UNIVERSITI MALAYA

NATIONAL CHENGCHI UNIVERSITY

2021 Symposium

Emerging research issues, topics and themes in education field under and post the pandemic: Research capacity building and bilateral research collaboration from Taiwan and Malaysian perspectives

Dean, College of Education,
National Chengchi University
Prof. Dr. Chaoyu Guo

Dean, Faculty of Education,
University of Malaya
Assoc. Prof. Dr. Zawawi Ismail

Day 1 - 10 September 2021 | 09:30 am - 01:00 pm

Day 2 - 11 September 2021 | 09:10 am - 12:00 pm

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09:40 am 10:00 am	**Introduction of Faculties of Education** **Prof. Dr. Angela Yung Chi Hou** / Deputy Dean, College of Education, National Chengchi University **Assoc. Prof. Dr. Husaina Banu Kenayathulla** / Deputy Dean, Faculty of Education, University of Malaya
10:00 am 10:40 am	**Session 1: Educational issues under the pandemic** **Chair: Prof. Dr. Joshua Smith / Dean, College of Education, Loyola University Maryland, United States** A preliminary exploration of crisis management approach on higher education and quality assurance in Taiwan under COVID-19 pandemic- relevance to other contexts? **Prof. Dr. Angela Yung Chi Hou** / National Chengchi University Reframing higher education in post COVID-19 era **Assoc. Prof. Dr. Husaina Banu Kenayathulla** / University of Malaya
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12:50 pm 13:00 pm	**Closing Session**
	Prof. Dr. Angela Yung Chi Hou / Deputy Dean, College of Education, National Chengchi University **Assoc. Prof. Dr. Husaina Banu Kenayathulla** / Deputy Dean, Faculty of Education, University of Malaya

Day 2

Time: Sept. 11, 2021, 09:10 am ~ 12:00 pm

09:10 am 09:20 am	**Welcome Remarks**
	Prof. Dr. Robin Jung-Cheng Chen / Associate Dean, College of Education, National Chengchi University
	Assoc. Prof. Dr. Husaina Banu Kenayathulla / Deputy Dean, Faculty of Education, University of Malaya
09:20 am 10:00 am	**Publication workshop** **Chair: Prof. Dr. Joshua Smith / Dean, College of Education, Loyola University Maryland, United States**

	❖ Journal: "International Dialogues on Education: Past and Present"
	    Prof. Dr. Robin Jung-Cheng Chen / National Chengchi University
	❖ Book series: "Higher Education in Asia: Quality, Excellence and Governance"
	    Prof. Dr. Angela Yung Chi Hou / National Chengchi University
	❖ Journal: "Malaysian Online Journal of Educational Management" and other peer reviewed journals
	    Assoc. Prof. Dr. Kazi Enamul Hoque / University of Malaya

10:00 am 10:10 am	**Break**
10:10 am 11:50 am	**PhD student Forum:** **Chair: Prof. Dr. Yang-Hsueh Chen / Institute of Teacher Education, National Chengchi University, Taiwan & PM Dr. Zaharah Hussain / Deputy Dean, Higher Education, Faculty Education, University of Malaya, Malaysia**
	The changing landscape of quality assurance in transnational higher education in Asia: Emerging issues, challenges and regulatory mechanisms **Arianna Fang Yu Lin, Angela Yung Chi Hou** / National Chengchi University
	Development of distance education in Chinese higher education in perspectives of accessibility, quality and equity under COVID-19 **Emma Ying Chen**, **Angela Yung Chi Hou** / National Chengchi University
	Exploring the impact of social media on the non-cognitive skills among Malaysian students in higher learning institutions during the COVID-19 pandemic **Fakhzan Buang, Zaharah Hussin, Peter Clarence Cluny, Nur Asyiqin Zaidi** / University of Malaya
	Writing in doctoral programs: Reflections of lived experience from Malaysia **Yueh Yea Lo, Juliana Othman, Jia Wei Lim /** University of Malaya
	Religiosity, emotional intelligence and academic achievement among university students during COVID-19 pandemic in Malaysia **Mohd Nazrul Azizi, Zahari Ishak, Firdaus Hilmi /** University of Malaya
11:50 am 12:00 pm	**Public Announcement Signature**
	Prof. Dr. Chaoyu Guo / Dean, College of Education, National Chengchi University
	Assoc. Prof. Dr. Zawawi Ismail / Dean, Faculty of Education, University of Malaya

Day 1

Welcome Remarks

Prof. Dr. Chao Yu Guo / Dean, College of Education, National Chengchi University	**BIOGRAPHY**

Chao Yu Guo is Dean of College of Education and Professor of Department of Education, National Chengchi University, Taiwan. His research is situated in the field of educational administration, school administration, curriculum evaluation, and teaching supervision. He teaches several courses on evaluation and leadership. He is in the service of Chief-in-Editor of Journal of Education and Psychology and several editorial boards of more than five academically peer-reviewed journals in evaluation. He has made over 20 scholarly contributions, including nearly 50 peer-reviewed research papers. He also has received several important recognitions for his research career.

Five latest or influential publications:

1. Guo, C. Y. (2011). Higher education in a global society. Higher Education, 62(2),259-261.
2. Hou, A. Y. C., Guo, C. Y., Chen, K. H. J., Hill, C., Lin, S. R., Chih, J. C. C., & Chou, H. C. (2018). The implementation of self-accreditation policy in Taiwan higher education and its challenges to university internal quality assurance capacity building. Quality in Higher Education, 24(3), 238-259.
3. Chen, Y. N., Kand, J. L., & Guo, C. Y. (2020). The Construction of Meta-evaluation Indicators of Taiwan's University Program Evaluation: JCSEE Program Evaluation Standards as a Framework. International Journal of Humanities, Arts and Social Sciences, 6(2), 10-24.
4. Chen, M. J., Fan, H. H., Guo, C. Y., & Kang, J. L. How Do They Transform? The Story of Two Primary Schools about Curriculum Leadership and Development in Taiwan Curriculum Reform. International Journal of Social Sciences & Educational Studies, 7(1),42-61.
5. Zhu, M., Guo, C. Y., Hou, A. Y. C., & Chiu, M. S. (2021). Graduate employment in higher education: applying bibliometrics to world-system theory. Journal of Education and Work, 1-17.

Dr. Zawawi Ismail is an Associate Professor and currently the Dean of the Faculty of Education, University of Malaya, Kuala Lumpur, Malaysia. He received his Bachelor Degree in Arabic Language & Literature (Major), Shariah (Minor) from Yarmouk University, Jordan, Post Graduate Diploma of Education from International Islamic University Malaysia, Master in Arabic Education and obtained his Ph.D. in the field of Education from the National University of Malaysia 2008.

His research interests include Arabic & Islamic Education Curriculum, Teacher Education, Muslim Minority Education, and Quranic Language Education. He has published articles in international and national journals, books and other publications. Dr. Zawawi has contributed vastly to society and active in several NGOs and one of the founders of Yayasan As-Syafie which focuses on development of Islamic Boarding School in Cambodia and other educational activities in Indonesia and Malaysia.

Five latest or influential publications:
1. Wan Hishamudin Wan Jusoh, Zawawi Ismail (2021). Al-Ghazali'S Thoughts On Amar Makruf Nahi Mungkar Against The Government In Ihya Ulum Al-Din. PONTE (ISI-Indexed)
2. Abdul Azim Mohamad Isa, Zawawi Ismail, Triyo Supriyatno, Hairun Najuwah Jamali & Fitri Nurul ain Nordin (2021) Vokal Pola Kata Kerja Bahasa Arab Kala Kini Jaf al bagi Artikulasi Bibir dan Koronal. Ijaz Arabi Journal of Arabic Learning (3)2,429-456 (ISI-Indexed)
3. Zawawi Ismail, Ab. Halim Tamuri & Nur Hanani Hussin (2020). Relationship between social environment and Islamic religiosity practice among secondary school students in Malaysia. PONTE, 76(12), 76-89. (ISI-Indexed)
4. Mohd Ala-uddin Othman, Zawawi Ismail, Che Mohd Zaid, Mohammad Rusdi Ab Majid, Nordin Halias, Zailani Jusoh & Mohd Shahrizal Nasir (2021).Kinesics As A Form of Non Verbal Communication: A Textual Analysis Of The Holy Quran. Journal of Contemporary Issues in Business and Government. 27(2), 201-207. (ISI-Indexed)
5. Saiful Adli bin Ab Rahim, Muhammad Faizal A. Ghani, Harris Shah Abd. Hamid, Norhanida Samsudin, Zawawi Ismail & Mohd Akhmarudi Mohd Yusof (2021) Cabaran Pelaksanaan Program Pembangunan Profesionalisme Pemimpin Guru Sekolah Berprestasi Tinggi. JURNAL KEPIMPINAN PENDIDIKAN. 8 (2), 25-40. (Non-ISI/Non-SCOPUS)

6. Zawawi Ismail, Mohamad Hussin, Triyo Supriyatno. (2021). Effectiveness of 'Adad and Ma'dud Learning Module Based on al-Quran Verses in Enhancing Student Achievement. Ijaz Arabi, Journal of Arabic Learning, 4(1), 26-43 (ISI-Indexed)

7. Zawawi Ismail, Nordin Halias, Rahimi Md Saad & Mohd Faisal Mohamed (2020) Motivation as the Mediator in Relationship between Non-verbal Communication of Arabic Language Teachers and Student Learning Outcome. Universal Journal of Educational Research 8(2): 700-708. (SCOPUS-Indexed)

8. Jasni Sulong & Zawawi Ismail (2020). Pengajian Ilmu Faraid Di Malaysia: Kajian Penawaran Kursus Di Institusi Pengajian Tinggi Terpilih. The Online Journal Of Islamic Education (O-jIE). Jun 2020, Vol. 8, Issue 1, 40-50 (Non-ISI/Non-SCOPUS)

9. Mohd Ala-uddin Othman, Zawawi Ismail, Che Mohd Zaid, Muhammad Rusdi Ab. Majid. (2020), Non-Verbal Communication and Its Effectiveness on Teaching and Learning Arabic. Journal of Critical Reviews. 3(9), 21-25. (SCOPUS-Indexed)

10. Hanik Mahliatussikah, Zawawi Ismail, Muhammad Yunus Anis, Nur Anisah Ridwan & Nuruddin (2020). Digital al-Qur'an Learning book to improve Reading and Writing skill among Novive Arabic Learners. Humanities & Social Sciences Review. Mei. (SCOPUS-Indexed)

Introduction of Faculties of Education

Prof. Dr. Angela Yung Chi Hou / Deputy Dean, College of Education, National Chengchi University	BIOGRAPHY

Angela Yung-chi Hou, is Professor of Higher Education and Associate Dean of College of Education, National Chengchi University, Taiwan. She served as Executive Director of Higher Education Evaluation & Accreditation Council of Taiwan from 2016 to 2021, Jan and Dean of Office of International Education, Fu Jen Catholic University from 2013 to 2016. She has been actively committed to quality assurance practices and international research for more than 15 years, including serving as Vice President & Board member of International Network of Quality Assurance in Higher Education (INQAAHE), Vice President & Board member of Asia Pacific Quality Network (APQN), and international reviewer of institutional and program accreditation in several countries, including UK, Hong Kong, Macao, Philippines, Mongolia, etc.

