

Star Special

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HIGHER EDUCATION

Applying skills to the real world



Chin running experiments on the robotic simulator.

COMPLEX industry problems can be detrimental, especially when it is difficult to source the right human resources with the required skills and expertise to manage problems.

However, these complex industry problems provide excellent opportunities for students from higher education institutions to put what they have learnt to good use and offer solutions that are sought after by industries.

This is exactly what Tunku Abdul Rahman University of Management and Technology (TAR UMT) student Louis Chin achieved while pursuing his Master of Engineering Science.

Chin worked on a project to study the defects in the glove manufacturing process, in particular, the defects of pinholes and uneven glove thickness. His main initiative was to produce practical solutions to reduce such defects during the glove production process.

"It was important for me to properly understand the root causes and formation of these defects before I could start working on finding practical solutions to solve the problem," he shared.

"To do this, I had to communicate and discuss with several key employees of the company to understand the process and gather their thoughts on the problem.

"I'm glad that I invested time and effort in this area, as the information gathered helped me

a lot in this project. In fact, after I completed the project, one of the conceptual designs I used was implemented in the production line and the results have been positive."

Chin initially enrolled in the Diploma in Mechatronic Engineering and later pursued the Bachelor of Mechatronics Engineering (Hons) before completing his Master's programme at TAR UMT.

He is currently working as an engineer for the company where he completed his project.

"My work requires me to focus on research and development to find new ways of managing defect reduction and improving processes.

"This includes providing engineering designs and concepts, as well as improvements on existing automation systems," added Chin.

"In addition, I have a number of projects on how to automate some of the tasks that are done manually. I'm also still working on the extension of the research project I did for the company, with more focus on enhancing my findings and solutions.

"I find this to be very fulfilling as I can truly focus and channel all my resources to improve a project I have been involved in since the beginning."

Dr Teoh Choe Yung, who was Chin's project supervisor throughout the research project period, said hands-on experience

can be very impactful for students.

"The aim of this project is to solve a real industry problem – improve the robotic simulator and reduce the glove defect rate produced from the simulator.

"On paper, this sounds very technical, but it is just a matter of identifying the problems, understanding the causes and producing innovative and practical solutions," says Dr Teoh.

"One must have fundamentals to understand the engineering issues, but it is also important to identify the root problems, gather information and brainstorm on experiment designs to produce effective solutions.

"Another important part of the project is that Chin needs to learn to work with company staff from different backgrounds.

"Looking at the outcome, I am glad to see how successful he was in working with the teams and that he was absorbed by the company to further enhance his project."

■ To find out more about TAR UMT's engineering and technology programmes offered in 2023, contact the Faculty of Engineering and Technology at 011-1082 5613 and 011-1059 7120. Various financial aids and merit scholarships are available for qualified students.

Alternatively, you can find more information or apply online at www.tarc.edu.my

How to avoid missing deadlines

THE start of a new semester is when you have plenty of time stretching ahead of you. Then suddenly, it's 24 hours till your first essay is due and you haven't even cracked the textbook.

Here's how you can plan like a pro and keep everything straight.

First, forget pen and paper. For good time management you need a calendar, like the one that comes with your iPad, Android tablet or smartphone. If you don't have a device with a large screen, set up a Google or Yahoo account and use their free calendar.

Why do you need to go digital? Because you can drag and drop items, have yourself pinged with urgent tasks and make automatic To Do lists.

Second, put in your classes. If you have to travel huge distances, block the period to and from in a different colour so you know when you have reading time.

Third, put in every deadline for this semester. Make these all day events so they're easy to



Practising good time management will help you stay on top of your assignments and exams.

spot. Put in an alert that tells you a few days before that these are creeping up on you.

Deconstruct what needs to be done for each deadline. You may do your reading a week or two before, and then devote three days straight to the assignment.

Or, you may try the "salami" approach where you do it piece by piece. For example, you may want to divide a paper into research, writing the introduction, writing the literature review, writing your argument, writing your conclusion, organising your

references and printing. Put each task into your calendar, blocking the appropriate amount of time.

Now take a moment to breathe because it will be looking like chaos. It's okay, you can do it.

Next, the trick is to know how to poke yourself to keep to the schedule. Decide if you want to just go day by day or if you need timely reminders.

If you need reminders, set them carefully so that you're not jolted out of a class by a notice that says you have to do something the next day.

Getting a good supervisor for practical training stints

IF you sign up for practical training or need to do an internship, finding someone to work with can be tricky.

Here are some questions you may want to ask before signing the pact.

Why do you do this?

Motivation is important. It is entirely possible that your supervisor just loves to help others in the field.

If so, you might need to look to whether they do it for love of the business, to build their network or to push a particular point of view onto young minds (yes, they're human so their motivation may not be pure!).

However, it is also likely that the work they are doing is simply part of their key performance indicators, in which case your supervisor may have different goals from you.

Basically, once you know what's in it for them, you can decide how you work together to suit both parties – or not.

