

Day 2 - Tue 19 November 2024 Parallel Sessions

No	Time	Utown Auditorium 2 Stephen Riady Centre	Lecture Theatre 50 (UT25-01-12) Stephen Riady Centre	Lecture Theatre 51 (UT25-01-13) Stephen Riady Centre	Lecture Theatre 52 (UT25-02-07) Stephen Riady Centre	Lecture Theatre 53 (UT25-02-08) Stephen Riady Centre
		Session 9A- 11A Chairperson: Ms Jobina Tan	Session 9B- 11B Chairperson: Ms Bell Yeo	Session 9C- 11C Chairperson: A/P Chan Tze Law	Session 9D- 11D Chairperson: A/P Elaine Siow	Session 9E-10E Chairperson: A/P Wu Siew Mei
9	1100-1130	Ms Adele Wan Hong Kong Metropolitan University	Mr Justin Andrew Viray Ateneo De Manila University	A/Prof Cheema Soralump Kasetsart University A/P Ratchot Chompunich Kasetsart University	Mr Michael Milanes De La Salle University	A/P Manasanan Hatthasak Kasetsart University
		Session 9A	Session 9B	Session 9C	Session 9D	Session 9E
		Enhancing Student Mental Health: A University-Wide Scheme at Hong Kong Metropolitan University	Brighter Days Ahead: Learning Intervention on Building Resilience Skills of Undergraduate Student Leaders in Ateneo De Malina University for the Office of Student Activities - Higher Education	Building Sustainability Awareness at KU through Student Activities	Perceptions of Student Discipline Formation and its Role on the Students' College Life Experiences	Holistic Student Development at Kasetsart University
		This presentation will discuss the implementation of a mandatory MHFA course for all Year 1 full-time undergraduate students at HKMU. It will provide practical applications and stress the objective of the scheme to encourage crisis prevention by enhancing awareness and fostering students' understanding of their inner wellbeing. The presentation will conclude with a summary of the potential impact of the course on student mental health and the importance of addressing mental health.	The inputs from the analysis will be presented: much focus needs to be placed on widening the student leaders' toolkit for managing thoughts and emotions and further enhancing their skills in balancing demands placed on them. Emphasis on interactive processes for learning and engagement were placed in the training design to better facilitate community support, shared learning experiences, and proactive processing of experiences.	Kasetsart University reveals seven key activity models promoting sustainability awareness, such as mental health care ('KU Happy Place') and sustainable living. Research underscores moderate student awareness, urging early integration of sustainability education. Top SDGs include education, health, poverty eradication and inequality reduction. Effective strategies include contests, diverse educational methods and student-led projects. Ten strategies based on SWOT also discussed.	Understanding the role of discipline formation is vital in creating a school culture of a safe learning space. Given this, the roles of administrators, teaching and non-teaching faculties, personnel, and staff may also contribute to student life formation. In this light, this research explores the role of discipline formation as perceived and experienced by the students and other stakeholders.	Kasetsart University emphasises the importance of students as articulated in its motto, "Students are the heart of the university." The university is dedicated to the comprehensive development of students, addressing physical, mental, emotional, intellectual, and spiritual aspects. This holistic approach aims to prepare students for their academic journey and future careers. Upon enrollment, various sectors of the university play crucial roles in nurturing students through organizing activities.