She specializes in higher education policy, quality management, internationalization, faculty development, and quality assurance of cross border higher education. She is in the service of Chief-in-Editor of Journal of Higher Education by Taiwan Higher Education Society, and Associate Editor of Journal of Asian Pacific Educational Review (SSCI) and several editorial boards of more than 5 academically peer-reviewed journals in higher education. Up to present, she has published more than 130 English and Chinese journal papers, articles, book chapters, reports and monographs in the areas of higher education policy, quality assurance, cross border higher education, internationalization, etc.

Five latest or influential publications:

1. *Hou, Angela Yung Chi, Hill, C., Justiniano, D., Yang, C. & Gong, Q. (2021). Relationship between 'Employability' and 'Higher Education' From Global Ranker and Accreditor's Perspectives—Does a Gap Exist between Institutional Policy Making and Implementation in Taiwan Higher Education? T*he Journal of Education and Work*. 34(3), 292-312.

2. Hou, Angela Yung Chi, Hill, C. Lin, A. F. Y. & Chen, E. (2021). A Preliminary Exploration of Crisis Management Approach on Higher Education and Quality Assurance in Taiwan Under COVID-19 Pandemic-Relevance to Other Contexts? *Journal of Asian Public Policy* (online) (SSCI) https://www.tandfonline.com/doi/full/10.1080/17516234.2021.1919390?scroll=top&needAccess=true

3. Hou, Angela Yung Chi, Hill, C., Guo, Chao Yu, Tsai, S. & Castillo, D. R. J. (2020). A comparative study of relationship between the government and national quality assurance agencies in Australia, Japan, Malaysia and Taiwan: policy change, governance models, emerging roles. *Quality in Higher Education*. 26(3), pp. 284-306 (SCOPUS)

4. Hou, Angela Yung Chi, Hill, Christopher, Hu, Zoe & Lin, Lily (2020). What is driving Taiwan government for policy change in higher education after the year of 2016－in search of egalitarianism or pursuit of academic excellence? *Studies in Higher Education* (SSCI) (on line), DOI:10.1080/03075079.2020.1744126

5. Hou, Angela Yung Chi, Hill C., Chen, K. H.J., Tsai, S. (2018). A Comparative Study of International Branch Campuses in Malaysia, Singapore, China and South Korea: Regulation, Governance and Quality Assurance. *Asia Pacific Education Review* 19(4), pp 543–555 (SSCI)

Assoc. Prof. Dr. Husaina Banu Kenayathulla / Deputy Dean, Faculty of Education, University of Malaya

BIOGRAPHY

Associate Professor Dr. Husaina Banu Kenayathulla is Deputy Dean of Research and Development, Faculty of Education, University of Malaya. She obtained her PhD in Economics of Education & Education Finance from Indiana University, Bloomington, USA. Her research interests include economics of education, educational finance, policy analysis and comparative & international education. In addition, she has been invited as speaker for panel sessions in various international conferences. She had been invited as a panel expert by UNESCO for developing subject specific quality standards in Asia Pacific region. She has been the Principal Investigator for grants at the national level on School Finance, Financial literacy and Higher Education projects. Additionally, she is also involved as Consultant for Ministry of Human Resource on Employability for TVET Graduates. She is also a reviewer and editorial board member of several ISI journals. She has published more than

Five latest or influential publications:

1. **Kenayathulla, H. B**. Are Malaysian TVET graduates ready for the future? Higher Education Quarterly. (SCOPUS-Indexed)

2. Chellapan, K., & **Kenayathulla, H. B.** (2021). Returns TO EDUCATION FOR MALAYSIAN ILKBS GRADUATES. MOJEM: Malaysian Online Journal of Educational Management, 9(1), 77-89. (SCOPUS-Indexed)

3. Salman Omar, **Husaina Banu Kenayathulla**, Hoquue, .K.E.(2020) Principal Leadership Practices and School Effectiveness in Niger State, Nigeria. South African Journal of Education. (ISI-Indexed)

4. Hoque, K.E., **Husaina Banu**, Malar Vili & Islam R. (2020) Relationships between supervision and teachers performance and attitude in secondary schools in Malaysia, Sage Open, DOI I: 10.1177/2158244020925501, p,1-11 (ISI-Indexed)

5. **Kenayathulla, H. B.**, Nair, S., Rahman, M. N. A., & Radzi, N. M. (2020). Financial Literacy of Undergraduate students in Selected Malaysian Higher Education Institutions: A Way Forward to Policy Recommendation. MOJEM: Malaysian Online Journal of Educational Management, 8(3), 82-102. (SCOPUS-Indexed)

6. **Kenayathulla, H. B.**, Ahmad, N. A., & Idris, A. R. (2019). Gaps between competence and importance of employability skills: evidence from Malaysia. Higher Education Evaluation and Development, 13(2), 97-112. (Non-ISI/Non-SCOPUS)

Session 1: Educational issues under the pandemic

Chair: Prof. Dr. Joshua Smith / Dean, College of Education, Loyola University Maryland, United States

BIOGRAPHY

Joshua S. Smith, Ph.D. served as the dean of the School of Education at Loyola University Maryland from 2012 to 2021. Currently, he continues at Loyola in the role of professor in the Department of Teacher Education. Smith earned his B.A. in U.S. History, M.S. in Educational Psychology and Statistics, and Ph.D. in Educational Psychology and Methodology from the University of Albany, State University of New York. Early in his career, he served as an academic advisor and later as director of assessment in the office of undergraduate studies at the University of Albany, State University of New York. Smith has been awarded over $3 million in external funding and he has 20+ publications in the areas of academic advising, educational transitions and urban education. Awards and honors include the 2012 Student Government Association Servant Leader Award, 2006 Indiana University Trustees' Teaching Award and the National Advising Association's 2002 Outstanding Advising Award. Smith is a past-President of NACADA: The Global Community for Academic Advising and NACADA Center for Research at Kansas State University, Maryland Association of Colleges for Teacher Education, and the Education Conference of the Association of Jesuit Colleges and Universities.

Five latest or influential publications:

1. Berumen, J. G., Zerquera, D. D., & Smith, J. S. (2015). More than access: The role of support services in the transitional experiences of underrepresented students in a statewide access program. *Journal of Student Financial Aid*, *45*(1), 26-44.
2. Smith, J. S., Wilson, S. B, Banks, J., Zhu, L., & Varma-Nelson, P. (2014). Replicating peer-led team learning in cyberspace: Research, opportunities, and challenges. *Journal of Research in Science Teaching*, *51*(6), 714-740.
3. Smith, J. S. (2007). Using data to inform practice: Intrusive faculty advising at a two-year college. *Community College Journal of Research and Practice, 31*(10), 813-831.
4. Smith, J. S. (2006). If high achieving students stumble, should they fall? Examining the long-term impact of achievement loss during the transition to high school. *Journal of Secondary Gifted Education, 17*(4), 211-221.
5. Smith, J. S., & Wertlieb, E. C. (2005). Do first-year college students' expectations align with their first-year experiences? *National Association of Student Personnel Administrators Journal, 42*(2), 153-174.

A preliminary exploration of crisis management approach on higher education and quality assurance in Taiwan under COVID-19 pandemic- relevance to other contexts?

Angela Yung Chi Hou

Professor & Associate Dean, National Chengchi University, Taiwan

The serious COVID-19 pandemic inevitably caused a worldwide educational crisis in 2020. In an attempt to contain the spread of the COVID-19 pandemic, most governments temporarily closed educational institutions, there is no exception in Taiwan. Apparently, the national policy shift has highlighted the problem of developing a new mode of quality assurance fitting into closed campuses in the "New Normal" era in Taiwanese context. Inevitably, quality assurance agencies have been forced to adopt a flexible, transformative way of working, whether or not they are ready for the new demands and challenges now being encountered. The aim of this present is to explore the impact of virus pandemics on higher education and quality assurance. Crisis management approach and policies from Taiwan government and national accreditor in Taiwan. The actions and responses from three universities selected by type and location are subsequently discussed in the talk.

Keywords: higher education, quality assurance, crisis management, COVID-19

Angela Yung-chi Hou, is Professor of Higher Education and Associate Dean of College of Education, National Chengchi University, Taiwan. She served as Executive Director of Higher Education Evaluation & Accreditation Council of Taiwan from 2016 to 2021, Jan and Dean of Office of International Education, Fu Jen Catholic University from 2013 to 2016. She has been actively committed to quality assurance practices and international research for more than 15 years, including serving as Vice President & Board member of International Network of Quality Assurance in Higher Education (INQAAHE), Vice President & Board member of Asia Pacific Quality Network (APQN), and international reviewer of institutional and program accreditation in several countries, including UK, Hong Kong, Macao, Philippines, Mongolia, etc.