How do you see your role as a supervisor?

The main aim here is to discover style and content. Is the person hands-on or distant? Someone who will nurture you day in and day out or someone who's there if you need emergency advice? Then you have to match your style to theirs.

You may want to work with someone just like you, or with someone very different so you get a new point of view.

It helps at this point to search out a past intern or two just to get an insider heads-up on how your supervisor works.

What do you expect from me?

Some supervisors don't have any expectations, some come with a complete schedule and most fall somewhere in the middle.

Have a chat and then follow up with an email that summarises what you are supposed to do.

A life-changing journey

IMU chiropractic student Yvonne Tan shares her education journey: "Believe in yourself and you are halfway there."

"I am Yvonne Tan, currently a Semester 3 chiropractic student at International Medical University (IMU). I was never a bright student nor the smartest since primary school, but the people around me pushed me to where I am today. Here is the story of my transition from a high schooler to a varsity student with the help of IMU's Foundation in Science (FIS) pre-university programme.

I came from an international school background and completed my International General Certificate of Secondary Education (IGCSE) at the age of 16.

Hitting this milestone both excited and worried me. This was one of the most important times of my life as it would decide my career pathway and the future I would be embarking towards. But I was clueless about which pathway to take.

I decided to join IMU as the campus tour truly impacted me and I decided to pursue the medical field. The FIS had an exceptionally good reputation, and I was assured that pursuing my foundation and undergraduate course at the same institution meant I would not have to worry about adapting to an unfamiliar environment during my undergraduate studies.

The transition from high school to pre-university was incredibly challenging, especially when the pandemic first hit and face-to-face classes gave way to online classes. As we were the very first foundation batch to experience remote studies, everyone had difficulties adapting to this new norm, but we managed to adapt by supporting one another.

Having all the lectures and tutorials online was both beneficial and challenging. I enjoyed the online classes as I could study in the comfort of my own home. But it was also arduous to learn new things and understand certain concepts.

Thankfully, the FIS lecturers were more than happy to give extra classes if we did not understand the materials in class. I was very thankful to all the FIS lecturers for always wanting the best from us, especially our biology lecturer, Chuah Yaw Kuang.

Chuah would draw mind maps in class to summarise the materials, which made it so much easier to understand various concepts. I remember when I messaged him a question via Teams and he replied to me instantly to clear my doubts, even though it was outside of office hours.

One of IMU's core teaching philosophies is self-directed learning which was strongly instilled in FIS. Additionally, the



Tan is currently a Semester 3 chiropractic student in IMU.

modules included in FIS were very much related to the modules in my undergraduate studies in chiropractic. Thanks to FIS, I could grasp concepts faster due to the solid knowledge built in my foundation studies.

I was happy to complete my FIS studies and very fortunate to be awarded the IMU merit scholarship for my chiropractic undergraduate course.

I believe that the support from my peers and lecturers during my foundation and undergraduate studies have made me who I am today. I deeply appreciate the opportunities to serve the community, moulding me into a better person. Looking back on

my journey, I feel proud and contented, and I hope to soar higher in the future."

The FIS programme gives its students a direct pathway into the undergraduate programme of their choice at IMU and most of its international partner universities. It is designed to equip prospective students with the sufficient knowledge and skills needed to increase their efficacy to shine in the degree programmes of their choice. It has proven to facilitate smooth transition of students into the various degree programmes which leads towards a promising career pathway.

The current FIS team consists of carefully selected, well qualified and experienced staff with specific skill sets that make them ideal pre-university level academicians.

IMU's one-year FIS gives its students an early start to life as a degree student. Being offered and conducted in the same facilities and environment as the degree programmes, FIS students adapt to the facilities and environment at a much earlier stage.

The FIS at IMU has three intakes a year: April, July and September. To apply, make an online application today via www.imu.edu.my

■ Log on to www.imu.edu.my or email start@imu.edu.my or call 03-2731 7272 for more details.

Steps for smart learning

HAVE you ever thought about how learning works? If you're just hitting the books, you may be missing out. Here are some tips to enhance your learning experience.

Listen in class

Aural memory isn't perfect, especially if you're not sure of the subject or the lecture goes on for too long. Look at the learning guide beforehand and focus on listening to the most important part of the lecture. If you're not sure, ask your teacher to present a "what you should take away from this class" section at the end of class.

Read the book

Read over the material as soon as you can after the class to reinforce what you've heard. This helps retain information in your long-term memory. If you have a highlighter and the book is your own, highlight important sections to boost your visual memory.

Teach what you learn

When you're giving a presentation and questions are thrown at you, you'll know your limitations. Ask your audience to be kind and remind them it will be their turn next.