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10	1130-1200	Dr Kuan Yee Han National University of Singapore	Dr Suchada Thongmalai Kasetsart University	Dr Koichi Yawata Ryukoku University Dr Kazuyo Murata Ryukoku University	Dr Ron Resurreccion De La Salle University	Ms Nutchita Rattayawong Srinakharinwirot University
		Session 10A	Session 10B	Session 10C	Session 10D	Session 10E
		Monitoring Mental Wellbeing and Community Support Needs in Hostel: A Case Study of UTown Residence at NUS	Alleviation the Impact of Social Transformation on the University Transition and Encourage Education Success for Student Through Meditation	Setting up an Intercultural Collaborative Learning Experience for Students to be Global Citizens: Sharing Our Challenges	Higher Education Teachers' Readiness for Inclusive Education: Facilitating Factors and Barriers	Curriculum and Faculty's Activities Program Integration System to Enhance Student Holistic Development: Preliminary Case in Thailand
		This paper investigates the mental wellbeing of UTown Residence (UTR) residents at NUS, focusing on identifying support needs and planning interventions. 4 surveys were conducted from August 2023 to April 2024 measured wellbeing, resilience, sense of community, stress, anxiety, depression, and suicidal contemplation. Findings indicate a significant correlation between wellbeing score and sense of community scores. The findings underscore the need for targeted mental health support and community-building initiatives.	This presentation discusses the awareness of the obstacles to university transition and success in education and the impact of social transformation. In Buddhism, a sustainable solution is Meditation Practice. An informal survey of 843 students (out of 911) confirms that meditation practice benefits are thus; a stable mind, better physical and mental health, and better concentration. Therefore, students should learn meditation practice through various activities.	This presentation shares experiences in developing, conducting, and evaluating the "Intercultural Collaborative Learning" programme at Ryukoku University. The University is planning to offer Japanese and foreign exchange students the opportunity to study together, which is unusual in Japan's educational environment. The programme will benefit students as well as teachers/staff, by helping them become better global citizens with an engaged attitude toward achieving a more sustainable society.	This study looked into higher education teachers' readiness to adopt Inclusive Education in their teaching and practice. Using a mixed method design, utilizing surveys & FGDs, data revealed teachers' generally positive attitudes towards providing equal and equitable academic and social opportunities for all learners. They, however, expressed doubts about their perceived competence in creating truly inclusive classroom environments, which needs to be addressed systemically within the university.	To present the preliminary data of student holistic development systems of the faculty of Humanities, Srinakharinwirot University, Thailand, which integrated the bachelor's degree of science in Psychology program and faculty's extra-curricular activities to enhance student holistic development.

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11	1200-1230	Ms Zoe Peters and Mr Eric Sor Nanyang Technological University	A/P Panjapa Sookkoe Srisavarindhira Thai Red Cross Institute of Nursing	Prof Hardie Gieben Cruz Far Eastern University - Manila	A/Prof Elaine Siow Singapore Institute of Technology	
		Session 11A	Session 11B	Session 11C	Session 11D	
		Designing Support to Facilitate Seamless Transition – First Year Experience	Disaster Management Enhancement Extracurricular Programme to Develop the Characteristics of STIN Nursing Students	Exploring Lenses of Empathy in a Higher Education Institution: A Phenomenological Investigation	Empowering a Future Ready Workforce: An Approach to Developing and Implementing Industry Ready Skills Framework (IRSF) for Achievement of Transferable Skill Competencies	
		Transitioning to university presents significant challenges, necessitating self-directed learning and independence. Students encounter increased workloads, the need for effective study habits, and the immense task of building new relationships. NTU facilitates this transition through a comprehensive Transition and Orientation Programme (TOP), which emphasises in personal, social, academic, and co-curricular learning. NTU also provides specialised programmes to support international students and those with special educational needs. At NTU, programmes are curated to help students embrace these changes to foster a fulfilling university experience.	Srisavarindhira Thai Red Cross Institute of Nursing recognises the importance of extracurricular activities in its curriculum, aligned with the institute's 10-year vision, and the desired educational outcomes, and lifelong learning. Nursing students' competencies have aimed to enhance future work in line with Sustainable Development Goals (SDGs). Supplementary course activities are developing to identity of graduate STIN among disaster nursing students.	The study explores empathy's role in higher education, focusing on its impact on students, faculty, and staff. It reviews recent literature, theoretical frameworks, and 'Project Empathy' implementation. Methodology, key findings, and practical applications will be discussed. Examples of such key findings are empathy enhances student engagement, presents challenges, and fosters inclusivity. Practical applications include empathy training, policy revisions, and initiatives.	Part of Singapore Institute of Technology's strategic goal to strengthen applied learning is to enhance employability through holistic education by integrating transferable skills into formal and informal curricula. University policies supporting holistic education and student development from matriculation to graduation are discussed. The IRSF framework's conceptual underpinning is outlined, mapping out key transferable skills and competency areas. The application and implications of the IRSF framework are also discussed.	