She specializes in higher education policy, quality management, internationalization, faculty development, and quality assurance of cross border higher education. She is in the service of Chief-in-Editor of Journal of Higher Education by Taiwan Higher Education Society, and Associate Editor of Journal of Asian Pacific Educational Review (SSCI) and several editorial boards of more than 5 academically peer-reviewed journals in higher education. Up to present, she has published more than 130 English and Chinese journal papers, articles, book chapters, reports and monographs in the areas of higher education policy, quality assurance, cross border higher education, internationalization, etc.

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Reframing higher education in post COVID-19 era

Husaina Banu Kenayathulla
Associate Professor, Deputy Dean (Research and Development), Faculty of
Education, University of Malaya, Malaysia

The covid-19 pandemic has disrupted many aspects of our life. The global lockdown of education institutions has led to major interruptions in students' learning; disruptions in internal assessments; and the cancellation of public examinations or replacement by alternative assessments. However, Covid-19 has become the catalyst for educational change. Many governments in the world have implemented various strategies to ensure that teaching and learning continues regardless of this pandemic. Covid-19 has provided the opportunity for innovative ways of teaching and learning both at the school level and higher institution level. Educators around the globe are being compelled to suddenly harness and utilize the available and appropriate technological tools to create content for remote learning. Educators are leading transformational change by attempting things differently and employing greater flexibility resulting in potential benefits in accessibility to education. Malaysia provides an interesting example of how educational leaders address this transformational change through strategic planning and implementation measures. The successful transformation of higher education requires faculty development and specific policies to improve crisis management readiness and increase institutional resilience to address new challenges in the near future

Associate Professor Dr. Husaina Banu Kenayathulla is Deputy Dean of Research and Development, Faculty of Education, University of Malaya. She obtained her PhD in Economics of Education & Education Finance from Indiana University, Bloomington, USA. Her research interests include economics of education, educational finance, policy analysis and comparative & international education. In addition, she has been invited as speaker for panel sessions in various international conferences. She had been invited as a panel expert by UNESCO for developing subject specific quality standards in Asia Pacific region. She has been the Principal Investigator for grants at the national level on School Finance, Financial literacy and Higher Education projects. Additionally, she is also involved as Consultant for Ministry of Human Resource on Employability for TVET Graduates. She is also a reviewer and editorial board member of several ISI journals. She has published more than

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6. **Kenayathulla, H. B.**, Ahmad, N. A., & Idris, A. R. (2019). Gaps between competence and importance of employability skills: evidence from Malaysia. Higher Education Evaluation and Development, 13(2), 97-112. (Non-ISI/Non-SCOPUS)

Session 2: Emerging research issues and themes in education field under and after the pandemic (1)

Chair: Prof. Dr. Robin Jung-Cheng Chen / Associate Dean, College of Education ; Professor & Acting Chair, Department of Education; Director, MA Program of Counseling and Guidance, National Chengchi University, Taiwan

BIOGRAPHY

Dr. Robin J. Chen is a professor affiliated with National Chengchi University, Taiwan and has been appointed as corresponding professor of Seattle Pacific University, USA since 2015. His current main research foci are New Managerialism in higher education, rural schools innovation & leadership, and policy sociology. He worked as the Director of Office of R & D at National Academy for Educational Research (2011-2013), Director of General Education Center (2015-2017), Assistant Vice President for International Cooperation(2017-2018) at National Chengchi University.

Five latest or influential publications:

1. Hsieh, C.C., Pan, H. J. & Chen, R.J.* (2021). Transformation from traditional schools to alternative schools: curriculum leadership of the principals of Taiwanese aborigines. *Asia Pacific Education Review, 22,* 53-66. (SSCI)

2. Chen, R.J., Lin, H.C., Hsueh, Y.L. & Hsieh, C.C. (2020) Which is more influential on teaching practice, classroom management efficacy or instruction efficacy? Evidence from TALIS 2018. *Asia Pacific Education, 21*, 589–599. (SSCI)

3. Ho, S. H. , Wu, C. T. & Chen, R. J.* (2020). What matters on academics' job satisfaction? An analysis from Taiwan APIKS survey? *Journal of Institutional Research South East Asia, 18*(2), 28-50. (SCOPUS)

4. Shin, J.C., Watanabe, S. P. Chen, R.J.* &. Ho, S. H. (2020). Institutionalization of competition-based funding under neoliberalism in East Asia. *Studies in Higher Education*, doi=10.1080/03075079.2020.1823641 (SSCI).

Developing effective discourse for online learning and knowledge creation

Huang-Yao Hong,
National Chengchi University, Taiwan
Meiju Chen,
National Tsing Hua University, Taiwan
Chao-Yu Guo,
National Chengchi Unviersity, Taiwan
Jia-Ling Kang,
National Chengchi Unviersity, Taiwan
Jing-Hua Chen
Army Academy R.O.C, Taiwan

Online discourse is key to construct knowledge and represents an essential means to online learning, especially during the Covid-19 pandemic. This case study investigated types of online discourse that contribute to sustained knowledge advancement in an online learning environment. The participants were 32 teachers taking a course in a master's degree program and they were engaged in online discourse activities to develop their thesis proposal plans. Through literature review, we identified three essential knowledge building discourse as sharing-oriented, argumentation-oriented, and improvement-oriented discourse. The main finding suggests that sharing- and argumentation-oriented online discourse is less essential than improvement-oriented online discourse for guiding and supporting the participants to work creatively with ideas in order to advance their knowledge for developing their thesis proposals.

Huang-Yao Hong is a professor in the Department of Education, National Chengchi University, Taiwan. His research focuses on knowledge building in computer supported multimedia environments and related instructional and technological design issues. He is a receiver of the national Outstanding Research Award (granted by Ministry of Science & Technology in Taiwan). He has so far published one book regarding design thinking and education (published by Springer) and more than 30 SSCI journal papers. Most of his research works are particularly concerned with advancing knowledge building pedagogy and technology in teacher education.

Five latest or influential publications:

1. Hong, H.-Y., Ma, L., Lin P.-Y., & Lee, Y. (2020). Advancing Third Graders' Reading Comprehension through Collaborative Knowledge Building: A Comparative Study in Taiwan. Computers & Education, 157(1-11). (SSCI)

2. Hong, H.-Y. & Lin P.-Y., & Lee, Y. (2019). Developing effective knowledge-building environments through constructivist teaching beliefs and technology-integration knowledge: A survey of middle-school teachers in northern Taiwan. Learning and Individual Differences, 76(1-20). (SSCI)

3. Hong, H.-Y. & Lin, P.-Y. (2019). Elementary Students Enhancing their Understanding of Energy-Saving through Collaborative Knowledge-Building Scaffolds and Activities. Educational Technology Research & Development, 67(1), 63-83. (SSCI).

4. Cheng, B. & Hong, H.-Y. (2016). Schools as Knowledge Building Organizations: Thirty Years of Design Research. Educational Psychologist, 51(2), 266–288. (SSCI)

5. Hong, H.-Y., Chen, B., & Chai, C. S. (2016). Exploring the development of college students' epistemic views during their knowledge building activities. Computers & Education, 98, 1-13. (SSCI)

Distance teaching without 'social distances'?
Some pedagogical observations from Taiwan during COVID-19 outbreak

Shu-Ching Lee
National Chengchi University, Taiwan

Since May 19, Taiwan has implemented COVID-19 level 3 alert, all physical classes had to be stopped immediately the next day. The sudden executive order made teachers as well as parents at a loss, not knowing what to do in the first instance while many students were happy with no need to go to school in the beginning. Quite a few teachers learned how to operate the related devices to start their online classes in a week while students tried to get their computers/tablets/smart phones ready. However, the scenario are not the same. How did Taiwanese teachers experiment with their remote teaching? What were pupils doing behind the screens? Some social groups are more affected than others and the crisis has been hitting the most vulnerable groups the hardest—low SES families, rural communities, people with disabilities, ethnic minorities and so on. This talk will try to go about some pedagogical stories behind screens in order to invoke some thoughts for further educational studies.

Keywords: COVID-19, distance teaching and learning, educational equality

Shu-Ching Lee is an Associate Professor in the Department of Education and Graduate Institute of Early Childhood Education. In the meantime, she is the Director of the Graduate Institute of Early Childhood Education in National Chengchi University, Taiwan.

She acquired her Ph. D. of Sociology of Education at University of Cambridge (2008), supervised by Prof. Madeleine Arnot (Fellow of Jesus College), doing an interdisciplinary subject of gender and multicultural education policies from sociological perspectives. Her primary interest is in the role of education in relation to social inequalities, spanning from gender to multicultural issues. Major publications are as follows:

Five latest or influential publications:

1. Shu-Ching Lee (2012), Beyond the State: Legitimatizing Gender Equity in Education in Taiwan, in Marcia Texler Segal, Esther Ngan-Ling Chow, Vasilikie Demos (ed.) *Social Production and Reproduction at the Interface of Public and Private Spheres (Advances in Gender Research, Volume 16)*, Emerald Group Publishing Limited, pp.253-271

2. Lee, Shu-Ching, 2011, "Negotiating for Change: Women's Movements and Education Reform in Taiwan," *Gender and Education*, Vol.23, No.1, pp.47-58.

3. Lee, Shu-Ching (2014) "The shaping of a gendered school: A case study" *Chinese Education and Society*,.47 (4): 46-52.

4. Hsieh, Hsiao-Chin & Lee, Shu-Ching (2014) "The Formation of Gender Education Policies in Taiwan, 1995-1999" *Chinese Education and Society*, 47 (4): 5-13.

