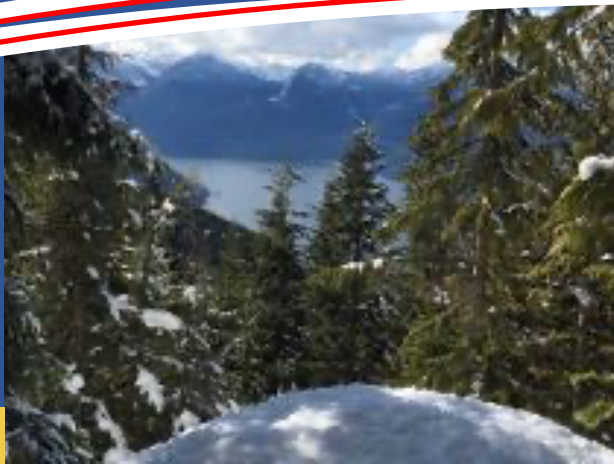




SEPTEMBER 17
CREATING HOPE
THROUGH ACTION:
JOIN US FOR THE
SUICIDE PREVENTION



this issue

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Moving Beyond the Existential

By Greg Curtis, Greg Curtis Consulting

Here is the understatement of the day/week/year/decade so far: It's been a tough couple of years. This is true for everyone, but I believe it's especially true for schools and learning organizations. We have been forced to deal with VUCA (volatility, uncertainty, complexity and ambiguity) on a new scale. COVID brought existential challenges to schools (especially independent and international schools) in simply staying viable as institutions. Mandates, moving back and forth between remote, blended and face-to-face learning, shortages and all of the tensions that have accompanied this time in history have taken their toll. Political polarization, societal shifts, economic challenges and climate concerns have added elements of complexity that make moving forward difficult to envision... for districts, schools, leaders, teachers and, most importantly, students. On the flip side, the role of schools in supporting thriving communities has never been more apparent. It's easy to feel exhausted, disillusioned and disenfranchised. However, now is exactly when we need to pick ourselves up and move forward. Here are a couple of thoughts on the future starts here.

We've Learned A Lot

COVID has taught us a great deal about what works and what doesn't, whether in remote, blended or face-to-face learning environments. The EdCan Network states that "the experiences of the pandemic and the lessons learned should serve as motivation for radical new and alternative approaches to teaching, learning, and leading. Calls to 'get back to normal' by some ignore challenges and structural inequities across all sectors of

society that have been laid bare and exacerbated by the pandemic." (Lopez, 2022) I would also posit that it has laid bare many of the assumptions and myths about traditional schooling.

The World Bank published "twin reports" ("Remote Learning During the Global School Lockdown: Multi-Country Lessons" and "Remote Learning During COVID-19: Lessons from Today, Principles for Tomorrow" (The World Bank, 2022) that provide some interesting (yet not new) insights, namely that:

- Availability of technology is a necessary but not sufficient condition for effective remote learning
- Teachers are more critical than ever
- Education is an intense human interaction endeavor
- Parents as key partners of teachers
- Leverage on a dynamic ecosystem of collaboration

My own take-aways are that:

- Compliance is not engagement and people cannot truly learn without being engaged.
- We can no longer fool ourselves into thinking that the traditional *plan→deliver→test→grade→move on to the next chapter* will work, if it ever did.
- More worksheets, digital or physical, do not improve anything.
- There are some things that may be more important than a basic academic standard in the long run... agility, perseverance, critical thinking and empathy spring to mind.
- Education is a very human process, not a curriculum.

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ASSUMPTION UNIVERSITY OF THAILAND
GRADUATE SCHOOL OF HUMAN SCIENCES
ASSUMPTION UNIVERSITY
& ASIA PACIFIC SCHOOL PSYCHOLOGY ASSOCIATION

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CREATE HOPE THROUGH ACTION
by Counseling Psychology experts

Suicide Prevention Awareness, Risk and Protective Factors
- Dr. Parvathy Varma

Preventing Suicide Among Teenagers
- Dr. Donald Johnson

Suicide, Social Stigma, and Help-Seeking Behavior
- Dr. Santhosh Mohanan

The Suicide Risk Assessment & Safety Scale
- Dr. Rajkumar Menon

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Assumption University
Huamark Campus