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		Session 12A- 14A Chairperson: Ms Jobina Tan	Session 12B- 14B Chairperson: Mr Harminder Singh	Session 12C- 14C Chairperson: Ms Suriyani Binte Rahamat	Session 12D- 14D Chairperson: A/P Elaine Seow	
12	1400-1430	Mr Khairol Hisham Singapore University of Social Sciences	Ms Agnes Yuen National University of Singapore	Ms Wimolwan Changpun King Mongkut's University of Technology Thonburi	Prof Maria Corazon Andoy Centro Escolar University	
		Session 12A	Session 12B	Session 12C	Session 12D	
		Enhancing Freshmen Transition through the Personal Development Experience (PDE) at SUSS	Beyond Accessibility Support: Promoting Meaningful Outcomes through University Collaborations	Strategic Transformation: Fostering Student Success through Entrepreneurship and Sustainability at KMUTT	Aligning Student Activities with the United Nations Sustainable Development Goals at Centro Escolar University, Makati	
		This presentation will share student testimonials and feedback about PDE, post-programme surveys, including statistical data on student satisfaction, case studies to feature students who have significantly benefited from the PDE. There will be a discussion on how the PDE's combination of teambuilding, workshops, and pulse checks fosters growth as well as highlight the importance of mental, emotional, social health strategies introduced during the ETB. Lastly, this presentation will share insights into the the challenges faced when implementing PDE.	The presentation focuses on exploring the collaborative process behind a few key partnerships between the SAU and allies in accessibility. The main discussion points surrounds how different aspects of the collaborations contribute towards bridging accessibility gaps, while creating pathways for meaningful engagements and student outcomes.	This presentation will be about "KMUTT Student Development 360 (KSD 360): All in All" framework, which promotes holistic student development. This initiative combines classroom learning with extracurricular activities, encouraging participation from peers, faculty, staff, alumni, and the surrounding community. By fostering a collaborative learning environment, KMUTT aims to develop students who excel academically and possess the soft skills needed for social responsibility and leadership.	The study identified the top three consistently addressed goals namely Quality Education, Good Health, and Reduced Inequalities. To address the UN's sustainable development goals, the councils and organisations implemented activities aligned with the SDGs. Centro Escolar University (CEU) in its Makati Campus supports quality education focusing on relevant and effective learning outcomes with a sense of social responsibility for sustainable development.	

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13	1430-1500	Mr Kittikun Suengharuethai Kasetsart University	Dr Kuan Yee Han National University of Singapore	Dr Christine Joy Ballada De La Salle University	Ms Jillian Han Ting Yeo National University of Singapore	
		Session 13A	Session 13B	Session 13C	Session 13D	
		KU Happy Guide : Activities to Promote Sustainable Relaxation from KU, Green Space and Fresh Air by Student Development Division of Kasetsart University,Thailand	International Students Integration: Student Orientation through App-based Gamification	Facilitating Student Success in Higher Education	Evaluating the Impact of the House Model on Student Wellbeing and Development in LightHouse	
		This presentation will focus on the activities to promote sustainable relaxation from Student Development Division of Kasetsart University ,Thailand. Student Mind Counseling Service has organized the activity “KU Happy Guide” with the objective of recommending places that promote good health and mental readiness for students. These are ways to relax and create happiness along with building relationships with new friends through experiencing happiness from real places.	This paper aims to address the role of an app-based game in supporting new students’ transition at NUS as part of orientation programme. To address scalability, a WhatsApp-based game was introduced to facilitate practical learning and social integration. Preliminary observations suggest that it improves familiarity with resources and confidence in navigating their new environment around Singapore.	This paper discusses the development of the Student Success Center of a private Catholic university in Metro Manila. The presentation discusses the center's rationale, framework, vision-mission, programmes, and services, which are based on current literature, student data, and input from stakeholders. The paper contributes to the practice and governance of student affairs in higher education.	Our study suggested that most residents in LightHouse have a healthy mental state. The residential climate created was conducive to residents. Residents have shared gaps in opportunities for developing certain skillsets and platforms for building connections. This would guide the residential team in crafting targeted interventions to meet the needs of the students.	