5. Liu, M., You, M., and Lee, S. (2016) *Multicultural Education*. (4th edition). Taipei: Edubook. (Chinese)

More publications can be found as the link below:
https://ece.nccu.edu.tw/PageStaffing/Detail?fid=91&id=149

Future studies research for higher education Post COVID Era

Saedah Siraj

Faculty of Education, University of Malaya, Malaysia

Future studies is a systematic discipline to study possibilities, probabilities, and preferable future within a certain time frame. Apart from the study, analysis is carried out to ascertain how particular situations and environment could be affected including higher institutions. Researches on the futures provided information from various discipline and professions of the future and phenomena which shaped the world and changed in creating new opportunities, new threats and uncertainties. Since new planning on higher education for Post Covid Era, studies based on futures direction need to be conducted. A more optimistic initiative should be harnessed by involving parties to collect important data related to the future, in order to develop the education system, specifically for the higher education. New policies to face positive and negative possibilities which are projected to happen in the future may be introduced especially in the nation goal to become a developed country. The paper also includes suggested research agenda for the future of higher education post Covid Era.

Saedah Siraj is an Honorary Professor of Curriculum Development and Instructional Technology at Faculty of Education, University of Malaya. She is also Profesor at the Faculty of Human Development, Sultan Idris Education University. She has served as a lecturer for 40 years and former Dean of the Faculty of Education since 2009-2014. Professor Saedah Siraj was a founder Director of the University Malaya Centre for a Family Development which was established in 2003. She received her Ph.D degree in Curriculum and Instruction from University of Pittsburgh, in 1990. and also served as Head of Education Document Standard for Malaysia Qualification Agency.

Her research interests include future curriculum design, innovation of models and modules for mLearning curriculum, futures studies, especially for indigenous group, and education for aging people. Professor Saedah Siraj is a pioneer in research studies and publications in mLearning in Asia beginning 2002. She is also a pioneer in the application of Futures Studies in education. She has successfully established a UM Specialist Center for Education (SCE) at the Faculty of Education to facilitate research, development and expert services for the country. She has successfully produced 60 Phd graduate studends and published more than 35 books and 150 articles national and internationally. Prof Saedah has been awarded as Malay Languge Academic Laureate 2019. Now she is the President of the Curriculum Association of Malaysia.

Five latest or influential publications:

1. Norardiana Abdul Aziz, Saedah Siraj, & Cik Aleha Ladin (2020). Tahap taksonomi pemikiran kritis dalam kalangan guru PSV. Journal of Educational Research and Indigenous Studies, vo.1 (1). (Non-ISI/Non-SCOPUS)

2. Nurul Hasna Hassan Ahmad Arifin Sapar Saedah Siraj. (2020). Analisis Kandungan Terhadap Penampilan Kandungan, Soalan Dan Aktiviti Buku Teks Bahasa Melayu Kurikulum Standard Sekolah Rendah Tahap Dua: Data Anekdot . Jurnal Kurikulum & Pengajaran Asia Pasifik April 2020, Bil. 8, Isu 2, 1-12. (Non-ISI/Non-SCOPUS)

3. Zaharah Hussin, and Ahmad Arifin Sapar, and Saedah Siraj, and Abdul Muqsith Ahmad, and Mohd Ridhuan Mohd Jamil, and Nurulrabihah Mat Noh, (2020) Mendidik nilai kekeluargaan berteraskan pemikiran Ilahiyyah:

konsensus pakar. Al-Hikmah, 12 (1). pp. 37-52. (Non-ISI/Non-SCOPUS)

4. R. Moganadass a/l Ramalingam, Siti Hajar Halili, & Saedah Siraj (2019). Students Perception on Implementing Personalized M-Learning to Support the Teaching and Learning of Food and Beverage Service Course. Jurnal Kurikulum & Pengajaran Asia Pasifik, vol. 7, no. 3, 11-19. (ISI-Indexed)

5. Norardiana Abdul Aziz, Saedah Siraj, & Cik Noraleha Ladin (2019) . Aplikasi pemikiran kritis aemana pembelajaran berasaskan projek pendidikan seni visual dalam kalangan guuru pelatih. Jurnal Melayu Sedunia, v.2, no. 1, 352-379. (Non-ISI/Non-SCOPUS)

6. Nurul Hasna Hassan, Ahmad Arifin Sapar, & Saedah Siraj (2020). Analisis kandungan terhadap penampilan kandungan, soalan dan aktiviti buku teks bahasa melayu kurikulum standard sekolah rendah tahap dua: data anekdot, Jurnal Kurikulum & Pengajaran Asia Pasifik, Bil. 8, Isu 2, 1-12. (Non-ISI/Non-SCOPUS)

7. Mohd Nazri Abdul Rahman, Saedah Siraj, Nor Fariza Mohd Idris, Muhamad Asyraf Mansor, Nor Asiah Muhamad (2019). Potensi pembangunan modul kurikulum berasaskan kemahiran komuniti setempat bagi kanak-kanak bukan warganegara malaysia tanpa dokumen pengenalan diri: tinjauan awal. JUKU: Jurnal Kurikulum dan Pengajaran Asia Pasifik, Vol. 5, ms 15 -21. (Non-ISI/Non-SCOPUS)

Session 3: Emerging research issues and themes in education field under and after the pandemic (2)

Chair: Dr. Suzieleez Syrene Abdul Rahim / Deputy Dean (Undergraduate), Faculty Education, University of Malaya, Malaysia	**BIOGRAPHY**

Dr. Suzieleez Syrene Abdul Rahim is a Senior Lecturer and currently the Deputy Dean of Undergraduate Studies at the Faculty of Education, Universiti Malaya, Kuala Lumpur, Malaysia. She received both her Bachelor Degree in Science with Education and Master in Education from Universiti Malaya. She obtained her Ph.D. in the field of Mathematics Education from the University of Western Australia.

Dr Suzieleez's research interests include mathematics education, assessment, teacher education and reflective practice. She has received invitations as speaker for webinars and workshops for mathematics teachers. She is also actively involved in meetings and workshops with the Curriculum Development Division (Secondary Mathematics Unit), Ministry of Education Malaysia.

Five latest or influential publications:

1. Tee, K.N., Leong, K.E., Abdul Rahim, S.S. (2021). A Self-Regulation Model of Mathematics Achievement for Eleventh-Grade Students. International Journal of Science and Mathematics Education, 19(3), pp. 619–637.
2. Zulnaidi, H., Rahim, S.S.A., Salleh, U.K.M. (2020). The readiness of TVET lecturers in facing the intelligence age IR4.0. Journal of Technical Education and Training, 12(3 Special Issue), pp. 89–96.
3. Rauf, R.A.A., Sathasivam, R., Rahim, S.S.A. (2019). Stem education in schools: Teachers' readiness to change, Journal of Engineering Science and Technology, 14 (Special Issue on ICEES2018), pp. 34–42.
4. Tee, K.N., Leong, K.E., Rahim, S.S.A. (2019). Modeling relationships of affective and metacognitive factors on grade eleven students' mathematics achievement. International Journal of Research in Education and Science, 5(1), pp. 295–308.

Promoting pre-service teachers' TPACK through designing and implementing augmented and virtual reality (AR/VR) applications with the ASSURE instructional design model

Yang-Hsueh Chen
National Chengchi University, Taiwan

Developing teachers' integration of *content*, *pedagogy*, and *technology knowledge for* effective teaching has been an important strand of TPACK studies. Meanwhile, promoting Augmented and Virtual Reality (AR/VR) in education has become an important trend in educational technology and government policy. Yet, to date AR/VR is still alien to many Taiwanese pre-service teachers. Another research gap is that despite instructional design has been increasingly emphasized in the TPACK literature, little has been done to employ the longstanding ASSURE model to cultivate teachers' design capabilities and TPACK. Drawing on Heinich, Molenda, Russell, and Smaldino's (1999) ASSURE instructional design model, and in reference to Niess et al.'s (2009) TPACK development model and Kohloer and Mishra's (2005) *Learning by Desig*n principle, this study proposed the "AVR-ASSURE" approach aiming at promoting Taiwanese pre-service teachers' AR/VR literacy, instructional design capabilities, and their TPACK knowledge.

In Fall 2019, 16 pre-service teachers who enrolled in "Design and Utilization of Instructional Media" went through the AVR-ASSURE modules. They learned and explored educational AR and VR, familiarized themselves with ASSURE procedures, searched for media components, created AR/VR courseware, and carried out authentic teaching in secondary classrooms. Pre- and post-test TPACK surveys, individual end-of-course reflection, and end-of-course group interview data were analyzed to inform the effectiveness of the AVR-ASSURE approach, as well as factors of pre-service teachers' TPACK development. Results showed that, the pre-service teachers significantly increased their TPACK scores, particularly in TK, PCK, TPK, TCK, and TPACK dimensions. Furthermore, four influential factors were identified, including 1) *technology learning*, 2) *AVR example search/playing*, 3) *sophistication of instructional design and the ASSURE model*, and 4) *teaching in real contexts*. Together, we deem that our AVR-ASSURE approach was effective for promoting Taiwanese pre-service teachers' TPACK. Implications were discussed along with practical suggestions.

Keywords: Virtual Reality, Augmented Reality, ASSURE Model, Instructional Design, TPACK, Pre-service Teachers

Yang-Hsueh Chen is a professor at the Institute of Teacher Education, College of Education, National Chengchi University in Taiwan. He received his PhD in Education Technology at the University of Georgia, USA, and has been interested in pedagogies and psychological factors of online learning, emerging tools for education, and pre/in-service teachers' technology integration and TPACK. His research highlights the role of self-regulation in promoting learning/teaching efficacy and reducing smartphone addiction. The higher goals are to leverage learner/teacher motivation, self-regulation, and well-being in his beloved homeland.

