic analysis. The results showed that teachers did not have access to a formal training program aimed at improving their abilities to deliver e-learning effectively. Additionally, it emphasizes the significance of ongoing support and professional development opportunities for educators so they can continually develop their capacity-building skills. The insights from this study can inform policymakers on ways to promote e-learning in vocational education in Vietnam and other similar contexts.

## **Biography**

Minh-Anh has 10 years of working experience in the education sector. She had earned her Master's degree in Australia before returning to Vietnam. She became a lecturer at the Business Administration Faculty of Saigon Technology University (STU) and was invited to teach at several international programs at HUTECH and UEF. She was the Project Leader of the STU Entrepreneurship & Innovation (E&I) Development Program funded by the Ministry of Science and Technology and the Finland Embassy to initiate a network of start-up universities in Vietnam. She is a certified Entrepreneurship and Innovation trainer and has collaborated on various projects related to E&I ecosystem development in Vietnam. In the last few years, she has established herself as a curriculum specialist while cooperating with several education groups such as Nguyen Hoang Education Group and EQuest Education Group where she helps redesign and transform the old program and managing system into effective institutions. She focuses on innovating and transforming individuals and organizations through training and implementing entrepreneurship tools and mindsets.

## **The Heterotopic spaces of online learning: The coping mechanism of students in a Philippine University**

**Joseph T. Salazar, Department of English & Comparative Literature,  
University of the Philippines**

### **Abstract**

The study looks at the physical learning environment of learners participating in online learning activities and the strategies they employ in constructing these spaces. Data is collected through an online survey sent to students enrolled in the University of the Philippines, and with selected students from these surveys who volunteered to be contacted for semi-structured interviews. Findings for the study focus on two things. First, a significant number of these spaces are transgressive spaces defying many expectations of what physical environments of online learning should be. They are highly informal spaces marked primarily by the absence of tables and chairs that are expected in an online learning set-up. And second, that the informality of many of these spaces have allowed the heterotopic nature of the university to transcend the campus and find itself expressed in the creative study conditions students imagine and implement for themselves-regardless of whether or not they have adequate access to the infrastructure needed to participate in online learning. By looking at these two aspects closely, the study hopes to explore educational practices during COVID-19 as a source of cultural tendencies that has always helped in strengthening education initiatives in the Philippines even long before the pandemic.

### **Biography**

Joseph T. Salazar is a faculty member of the Department of English & Comparative Literature, University of the Philippines. His most recent works have been published in *Cha: An Asian Literary Journal*, *Kritika Kultura*, *Tomas* and *Lucky Jefferson*.

## Blending Learning Spaces and Thinking Skills: Critical Design Thinking in a Design Innovation University-wide Module

Nadya Shaznay Patel, Singapore Institute of Technology, Singapore

### Abstract

Design thinking and critical thinking have been key areas of skills development in higher education and industry. However, they have evolved along largely independent lines and, as a result, they have not been explicitly integrated with one another. While some scholars have posited that design thinking may support critical thinking, empirical research examining the relationship between these two modes of thinking is lacking because their shared conceptual structure has not been articulated in detail and because they have remained siloed in practice. A recent study (Ericson, 2021), reporting on a detailed comparison of the two modes of thinking, suggests that design thinking methods have the potential to support and augment traditional critical thinking practices, and that design thinking frameworks could be modified to more explicitly incorporate critical thinking. In recent years, the flipped classroom (FC) and blended learning (BL) approaches have been widely adopted across universities with some scholars referring to it as the "new normal" in course delivery (Norberg et al. 2011, p. 207). BL has evolved from integrating face-to-face experiences with text-based and web-delivered activities (Garrison & Kanuka, 2004) to a combination of online and face-to-face experiences that support each other. Most researchers concur that BL in universities promotes active learning (Freeman et al., 2014). A learner-centred environment that emphasises interactivity, BL could include instructional activities to develop problem-solving skills, higher-order critical thinking, and application of knowledge (Breivik, 2015). Forming one of the university-wide modules for all undergraduates, UDE1001 Introduction to Design Innovation is designed with a blended learning approach. Seminars are a combination of bite-sized E-lectures, online learning packages, asynchronous forum discussions, and face-to-face seminars. The module focuses on the development of design thinking and critical thinking skills, two of the identified key transferable skills, as undergraduates prepare for interdisciplinary learning and gain a broad understanding of design thinking principles, tools and methodology. The module aims to develop students' ability to resolve complex and often multifaceted problems that represent the realities of the real-world environment. The study will explore the affordances of the adopted blended learning environment and investigate students' learning experiences in the module where the development of critical thinking skills is done in parallel with design thinking skills, such that they are explicit and visible for students and instructors. Questions worth exploring are, 1) How does the blended learning (BL) environment contribute to student learning in the Introduction to Design Innovation module? And 2) How does the blending of critical thinking and design thinking skills help students to develop creative confidence and critical competence when fostering innovation in real world projects? Gathering data through questionnaires and focus group discussions from students over an academic year, the researchers explored the affordances of BL and investigated students' learning experiences from the perspective of the Community of Inquiry

(CoI) model. Garrison and Vaughan (2008) shaped BL practice by describing the CoI framework as a unifying process that "integrates the essential processes of personal reflection and collaboration in order to construct meaning, confirm understanding, and achieve higher-order learning outcomes" (Garrison & Vaughan, 2008, p. 29). Thus, with the module's tri-part conceptual framework consisting of BL, critical thinking, and design thinking, adopting the COI framework is appropriate as it seeks to develop higher-order critical design thinking skills in students so as to enhance learning outcomes. It is found that the learning outcomes are enhanced not simply because the module utilises a BL environment but because there is a purposeful and meaningful integration of an adopted BL instructional model as well as pedagogical and conceptual frameworks to develop students' critical design thinking skills. The study also shows that learning outcomes are enhanced when there is a reiterative and cumulative cycle of integration between the learning spaces.

## **Biography**

Dr Nadya Patel, an Assistant Professor in the Business, Communication and Design cluster at the Singapore Institute of Technology, leads a faculty community of practice for critical-design thinking in the disciplines. She co-develops and teaches university-wide critical-design thinking in design innovation for undergraduates in varied disciplines. She also facilitates professional development workshops for local and international institutions on pedagogical approaches to improve teaching and learning practices. For professionals, she offers workshops on empathetic leadership communication, personal branding and corporate coaching and mentoring. She aims to bridge the research-practice gap and engage industry partners in applied research projects like multimedia design and design education. Dr Nadya has a Doctor in Education from the University College London (UCL). She was previously a Research Fellow with the Centre for Pedagogy and Practice, Nanyang Technological University, Singapore, where she was involved in two nationwide research studies in teaching and learning practices in Singapore. Amidst the adoption of emerging technologies, Dr Nadya endeavours to be at the forefront of transformational pedagogical approaches while advancing the future of education.