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14	1500-1530	Dr Jony Yulianto Universitas Ciputra Surabaya	Ms Ritchell Ho National University of Singapore	Ms Bell Yeo National University of Singapore	Mr Anthony Valeriano Paco Catholic School	
		Session 14A	Session 14B	Session 14C	Session 14D	
		Development and Validation of a Student Development Assessment Tool for Measuring Soft Skills at Universitas Ciputra Surabaya	Being the Bridge to Future Possibilities: Empowering Mentors through Teach Singapore	Socialising Media: How to Implement an Institutional Social Media Policy that Supports (not curtails) the Holistic Development of University Students	Facilitating Successful Transitions: A Mixed-Methods Study of AB Religious Studies Students of Paco Catholic School	
		This study developed and validated the Student Development Assessment (SDA) tool to measure 10 essential soft skills among students at Universitas Ciputra Surabaya. The tool was tested on 1,331 students across 15 programmes. Validity scores ranged from 0.081 to 0.681, and reliability scores from 0.794 to 0.912, indicating strong internal consistency. The SDA tool provides valuable insights into student development and can serve as a model for other institutions to enhance students' soft skills.	The study focuses on the impact of Teach SG to children and youth from disadvantaged backgrounds, as well as NUS student volunteers. Key discussion points will include, the programme's dual approach in supporting the academic and personal growth of the mentees through empowerment of NUS student volunteers to embody the role as mentors to the younger generation. General takeaways may include key success factors for the programme, as well as ideas for programme scalability and sustainability.	This paper explores the implementation of a social media policy at the National University of Singapore (NUS) aimed at supporting holistic student development. The paper details the process of policy creation, from research and conceptualization to stakeholder engagement and training, and highlights positive outcomes from its initial implementation across 16 NUS hostels. Concluding with a roadmap for future adjustment, it emphasises adaptability to the evolving social media landscape.	The study seeks to identify what factors help the freshmen college students transition to the college setting, particularly in AB Religious Studies at Paco Catholic School. There were notable correlations between the perceived level of identification to or related affiliations to church activities (e.g. parish involvement) and the confidence levels regarding the readiness to undertake. A framework for supporting AB Religious Studies student transitions is presented.	

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		Session 15A- 17A Chairperson: A/P Wu Siew Mei	Session 15B- 16B Chairperson: Mr Harminder Singh	Session 15C- 17C Chairperson: A/P Chan Tze Law	Session 15D- 16D Chairperson: Ms Suriyani Binte Rahamat	
15	1530-1600	Mr Marlon Maglipas FEU Institute of Technology	Ms Beverly Lee National University of Singapore	Ms Mary Marijmae Lorenzo De La Salle University Manila	Dr Jariya Sutthinon Thaksin University	
		Session 15A	Session 15B	Session 15C	Session 15D	
		Programme Enhancement for Certifies Organisation Advisers of the Philippines	The Need to Belong: Examining Students' Sense of Belonging and its Correlates at a Large Autonomous University in Singapore	Investing in Their Journey: A Qualitative Exploration of the Freshmen Initiation on College Students' Experiences at St. Paul University Manila	The Physical and Mental Factors Affecting the Dropped out of Undergraduate Students of an Autonomous University, Thailand	
		This session discusses the importance of Campus Organisation Advisers (COA) in the success of any student organisation. They are an integral part of student affairs and services, as they lead their organisations into the right track of student leadership and the development of many of the 21st century skills, which are much needed by students to keep up with the lightning-pace of today's modern markets. Campus Organisation Advisers can either make or break the performance of the student organisations.	Our study examined sense of belonging among students (N=8,195) from Singapore's largest autonomous university using a cross-sectional online survey. 59% of participants reported a sense of belonging. Positive associations were found between belonging, satisfaction, and happiness while negative associations were observed with stress, depression and anxiety. Our study highlighted the role of peer networks and campus participation in fostering institutional belonging.	The transition from high school to college is challenging for students. Freshmen at St. Paul University Manila face difficulties in adjusting to academic demands, social environments, and developing a sense of belonging. This qualitative study explores the experiences of first-year students in the Freshmen Initiation Programme, examining its impact on their academic performance, social interactions, and sense of belonging. The study found that initiation has a positive impact on students.	This study presents the physical problems and mental problems: moderate depression and disconnect with the programme. From in-depth interviews, the factors affecting students who drop out include both physical and mental issues and the development of a student support system to reduce dropped out rate is needed in this university.	