Five latest or influential publications:

1. 陳揚學 (2021) 大學生之自我導向學習準備度與智慧型手機成癮之相關研究。數位學習科技期刊，13(1), 57-85。（**TSSCI**）

2. **Chen, Y. H***., & Lin Y. J. (2020). Revalidating the Taiwanese self-regulation questionnaire (New TSSRQ) and exploring its relationship with college students' psychological well-being. *Frontiers in Psychology*, 11:1192. doi: 10.3389/fpsyg.2020.01192（**SSCI**）

3. Huang, K. Y., **Chen, Y. H.***, & Jang, S. J. (2020). TPACK in special education schools for SVI: A **comparative** study between Taiwanese and Chinese in-service teachers. *International Journal of Disability, Development and Education,* doi: 10.1080/1034912X.2020.1717450 **(SSCI)**

4. **Chen, Y. H.**, & Jang, S. J. (2019). Exploring the relationship between self-regulation and TPACK of Taiwanese secondary in-service teachers. *Journal of Educational Computing Research*, 57(4), 978-1002. (**SSCI**)

5. **Chen, Y. H*.**, & Chen, P. J. (2015). MOOC study group: Facilitation strategies, influential factors, and student perceived gains. *Computers & Education, 86*, 55-70. doi: http://dx.doi.org/10.1016/j.compedu.2015.03.008（**SSCI**）

Educational leadership in Post COVID-19

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Research Cluster (Social Advancement and Happiness),
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As one of the most unpredictable worldwide public health crises, the Covid-19 pandemic has caused enormous impact to various sectors, including all levels of education, primary, secondary, and higher. This crisis has compelled education systems around the world to find alternative methods to face-to-face instruction to remain competitive. Academics were forced to adapt and relocate all teaching, research, and mentoring activities to online settings as a result of lockdown measures implemented in many countries around the world in order to control the spread of the coronavirus. As a result, educational leaders at all levels must think clearly, make the best and fast decisions, and act appropriately in order to meet not only the needs of teachers, students, and staff but also the needs of society. This paper examines the characteristics of effective educational leadership in the post-Covid-19 era through a review of the literature on educational leadership studies. Previous literature on educational leadership in the post-Covid-19 era is still limited. According to the literature, the most effective leader characteristics in times of crisis are leaders who are emotionally stable and have emotional intelligence, responsibility, concentrating on learning experiences, flexibility, adaptability and openness to changes, providing meaningful roles, teams' power, accounting for emotions, emotional agility, attention to other opinions, recognizing fear, and also engagement. In summary, the critical discussion provided in this paper would contribute to the body of knowledge on educational leadership studies, as well as serve as a reference for research in other countries. The findings of this study shed some light on how to improve educational leadership skills, especially in today's challenging world.

Keywords: educational leadership, leadership skills, post-Covid-19, pandemic, literature review

Dr. Ahmad Zabidi Bin Abdul Razak is an Associate Professor at the Department of Educational Management, Planning and Policy, Faculty of Education, University of Malaya, and he is currently the Deputy Dean Research Cluster (Social Advancement and Happiness), Universiti Malaya. He is a former of Deputy Dean (Research and Development), Faculty of Education and Head of Department (Educational Management, Planning and Policy), Faculty Of Education, Universiti Malaya. He received his Bachelor Degree and Master degree from University of Malaya and PhD degree from Massey University, New Zealand.

His area of specialization and research is in educational management and leadership; and human resource management in education. He has headed several researches in the area of educational management and leadership; and human resource management in education, funded by various agencies. He has authored and co-authored several books, articles and research reports in the area of educational management and leadership; and human resource management in education and education in general.

Five latest or influential publications:
1. Mohd Zaki Bin Mohd Yaacob (2021). Examining The Effectiveness Of Lifelong Learning Programme On The Learners: A Way Forward To Policy Recommendation. Malaysian Online Journal Of Educational Management (MOJEM), 9 (2), 46-62. (SCOPUS)
2. Ahmed Mohamed, Zuraidah Abdullah, Ahmad Zabidi bin Abdul Razak, (2021). Validation of Instrument for Measuring Integrated Principal Leadership Practices. Malaysian Online Journal of Educational Management (MOJEM), 9(1), 1-20. (SCOPUS)
3. Omaymah Radwan, Simin Ghavifekr & Ahmad Zabidi Abdul Razak (2020). Can academic leadership competencies have effect on students' cagnitive, skill and affective learning outcomes? Higher education perspective. Journal of Applied Research in Higher Education (JARHE). (SCOPUS)
4. Ahmed Mohamed, Ahmad Zabidi Abdul Razak & Zuraidah Abdullah (2020). Most-Cited Research Publications On Educational Leadership And Management: A Bibliometric Analysis. International Online Journal of Educational Leadership, 4(2), 33-50
5. Mohamed Nismy Rafiudeen, Mohammad Ismath Ramzy, Ahmad Zabidi Abdul Razak, Muhammad Babangida Muhammad (2020). Application of Strategic Decision-Making in The Mission of Prophet Muhammad (PBUH): A Study on His Visits To Ta'if. PONTE, International Journal of Science and Research, 76 (2), 40-55. (ISI)

Emerging research trends in the Post Pandemic Era: Opportunities and challenges

Dorothy Dewitt

Faculty of Education, University of Malaya, Malaysia

The COVID-19 pandemic had resulted in educational institutions in Malaysia resorting to emergency remote teaching (ERT), without considering their learners needs and the suitability of the context they were in for online learning. Several issues had arisen as a result of the ERT, which exposed the challenges of conducting online learning in Malaysian in higher education. The innate transferability of technological affordances and the viability of the technological innovation needs to be considered for online learning, as instructors and administrators struggled with the challenges of applying new technologies in teaching. This had resulted in opportunities for research in emerging fields of technology-enabled learning for scholarship in the different disciplines. Several emerging trends in research related to technology-enabled learning is discussed to understand the issues, needs and challenges researchers need to address for the future.

Keywords: technology-enabled learning, technological innovation

Dorothy DeWitt is an Associate Professor in the Curriculum and Instructional Technology Department, Faculty of Education, University Malaya and a recipient of the Endeavour Executive Fellowship from the government of Australia. She was formerly with the Educational Technology Division (ETD), Ministry of Education, Malaysia (2002 to 2012), where she was involved in the Smart School Pilot Project in change management and management of the development of digital materials as well as in the research, management and promotion of innovation in instruction.

She specialized in research on instructional design, new pedagogies and technologies for knowledge management, collaborative mobile learning and problem solving. Currently, she has published at least 58 academic articles in journals, 6 books and more than 14 chapters in books on these areas. Besides involvement in projects related to technology and problem-solving for instruction, she was also a consultant in projects related to curriculum acceptance, 21st century learning, and was involved regularly in training programs for developing technology pedagogical content knowledge at Academic Enhancement & Leadership Development Centre, University Malaya, as well as workshops in 21st century learning, blended learning and online pedagogies, both locally and internationally. She has won awards in teaching innovations both at the national and international level, and recently at the Best Immersive Learning Showcase at iLRN2020 (International). She is also a reviewer and editorial board member of several ISI journals, and chief editor of TEMPAWAN, a Malaysian peer-reviewed research journal.

Five latest or influential publications:

1. Adams, D. & Dewitt, D. (2021). Innovative Practices of Technology-Enhanced Learning. Universiti Pendidikan Sultan Idris.
2. Bower, M., DeWitt, D. & Lai, J. (2020). Reasons associated with preservice teachers' intention to use immersive virtual reality in education. *British Journal of Educational Technology, 51*(6), 2215-2233 (SSCI)
3. DeWitt, D. and Koh, E.H.Y. (2020), Promoting Knowledge Management processes through an Interactive Virtual Wall in a Postgraduate Business Finance Course, *Journal of Education in Business, 95* (4), 255-262 (SSCI)
4. Vasodavan, V., DeWitt, D. & Alias, A. (2021). Framework for developing intellectual skills using collaborative learning tools: the experts' consensus. *Journal of Nusantara Studies, 6*(1) 284-308 (SCOPUS)
5. Ramamuruthy, V., Alias, N., & DeWitt, D. (2021). The need for Technical Communication Pedagogical Module for 21st Century Learning in TVET

Institutions: Perceptions of Industry Experts. *Journal of Technical Education and Training, 13*(1), 148-158 (SCOPUS)

6.   Vasodavan, V., DeWitt, D., Alias, N & Md. Nor, M. (2020). E-Moderation Skills in Discussion Forums: Patterns of Online Interactions for Knowledge Construction. *Journal of Social Sciences and Humanities, 28* (4), 3025 – 3045 (SSCI)

7.   Chan, S. F. & DeWitt, D. (2019). Developing Intercultural Communicative Competence: Formative Assessment Tools for Mandarin as a Foreign Language. *Malaysian Journal of Learning and Instruction,15*(2). (SSCI)

8.   Sukhoverkhov, A. V., DeWitt D., Manasidi I.I., Nitta K., & Krstić V. (2019). Lost in Machine Translation: Contextual Linguistic Uncertainty. *Vestnik Volgogradskogo gosudarstvennogo universiteta. Seriya 2. Yazykoznanie [Science Journal of Volgograd State University. Linguistics], 18* (4,), 129-144. DOI: https://doi.org/10.15688/jvolsu2.2019.4.10 (SSCI)

Day 2

Welcome Remarks

Prof. Dr. Robin Jung-Cheng Chen / Associate Dean, College of Education, National Chengchi University	BIOGRAPHY

Dr. Robin J. Chen is a professor affiliated with National Chengchi University, Taiwan and has been appointed as corresponding professor of Seattle Pacific University, USA since 2015. His current main research foci are New Managerialism in higher education, rural schools innovation & leadership, and policy sociology. He worked as the Director of Office of R & D at National Academy for Educational Research (2011-2013), Director of General Education Center (2015-2017), Assistant Vice President for International Cooperation(2017-2018) at National Chengchi University.