Date: Friday, September 30, 2022
Time: 9:30-15:30 hours

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Participation Fee: 500 Baht, to be paid on arrival

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CREATE HOPE THROUGH ACTION**

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Size: 8" X 12"
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- Relevance to the theme
- SUICIDE PREVENTION: CREATE HOPE THROUGH ACTION
- Originality
- Artistic composition (drawing/ collage/ graphics)
- Creativity
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Last Submission Date: 30th Sept 2022

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and on their social media

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Hybrid Learning: Communication is Key!

Communication skills are vital in online learning because students must seek help when needed. Instructors are willing to help students, but they are unable to pick up on non-verbal cues, such as a look of confusion on a student's face. Here are some tips to communicate effectively in a virtual space.

- Use the tools provided by the school to communicate with your instructors. These might include e-mail, discussion groups, chat room office hours, cell phones, and even text messaging. Instructors want to help you to succeed in your classes and will answer your questions. It may feel awkward to talk with your instructors this way, but don't worry. If your instructor has chat room or cell phone office hours, don't be shy about using those tools to communicate with your instructor.
- Use appropriate style and language for school. When communicating with instructors and other staff, you should write in full, grammatically correct sentences and with a respectful tone. Many students are used to a very informal style of writing in chat rooms, blogs, text messages, and so forth.
- Because of the distance, it's tempting for some students to say things out of anger or frustration that they would never say to an instructor in person. Online teachers are professionals. Treat them with respect and courtesy.

[Academic Support, Univ of Washington]



Top 5 ONLINE Strategies for Teaching English to Adult Learners

By Thu Thu Lwin

Education Administration and
Leadership (Ph.D.) student

Strategy 1: Learn to use the features of the learning management system

With teaching online, there are some challenges for both the teachers and the students. Fears of technical issues from students are real and to understand that the students expect the teacher to be competent in using the features of the online learning platforms and able to manage the online learning class well are lowered. This strategy requires the teacher to learn the technical knowledge about basic computers, features, and tools of the online learning platforms to create a safe online learning experience for the students. If the teacher can use strategy one effectively, it will overcome many students' fears of technology and online learning.

Strategy 2: Clear instruction of the lessons and activities

Online teachers need to explain the lessons clearly and give explicit instructions for students so that they will know what to do and how to do it, which will significantly impact their learning. The teacher should prepare the lessons with clear instruction guidelines to ensure student understanding.

If the students cannot follow the instructions, the teacher needs to give more explicit and more straightforward instructions to help the students to understand. Additionally, teachers can should provide individual attention to the students and check if each student can follow the instructions as given.

Strategy 3: Make the class interactive in online learning

The students learn best when they actively participate in the class activities and discussions; the teacher can create an interactive learning environment in language teaching. However, there are some challenges to the interactive activities in online learning. Understanding these challenges and overcoming them can be done by effectively using the features of the LMS.

Strategy 4: Give individual attention to the students

As successful learning needs emotional intelligence in the classroom, teachers must understand the students' cognitive and emotional perspectives. Some students are weaker or quieter than others in the class, and some strong students dominate group discussions.

So teachers need to understand this and provide a positive and safe learning environment for all students. Giving an equal chance to all the students to speak makes for a more hospitable group discussion.

Strategy 5: Build confidence in the to communicate in English

The primary purpose of learning English is to communicate in English. So, it is essential to build help students build confidence and use English to communicate. It is also related to the students' positive and safe learning environment. To create confidence in the students, the content, lessons, activities, and assessments should be at the right level of the students. If the content or lessons are too complicated, the students will lose confidence. If the content or classes are too easy, the students will not learn and get bored. As a result, teachers need to act and observe the students if the content and activities are relevant to their skills. If not, the teachers need to reflect and modify the content appropriately to meet the students' level. Teachers who can evaluate students' confidence levels are more likely to get the most of their students and lead effective online classes.