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16	1630-1700	Mr Hor Boon Wei Taylor's University	A/P Charatdao Kongmuang Naresuan University	Ms Veronica Chan Chinese University of Hong Kong	Ms Engie Wong National University of Singapore	
		Session 16A	Session 16B	Session 16C	Session 16D	
		Student Immersion Programme: Effectiveness in Facilitating New University Students to Transit to Campus Life	Facilitating First-Year Students During the Transition to Higher Education: A Case Study of Naresuan University, Thailand	Friendship between Able-bodied Tertiary Students and Disabled Adolescents : The Transformative Power of Service Learning For Sustainable Development Goals	Fostering Tomorrow's Leaders Today: Innovative Leadership Programming at Yale-NUS College	
		This presentation discusses the new Student Immersion Programme (SIP) and the effectiveness of SIP to help new university students to transit to campus life at Taylor's University, Malaysia. Besides that, the challenges in conducting SIP and students' feedback will be highlighted too. Results suggest that students are to be psychologically well supported and that facilitate their readiness into this campus-life transition.	Students experience the transition into higher education in different ways. It is an ongoing process where levels of support should be adjusted accordingly. A sense of belonging is important to their engagement, self-confidence, mental health and wellbeing, and finally academic success. This paper describes the strategies on student engagement and belonging that align with the university's "Happy Students and Sustainable Campus Life" policy. Activities and support make a smooth transition.	This session presents the transformative power of service learning For Sustainable Development Goals (SDG). Service-learning has become a well-established and integral part of the education landscape in Hong Kong over the past two decades. Research studies about the effectiveness of service-learning in achieving student learning outcomes and community impact, as well as identifying best practices, have been flourishing. This widespread adoption reflects the growing recognition of the value and benefits that service-learning can bring to students' holistic development and community engage"	Programmes promoting leadership education and development for university students can be found and many institutions and can take on many forms. In particular, the extent to which leadership education is mandatory and curricular learning varies widely. This presentation serves as a case study highlighting how Yale-NUS College's leadership programming augments holistic student development throughout the undergraduate experience, envisioning leadership as a process, rather than a position.	

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17	1700-1730	Mr Vincent Alcantara University of Batangas	Ms Liberee Kubwimana University of Global Health Equity	Ms Anh Than University of Social Sciences and Humanities	Mr Laurence Lingat Central Luzon State University	
		Session 17A (Pre-recorded Session)	Session 17B (Pre-recorded Session)	Session 17C (Pre-recorded Session)	Session 17D (Pre-recorded Session)	
		Unraveling Normative Deviance: A Comprehensive Study on School Rule Infractions among College Students at the University of Batangas	Assessing the Stress Level Among Medical Students in Rwanda	A Paradox: Teachers' Vulnerability Sharing Promotes Freshmen's Sense of Belonging	SIKAD Experience: A Phenomenological Study on the Student Affairs and Services for First-year Students in Transition for Higher education at Central Luzon State University, Philippines	
		Assess the awareness of the students on the policies, rules and regulations of the school. Assess the personal attitudes, subjective norms and perceived behavioral control of the students who violated the school policies. Describe the effectiveness of the interventions made after committing the violations. Determine the relationship between the awareness of the students on school policy and personal attitudes, school policy awareness and subject norms and school policy awareness and perceived behavioral control.	Many medical students suffered from some levels of emotional disturbances or disorders, causing negative physical and mental health problems, affecting performance academically, professionally, and personally. This study was conducted to assess the stress level among medical students in Rwanda, in order to design appropriate strategies to address or prevent any stress related potential negative consequences.	The study aims to investigate the relationship between students' sense of belonging and the personal stories instructors share in the classroom. The key topics for discussion are what and how teachers choose to disclose their vulnerabilities. The hypothesis is that instructors should intentionally display their vulnerabilities in order to build rapport.	Aside from the findings of the study, practices and programme of the university will be shared to audience. Student Affairs Services will also be discuss, these includes the scholarship offered, orientation programmes, career development programmes, student access to learning facilities, international opportunities, engagement with extra-curricular activities, and organisations.	