Five latest or influential publications:

1. Hsieh, C.C., Pan, H. J. & Chen, R.J.* (2021). Transformation from traditional schools to alternative schools: curriculum leadership of the principals of Taiwanese aborigines. *Asia Pacific Education Review, 22,* 53-66. (SSCI)

2. Chen, R.J., Lin, H.C., Hsueh, Y.L. & Hsieh, C.C. (2020) Which is more influential on teaching practice, classroom management efficacy or instruction efficacy? Evidence from TALIS 2018. *Asia Pacific Education, 21*, 589–599. (SSCI)

3. Ho, S. H. , Wu, C. T. & Chen, R. J.* (2020). What matters on academics' job satisfaction? An analysis from Taiwan APIKS survey? *Journal of Institutional Research South East Asia, 18*(2), 28-50. (SCOPUS)

4. Shin, J.C., Watanabe, S. P. Chen, R.J.* &. Ho, S. H. (2020). Institutionalization of competition-based funding under neoliberalism in East Asia. *Studies in Higher Education*, doi=10.1080/03075079.2020.1823641 (SSCI).

Associate Professor Dr. Husaina Banu Kenayathulla is Deputy Dean of Research and Development, Faculty of Education, University of Malaya. She obtained her PhD in Economics of Education & Education Finance from Indiana University, Bloomington, USA. Her research interests include economics of education, educational finance, policy analysis and comparative & international education. In addition, she has been invited as speaker for panel sessions in various international conferences. She had been invited as a panel expert by UNESCO for developing subject specific quality standards in Asia Pacific region. She has been the Principal Investigator for grants at the national level on School Finance, Financial literacy and Higher Education projects. Additionally, she is also involved as Consultant for Ministry of Human Resource on Employability for TVET Graduates. She is also a reviewer and editorial board member of several ISI journals. She has published more than

Five latest or influential publications:

1. **Kenayathulla, H. B**. Are Malaysian TVET graduates ready for the future? Higher Education Quarterly. (SCOPUS-Indexed)

2. Chellapan, K., & **Kenayathulla, H. B.** (2021). Returns TO EDUCATION FOR MALAYSIAN ILKBS GRADUATES. MOJEM: Malaysian Online Journal of Educational Management, 9(1), 77-89. (SCOPUS-Indexed)

3. Salman Omar, **Husaina Banu Kenayathulla**, Hoquue, .K.E.(2020) Principal Leadership Practices and School Effectiveness in Niger State, Nigeria. South African Journal of Education. (ISI-Indexed)

4. Hoque, K.E., **Husaina Banu**, Malar Vili & Islam R. (2020) Relationships between supervision and teachers performance and attitude in secondary schools in Malaysia, Sage Open, DOI I: 10.1177/2158244020925501, p,1-11 (ISI-Indexed)

5. **Kenayathulla, H. B.**, Nair, S., Rahman, M. N. A., & Radzi, N. M. (2020). Financial Literacy of Undergraduate students in Selected Malaysian Higher Education Institutions: A Way Forward to Policy Recommendation. MOJEM: Malaysian Online Journal of Educational Management, 8(3), 82-102. (SCOPUS-Indexed)

6. **Kenayathulla, H. B.**, Ahmad, N. A., & Idris, A. R. (2019). Gaps between competence and importance of employability skills: evidence from Malaysia. Higher Education Evaluation and Development, 13(2), 97-112. (Non-ISI/Non-SCOPUS)

Publication workshop

Chair: Prof. Dr. Joshua Smith / Dean, College of Education, Loyola University Maryland, United States

Joshua S. Smith, Ph.D. served as the dean of the School of Education at Loyola University Maryland from 2012 to 2021. Currently, he continues at Loyola in the role of professor in the Department of Teacher Education. Smith earned his B.A. in U.S. History, M.S. in Educational Psychology and Statistics, and Ph.D. in Educational Psychology and Methodology from the University of Albany, State University of New York. Early in his career, he served as an academic advisor and later as director of assessment in the office of undergraduate studies at the University of Albany, State University of New York. Smith has been awarded over $3 million in external funding and he has 20+ publications in the areas of academic advising, educational transitions and urban education. Awards and honors include the 2012 Student Government Association Servant Leader Award, 2006 Indiana University Trustees' Teaching Award and the National Advising Association's 2002 Outstanding Advising Award. Smith is a past-President of NACADA: The Global Community for Academic Advising and NACADA Center for Research at Kansas State University, Maryland Association of Colleges for Teacher Education, and the Education Conference of the Association of Jesuit Colleges and Universities.

Five latest or influential publications:

1. Berumen, J. G., Zerquera, D. D., & Smith, J. S. (2015). More than access: The role of support services in the transitional experiences of underrepresented students in a statewide access program. *Journal of Student Financial Aid*, *45*(1), 26-44.

2. Smith, J. S., Wilson, S. B, Banks, J., Zhu, L., & Varma-Nelson, P. (2014). Replicating peer-led team learning in cyberspace: Research, opportunities, and challenges. *Journal of Research in Science Teaching*, *51*(6), 714-740.

3. Smith, J. S. (2007). Using data to inform practice: Intrusive faculty advising at a two-year college. *Community College Journal of Research and Practice, 31*(10), 813-831.

4. Smith, J. S. (2006). If high achieving students stumble, should they fall? Examining the long-term impact of achievement loss during the transition to high school. *Journal of Secondary Gifted Education, 17*(4), 211-221.

5. Smith, J. S., & Wertlieb, E. C. (2005). Do first-year college students' expectations align with their first-year experiences? *National Association of Student Personnel Administrators Journal, 42*(2), 153-174.

❖ Journal: **"International Dialogues on Education: Past and Present"**
https://idejournal.org/index.php/ide/ Prof. Dr. Robin Jung-Cheng Chen

❖ Book series: **"Higher Education in Asia: Quality, Excellence and Governance"**
https://www.springer.com/series/11872/ Prof. Dr. Angela Yung Chi Hou
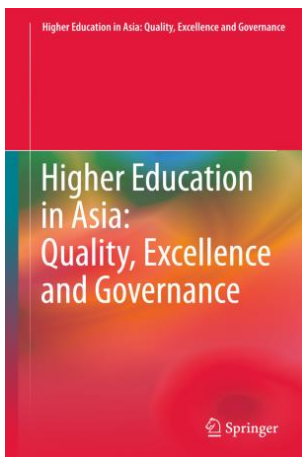
❖ Journal: **"Malaysian Online Journal of Educational Management"** and other **peer reviewed journals/** Assoc. Prof. Dr. Kazi Enamul Hoque

Dr. Robin J. Chen is a professor affiliated with National Chengchi University, Taiwan and has been appointed as corresponding professor of Seattle Pacific University, USA since 2015. His current main research foci are New Managerialism in higher education, rural schools innovation & leadership, and policy sociology. He worked as the Director of Office of R & D at National Academy for Educational Research (2011-2013), Director of General Education Center (2015-2017), Assistant Vice President for International Cooperation(2017-2018) at National Chengchi University.

Five latest or influential publications:

1. Hsieh, C.C., Pan, H. J. & Chen, R.J.* (2021). Transformation from traditional schools to alternative schools: curriculum leadership of the principals of Taiwanese aborigines. *Asia Pacific Education Review, 22,* 53-66. (SSCI)

2. Chen, R.J., Lin, H.C., Hsueh, Y.L. & Hsieh, C.C. (2020) Which is more influential on teaching practice, classroom management efficacy or instruction efficacy? Evidence from TALIS 2018. *Asia Pacific Education, 21*, 589–599. (SSCI)

3. Ho, S. H. , Wu, C. T. & Chen, R. J.* (2020). What matters on academics' job satisfaction? An analysis from Taiwan APIKS survey? *Journal of Institutional Research South East Asia, 18*(2), 28-50. (SCOPUS)

4. Shin, J.C., Watanabe, S. P. Chen, R.J.* &. Ho, S. H. (2020). Institutionalization of competition-based funding under neoliberalism in East Asia. *Studies in Higher Education*, doi=10.1080/03075079.2020.1823641 (SSCI).

Angela Yung-chi Hou, is Professor of Higher Education and Associate Dean of College of Education, National Chengchi University, Taiwan. She served as Executive Director of Higher Education Evaluation & Accreditation Council of Taiwan from 2016 to 2021, Jan and Dean of Office of International Education, Fu Jen Catholic University from 2013 to 2016. She has been actively committed to quality assurance practices and international research for more than 15 years, including serving as Vice President & Board member of International Network of Quality Assurance in Higher Education (INQAAHE), Vice President & Board member of Asia Pacific Quality Network (APQN), and international reviewer of institutional and program accreditation in several countries, including UK, Hong Kong, Macao, Philippines, Mongolia, etc.

She specializes in higher education policy, quality management, internationalization, faculty development, and quality assurance of cross border higher education. She is in the service of Chief-in-Editor of Journal of Higher Education by Taiwan Higher Education Society, and Associate Editor of Journal of Asian Pacific Educational Review (SSCI) and several editorial boards of more than 5 academically peer-reviewed journals in higher education. Up to present, she has published more than 130 English and Chinese journal papers, articles, book chapters, reports and monographs in the areas of higher education policy, quality assurance, cross border higher education, internationalization, etc.