**Ideas for the next GSHS newsletter?
Contact the editor at mmerritt@au.edu**



Moving Beyond the Existential

(continued from page 1)

- Inequity takes many forms and is a very real impediment to learning
- Student ownership of learning is not a just cute term but a necessity. We say we “empower” students a lot . . . but do we?
- Schools following competency-based, project-based and other forms of deeper learning fared much better than schools who simply tried to move antiquated practices online . . . and their students continued to learn and grow. Many schools are now looking to these approaches to combat “learning loss” (a questionable term given the metrics often used). (O'Donnell, 2021 and Walser, 2021)
- Schools with a strong sense of purpose and vision fared better than schools who had not put in the work to build this foundation.

We Need To Thrive, Not Simply Survive

In my work supporting schools with transformational aspirations, I have seen the recent weariness to engage in challenging, long-term work. I have seen futures thinking and design revert to traditional strategic and contingency planning. I have seen building organizational capacity through deep and sustained professional learning shift to traditional “PD” and training. I have seen efforts to modernize teaching and learning wane in the face of recent challenges. And, I get it . . . energy is not an infinite resource. It is hard to climb up the hierarchy of needs when dealing with daily challenges that make normal functions difficult.

However, I believe that an organization and its people must have a strong purpose and meaningful aspirations in order to move ahead in any environment, but especially one as challenging as we have experienced over the past couple of years.

Thank you, Dean Dr. Suwattana!



After years of hard work for countless number of students, you have finally attained this milestone. May your faithful service all these years bring to your life every blessing. The Graduate School of Human Sciences hopes to see you around and we all hope you have the happiest of retirements. Enjoy the freedom you have earned!

Without a shared commitment to a better future, we lack the foundation to move ahead. In times of uncertainty, we need a strong foundation and something meaningful to work towards and sustain us. We cannot simply tread water until the waters recede. The waters may well rise again in some form or another.

“Having a vision of the change we want to see matters and can help guide discussion, debate, and—ultimately—action.” (Vegas and Winthrop, 2020) This is something of a timeless truth, but it matters more now than ever before.

Fernando Reimers and Andreas Schleicher discovered that there was a great deal of innovation occurring in schools out of necessity during COVID. However, this needs to be “catalysed so that education systems do not merely attempt to ‘return to the past normal’ but address what have been well-recognised shortcomings in the capacity to educate students with the full range of skills essential to build a better future.” (Reimers and Schleicher, 2020)

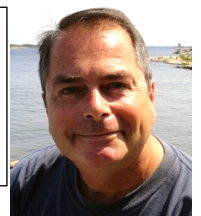
How we emerge from the past couple of years will be important to the future of education and our communities. It’s difficult not to feel exhausted, but we cannot afford to relapse into comfortable spaces and worn practices. If ever there was a time to renew our purpose and practices, it is now. Our children’s (and our own) future will be affected by what we do (or don’t do) now. So, please, let’s take a deep breath and create the future so that we don’t become victims of events around us again.

Be Good for Mom! GSHS faculty and students @ Camillian Home



In honor of the Auspicious Occasion of Her Majesty Queen Sirikit, the Queen Mother’s Birthday and to celebrate Thai Mother’s Day, the GSHS organized a special project called “Be Good for Mom”. Faculty and students were encouraged to make charitable donations to the Camillian Home for Children Living with Disabilities and to decorate pots with bright colors and fill them with plants. On Friday, August 19th, 2022, the GSHS visited the Home and were given a gracious welcome by the director and staff who gave us a tour of the facilities. The children’s artwork was particularly impressive as were their bright and smiling faces!

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Graduate School of Human Sciences
D Building, 5th Floor
Hua Mak Ramkhamhaeng 24 Road
Bangkok 10240 Thailand
Tel. (66) 02 300 4543-53 ext 3718,
3636 Fax. (66) 02 300 4143

The Graduate School of Human Sciences Newsletter is produced by:

Dr. Chayada Thanavisuth, Chair & Advisor
Asst. Prof. Dr. Poonpilas Asavisanu, Advisor
Dr. Parvathy Varma Shyamala Kumari, Advisor

Dr. Marilyn Deocampo, Advisor
Dr. Mohammad Manzoor Malik, Advisor
Dr. Matthew R. Merritt, Editor