Five latest or influential publications:

1. *Hou, Angela Yung Chi, Hill, C., Justiniano, D., Yang, C. & Gong, Q. (2021). Relationship between 'Employability' and 'Higher Education' From Global Ranker and Accreditor's Perspectives—Does a Gap Exist between Institutional Policy Making and Implementation in Taiwan Higher Education? T*he Journal of Education and Work*. 34(3), 292-312.
2. Hou, Angela Yung Chi, Hill, C. Lin, A. F. Y. & Chen, E. (2021). A Preliminary Exploration of Crisis Management Approach on Higher Education and Quality Assurance in Taiwan Under COVID-19 Pandemic-Relevance to Other Contexts? *Journal of Asian Public Policy* (online) (SSCI) https://www.tandfonline.com/doi/full/10.1080/17516234.2021.1919390?scroll=top&needAccess=true
3. Hou, Angela Yung Chi, Hill, C., Guo, Chao Yu, Tsai, S. & Castillo, D. R. J. (2020). A comparative study of relationship between the government and national quality assurance agencies in Australia, Japan, Malaysia and Taiwan:

policy change, governance models, emerging roles. *Quality in Higher Education*. 26(3), pp. 284-306 (SCOPUS)

4.   Hou, Angela Yung Chi, Hill, Christopher, Hu, Zoe & Lin, Lily (2020). What is driving Taiwan government for policy change in higher education after the year of 2016－in search of egalitarianism or pursuit of academic excellence? *Studies in Higher Education* (SSCI) (on line), DOI:10.1080/03075079.2020.1744126

5.   Hou, Angela Yung Chi, Hill C., Chen, K. H.J., Tsai, S. (2018). A Comparative Study of International Branch Campuses in Malaysia, Singapore, China and South Korea: Regulation, Governance and Quality Assurance. *Asia Pacific Education Review* 19(4), pp 543–555 (SSCI)

Kazi Enamul Hoque has garnered 24 years of teaching experience at various higher educational institutes in Bangladesh and Malaysia. At present, he has been serving as an Associate Professor in the Department of Educational Management, Planning and Policy (JPPDP) of the Faculty of Education at University of Malaya (UM). He served as a Ph.D. and Master of Education (Planning and Administrator) coordinator from 2011 to 2015 and 2016 to 2021 respectively. As a programme coordinator, he actively participated in facilitating and designing Ph.D. and Masters curriculum. He was the organizer of International Professional Development Workshops in which the teachers from Kajakistan, Srilanka, India and Indonesia were participated.

He is the author of six books published by renowned publishers. He has published 65 full-length research articles in high impact peer-reviewed journals. The major focus of his research is primary, secondary, and higher education management, administration, leadership, and policy. His current research interest is to find how education management and policy can improve teachers' professionalism.

Dr. Kazi is the Editor of MOJEM (SCOPUS indexed journal) published by Faculty of Education, UM., Advising Editor of Albukhary Social Business Journal (ASBJ), Guest Editor (Sage Open, SSCI) and member of the Editorial Teams of a few referred national and international journals. He is also attached to International Society for Development and Sustainability (ISDS), a professional body registered with Japanese government.

Five latest or influential publications:
1. Salman Omar, Husaina Banu Kenayathulla, Hoquue, .K.E. (2021) Principal Leadership Practices and School Effectiveness in Niger State, Nigeria.   South African Journal of Education, Doi.Org/1021833/ijaas/2021.10.005 (SSCI)
2. May, F., Hoque, K.E., & Chea, K (2021) The Effects of Physical, Emotional, and Cognitive Demands on Academic Leaders' Performance in Malaysian Research Universities. *International Journal of Learning, Teaching and Educational Research 20(3), 282-303. (Scopus Indexed).*
3. Afaf Awad, Hoque, K .E. & Ahmad Zabidi Abdul Razak (2021) The Relationships Between Teachers' Gender, Ethnicity And Experience And Their Personal Leadership Attitude Malaysian online Journal of Psychology & Counselling 8(1), 31-40. (Referred Journal)
4. Afaf Awad, Hoque, K .E. & Ahmad Zabidi Abdul Razak (2021) Empowering women leader in academic position in Saudi Arabia Higher Eucation

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5. Hoque, K.E. & Megat Ahmad Kamaluddin (2020)   Examining the effectiveness of Lifelong Learning Programme on the learners: A way forward to policy recommendation. 9(2), 46-62. MOJEM (SCOPUS indexed)

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PhD Student Forum

Chair: Prof. Dr. Yang-Hsueh Chen / Institute of Teacher Education, National Chengchi University, Taiwan

Yang-Hsueh Chen is a professor at the Institute of Teacher Education, College of Education, National Chengchi University in Taiwan. He received his PhD in Education Technology at the University of Georgia, USA, and has been interested in pedagogies and psychological factors of online learning, emerging tools for education, and pre/in-service teachers' technology integration and TPACK. His research highlights the role of self-regulation in promoting learning/teaching efficacy and reducing smartphone addiction. The higher goals are to leverage learner/teacher motivation, self-regulation, and well-being in his beloved homeland.

Five latest or influential publications:
1. 陳揚學 (2021) 大學生之自我導向學習準備度與智慧型手機成癮之相關研究。數位學習科技期刊，13(1), 57-85。（**TSSCI**）

2. **Chen, Y. H***., & Lin Y. J. (2020). Revalidating the Taiwanese self-regulation questionnaire (New TSSRQ) and exploring its relationship with college students' psychological well-being. *Frontiers in Psychology*, 11:1192. doi: 10.3389/fpsyg.2020.01192（**SSCI**）

3. Huang, K. Y., **Chen, Y. H.**, & Jang, S. J. (2020). TPACK in special education schools for SVI: A **comparative** study between Taiwanese and Chinese in-service teachers. *International Journal of Disability, Development and Education,* doi: 10.1080/1034912X.2020.1717450 **(SSCI)**

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PhD Student Forum

Chair: PM Dr. Zaharah Hussain / Deputy Dean, Higher Education, Faculty Education, University of Malaya, Malaysia

BIOGRAPHY

Dr. Zaharah Hussin is an Associate Professor in the Department of Educational Foundation and Humanities, Faculty of Education, University Malaya (UM), Malaysia. Prior to that, she was a secondary school teacher, SLAB tutor, lecturer and senior lecturer at UM. She is also a person who is also entrusted with administrative duties at UM since she started working as a lecturer in 1997 until now, starting as the coordinator of Teaching Training, Head of Department and now is the Deputy Dean (Higher Degree) in her Faculty. Her academic expertise is in the field of teacher training and educational research especially Islamic Education, Curriculum, Values and Akhlak Education, content analysis, Delphi techniques in research, model development and qualitative research in general. She is also involved in program evaluation for local universities as well as thesis evaluation locally and abroad.

Dr. Zaharah is also active in publishing articles in national and international journals, academic books and presentations in conferences and webinars. In addition, he was also invited as a keynote speaker in her field of expertise. To date, she has published a total of 177 publications and has been involved in 21 researches since working at UM. Her book published by UM publisher entitled Akhlak Education: Curriculum Analysis and Design was awarded the National Book Award 2018 Education category by the National Book Development Foundation in conjunction with the Book Fair 2018. She has also contributed teachers, researchers and experts particularly in Islamic Education field locally and internationally.

Five latest or influential publications:
1. Zaharah Hussin, Nurul Hasna Hassan, Ahmad Arifin Sapar & Saedah Siraj. (2020). Model KBAT Untuk Kelestarian Pendidikan Islam (HOTS Model For ISLamic Education Sustainability). In. Balakrishnan, V. (Ed) KBAT dalam Pendidikan di Malaysia Abad ke-21 (HOTS in Malaysian Education for 21st Century)   . Kuala Lumpur: University of Malaya Press.
2. Zaharah Hussin, Ahmad Arifin Sapar & Ab Halim Tamuri. (2017). Pendidikan Akhlak : Analisis dan Reka Bentuk Kurkulum (Akhlak Education: Analysis and Curriculum Design). KL : Universiy Malaya Press. (awarded the National Book Award 2018 (Education category) by the National Book Development Foundation in conjunction with the Book Fair 2018).

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The changing landscape of quality assurance in transnational higher education in Asia: Emerging issues, challenges and regulatory mechanisms

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Over the past few decades, global transnational higher education (TNHE) undergone exponential growth including international branch campuses (IBCs), twinning and franchise programs, double/ multiple degree programs, massive open online courses (MOOCs) and distance education, etc. Western countries exported education systems, programs and quality assurance mechanisms, while most Asian countries mainly played as the receiver historically. However, as more commercialized for-profit degree/diploma mills and rogue providers appeared, roles and responsibilities of exporting/importing countries, national quality assurance agencies, and relevant stakeholders changed accordingly. UNESCO and OECD jointly proposed "Guidelines for Quality Provision in Cross-border Higher Education" in 2005 to strengthen global awareness of TNHE and safeguard students and relevant stakeholders from low-quality provision. In Asia, regulatory and recognition issues remained a challenge for most countries owing to insufficient regulatory capabilities and lack of experiences in overseeing TNHE. During the past decade, more and more Asia countries devoted to establishing national quality assurance systems and improving the regulating capability under the external pressure of increasing global competition and the internal pressure of self-improvement. The study aims to identify emerging quality assurance issues and challenges of TNHE, and investigate national quality assurance mechanisms on transnational higher education in Asia.

Arianna Fang Yu Lin is a PhD candidate in the Department of Education, National Chengchi University, Taiwan. She currently works as the administrative editor of Journal of Higher Education. She has taken part in Asia Educational Leadership Course (AELC) hold by top universities among Japan, Korea, China and Taiwan and interviewed the head of South-East Asian Ministers of Education Organization, Regional Centre for Higher Education and Development (SEAMEO RIHED) and ASEAN University Network (AUN) in Bangkok. Her research interests include internationalization of higher education, transnational higher education, quality assurance, comparative education and higher education policy.

Five latest or influential publications:

1. Hou, Angela, Y. C., Hill, C., Ince, M., Lin, F. Y., & Chen, E. (2021). A preliminary exploration of crisis management approach on higher education and quality assurance in Taiwan under COVID-19 pandemic: Relevance to other contexts?. Journal of Asian Public Policy, 1-20. https://doi.org/10.1080/17516234.2021.1919390 (SSCI)

2. Lin, Arianna F. Y. (2021). A non-school-based experimental education institution's challenges, coping strategies and future prospects: Taipei's experimental education institution as an exemplar. *Tsing Hua Journal of Educational Research* (accepted). (Level 3 Journals of Discipline Academic Journal Evaluation)

3. Lin, Arianna F. Y. (2020). Internationalization initiatives of Taiwan's higher education: A stepping stone to regional talent circulation or reproduction of unbalanced mobility scheme?. *Higher Education Evaluation and Development, 14*(2), 69-91. https://doi.org/10.1108/HEED-06-2020-0017

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Development of distance education in Chinese higher education in perspectives of accessibility, quality and equity under COVID-19

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Purpose – This paper aimed to explore the development of distance education (DE) in Chinese higher education as well as the three significant themes: accessibility, quality and equity in Chinese DE and the performance of these three themes in Chinese DE.

Design/methodology/approach – Document analysis was used as the major research method in this study to examine the development and challenges in terms of accessibility, quality and equity in Chinese DE. In this study, national-level official policy documents and reports from the Chinese government were collected and analyzed. Also, scientific articles from CNKI were analyzed to find out the evolution of the Frontier topics on Chinese DE in accessibility, quality and equity.

Findings – There are three major findings. First, the Chinese government has shown its positive attitude toward DE in higher education. Second, compared with the other two themes: quality and equity; the number of articles in the accessibility of DE was lower than the other two themes and the problems of accessing online courses were insufficiently caused by two reasons due to lack of basic ICT literacy and poor Internet infrastructure. Third, there was a gap between Chinese policies and research articles mainly because of the unbalanced development of accessibility in policy management and research articles.

Research limitations/implications – Although this paper has summarized the development of the DE in Chinese higher education, it was clear that accessibility, quality and equity were three critical issues in DE. However, there are still other essential factors that contribute to the development of DE that requires further investigation, such as learner satisfaction, different features of learning platforms and instructional strategy.

Practical implications – The findings of this paper can be used to identify the attitude toward the DE of the Chinese government. Besides, the accessibility could be a research and practical focus for Chinese DE in the future.

Originality/value – This study showed some significant policies released by the Chinese government toward DE in higher education and revealed the achievements, trends and challenges in the accessibility, quality and equity of Chinese DE.

Keywords: Chinese higher education, Distance education, Accessibility, Quality, Equity

Emma Ying Chen, who is the first dual degree student of Doctor of Policy Studies (Lingnan University, HK) and PhD of Education Policy/Administration (National Chengchi University, TW). At the meantime, she works for the School of innovation, entrepreneurship and creation of Mingjiang University in Mainland China. In the research field, she focuses on how would higher education policy impacts government to act, institutions' management, teachers' teaching, and students' learning. Also, she interested in educational big data and trying to analyze policies by using data analysis tools.

Five latest or influential publications:

1. **Chen, Y.**, Hou, A. Y. C., & Huang, L. (2021). Development of distance education in Chinese higher education in perspectives of accessibility, quality and equity under COVID-19. Asian Education and Development Studies.

2. Angela Yung Chi Hou, Christopher Hill, Martin Ince, Fang Yu Lin & **Emma Chen** (2021) A preliminary exploration of crisis management approach on higher education and quality assurance in Taiwan under COVID-19 pandemic: relevance to other contexts? Journal of Asian Public Policy, DOI: 10.1080/17516234.2021.1919390

Exploring the impact of social media on the non-cognitive skills among Malaysian students in higher learning institutions during the COVID-19 pandemic

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The COVID-19 pandemic has forced many educational institutions around the world to turn to diverse communication technology platforms in support of learning processes and global networking. The rapid advancement of other communication technologies including social media has also had a major impact on non-cognitive skills development among students of higher education institutions. However, the COVID-19 pandemic has posed many challenges for the global higher education community while using emerging technologies. The use of several social media applications is also seen to affect the development of students' non -cognitive skills. Social media offers new opportunities and challenges for students more today as a generation than ever before. This paper explores the possible impacts that the usage of social media use during COVID 19 pandemic period on non-cognitive skills among higher learning students. There are several literature findings stated to either support or reject the research hypothesis. This paper presents findings from existing data collected and analysed through a semi-systematic review of published literature. The discussion focuses on students in higher learning institutions during Covid-19, and the effect of social media on their social and communication skills, the effect of social media on their creativity and critical thinking skills, and the impact of social media on other non-cognitive skills such as self-discipline, focus, teamwork, and organisational skills.

Keywords: *social media, non-cognitive skills, COVID-19 pandemic, higher learning*

Fakhzan Buang is a PhD candidate at the University of Malaya. He is currently doing doctoral studies at the Department of Educational Foundations and Humanities, Faculty of Education, University of Malaya, in sociology of education. He currently works at the Department of Social Science and Management, Faculty of Humanities, Management and Science, Universiti Putra Malaysia Bintulu Sarawak Campus. His early undergraduate field of study was TESL, however, since he was very actively involved in youth development projects, he now focuses on the issue of educational sociology in the local community. He is currently involved as a project leader for a local youth development project that focuses on leadership and professional growth in collaboration with the state government. He is also involved as a co -researcher for several studies in the fields of education, sociology, humanities, and social sciences. His field of research is sociology of education in higher education.

Five latest or influential publications:

1. Fakhzan Buang, Ghazali Darusalam. (2019). Peer group influence on academic achievement among male students at higher institution in Sarawak. *International Conference of Social Sciences dan Humanities 2019*. (pp. 445) eISBN 978-967-12140-6-0.
   https://spel3.upm.edu.my/max/dokumen/ICSSH2019_e_proceeding_ICOSSH_2019_UPMKB_(with_eISBN).pdf

2. Ahmad Nasir Mohd Yusoff, Alwie, A., Fakhzan Buang. (2019). Kesedaran dan persepsi guru terhadap pembangunan sumber modal insan di Sarawak. *International Conference of Social Sciences dan Humanities 2019*, Full paper, Non Citation Indexed, UPM.

3. Fakhzan Buang, Ghazali Darusalam. (2021). Academic achievement of high and low achievers of tertiary male students at public university in Sarawak. Sarawak Musuem Journal (SMJ). (In Review)

4. Fakhzan Buang, Zaharah Hussin, Clunny, P.C, Nur Asyiqin Zaidi. (2021). The influence of social media language towards professional growth among students in Malaysian higher learning institutions. *2nd International Conference of Social Sciences dan Humanities 2021, Sarawak, Malaysia. (*Submitted*)*

Writing in doctoral programs: Reflections of lived experience from Malaysia

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In the context of Malaysian doctoral education, doctoral students are required to produce a thesis of between 80,000-100,000 words and publish articles in reputable peer-reviewed and indexed journals during their doctoral studies from their doctoral thesis. This has led to an increase in the interest in the research on doctoral students' academic writing. Our research focuses on first-year ESL doctoral students' experiences in negotiating the expectations of a doctorate where issues of previous educational and employment background made it difficult for them to adjust to the new writing context and to understand what their supervisors were asking them to do. This study views doctoral academic writing holistically, suggesting that spoken and written language are critical components of constructing identity as academic writers. This chapter considers the preparation of doctoral students, with particular consideration of the academic writing skills and research experience to undertake a doctorate. It also considers ways in which doctoral research supervision, postgraduate writing courses, and institutional doctoral programs can promote doctoral students' development of complex academic literacy skills to accomplish optimal performance within the academic community.

Keywords: Academic writing, Doctoral education; Doctoral pedagogy

Yueh Yea Lo is a recipient of the University of Malaya's Ph.D. scholarship. She completed her doctoral studies in 3 years (2018-2021) at the Department of Language and Literacy Education, Faculty of Education, University of Malaya. She has published on the issues surrounding writer identity and second language learning & teaching in the context of doctoral education. Her research field is Academic Writing and Higher Education.

Five latest or influential publications:

1. Lo, Y. Y, Othman, J., Lim, J. W. (2020). The use of metadiscourse in academic writing by Malaysian first-year ESL doctoral students. *Indonesian Journal of Applied   Linguistics, 10(*1), 271-282*.* DOI: https://doi.org/10.17509/ijal.v10i1.25069
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Religiosity, emotional intelligence and academic achievement among university students during COVID-19 pandemic in Malaysia

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This research explored the relationship between religiosity, emotional intelligence, and academic achievement among Malaysian university students. A total of 300 participants were selected via the convenience sampling method. Data was collected via an online survey platform wherein the questionnaire was transcribed into Google Form and distributed virtually. Participants answered two questionnaires, namely the Schutte Self-Report Emotional Intelligence Test (SSEIT) and Centrality of Religiosity Scale, to measure their level of emotional intelligence (EQ) and religiosity, respectively. The data were then analysed using Pearson's Correlation and Multiple Regression. Emotional intelligence is vital as it acts as a catalyst in self-motivation towards attaining a better grade. The findings indicate that religiosity has a positive correlation with EQ and academic achievement. Overall, religiosity encourages one to strive for the better, and this relates to academic achievement; thereby, students are more likely to be persistent in accomplishing their academic goals.

Keywords: Religiosity, Emotional Intelligence, Academic Achievement, Covid-19 Pandemic

Nazrul Azizi is a Registered Counsellor, Motivator, Business Strategies and Professional Trainer since 2010. He is passionate and enthusiastic in empowering others to be the best that they can be. He has conducted more than 1000 hours of leadership skills training in schools, universities, corporate and government organizations in ASEAN.

Five latest or influential publications:

1. Mohd Nazrul Azizi, Zahari Ishak, Firdaus Hilmi (2021). The Predictors of Religiosity Towards Leadership in Education, *Journal of Contemporary Issues in Business and Government, 27(4)*,

2. Mohd Nazrul Azizi, Zahari Ishak, Firdaus HilmI (2021). The Predictors of Religiosity Towards Leadership in Education, *International Journal of Education, Psychology and Counseling (IJEPC)* (e-ISSN 0128-164X)

3. Mohd Nazrul bin Azizi, Nurul Syuhaida binti Abdul Razak (2011). The Fear of Covid-19 among Malaysian Youths, *International Journal of Social Science and Economics Invention* ISSN: 2455-6289 (23-26)