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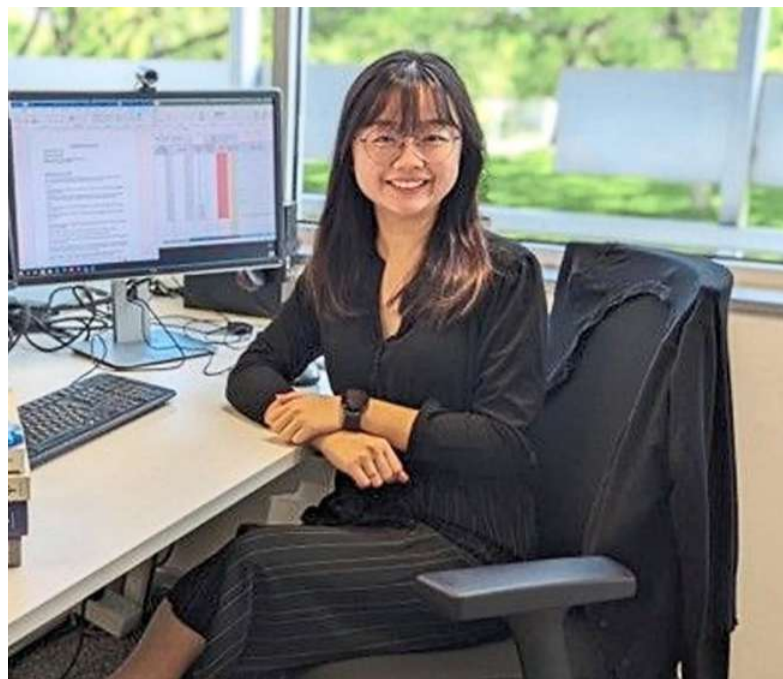


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Dr Lee from the School of Psychology and Clinical Language Sciences is primarily interested in exploring the cognitive processes involved when a person looks at their own face.



Psychology students have the option of a three-year degree or a four-year degree with one year of professional placement.



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Since 1992, IMU has been nurturing high caliber medical and healthcare professionals with a holistic approach and integration in education, research and healthcare in Malaysia. IMU is the first private medical university to receive MQA's self-accreditation status and awarded SETARA tier 6 status (outstanding) in 2017 and 2019.

Understanding the human face in psychology

HUMAN faces are remarkably similar in basic form: a pair of eyes aligned horizontally above a central nose and mouth. However, we are capable of noticing the subtle differences between each face instantly and effortlessly, showing remarkable expertise in recognising faces.

Within a split second, a person's identity, state of mind, emotions, intentions, age and attractiveness can be gleaned from their face. As faces carry a complex variety of significant social messages, face perception is a critical skill that serves the basis for many social interactions.

Facial perception refers to an individual's ability to perceive, recognise and understand information from human faces. The study of face perception explores topics ranging from how the brain sees faces to whether prejudicial attitudes can affect how we see faces, or how face blindness (a neurological disorder known as prosopagnosia) affects social interaction.

The study of face perception could contribute to areas ranging from clinical disorders (autism, schizophrenia, face blindness, etc) to forensic settings (eyewitnesses' memory) and technology (face recognition technology).

For instance, people with autism often struggle with social communication due to a weakened ability in understanding facial expressions and interpreting emotions. Understanding the underlying causes of facial processing problems of individuals with autism can help researchers or clinicians develop more effective interventions or therapies for these individuals.

The study of face perception also has important implications for a number of critical occupations such as airport security or customs or police work, and for how we interpret eyewitness testimony.

For instance, research has shown that people are more likely to remember and recognise faces of their own race, a phenomenon known as the own-race bias or cross race effect. This bias can affect how eyewitnesses perceive and remember faces of individuals from other races or ethnicities, potentially leading to inaccurate or biased testimony.

An understanding of face perception can help legal professionals to gauge the credibility of eyewitness testimony and

take steps to minimise the potential for biases and inaccuracies in legal proceedings.

Face perception is a broad field with multitudes of subject areas to be explored.

Dr Jasmine Lee from the School of Psychology and Clinical Language Sciences at the University of Reading Malaysia is primarily interested in exploring the cognitive processes involved when a person looks at their own face. As a physical extension of the self, the own face serves as an important foundation to understand the complex conceptions of self.

Through measuring response time and eye movements, Dr Lee tries to understand how a person's level of self-disgust (that is, dissatisfaction with one's visual appearance) may influence the way in which they see their own faces.

While some people may enjoy looking at their own faces, others may experience distress and show attentional avoidance when looking at their faces. Such studies can contribute to our understanding of the cognitive processing in psychopathology that is characterised by atypical self-representation, which can lead to behavioural disorders such as anorexia nervosa or bulimia nervosa. A better understanding of these conditions will lead to improved diagnosis and treatment.

As a British Psychological Society accredited programme, the BSc Psychology programme at the University of Reading Malaysia supports the study of face perception through modules such as 'Cognitive and Biological Psychology'. In their final year, students will also have the opportunity to explore face perception in depth as an optional module and research face perception for their dissertation.

Students will acquire a set of valuable and specific skills to conduct a psychology experiment – from designing experiments to collecting data using behavioural and neuroscientific measures, and analysing and making sense of scientific data.

■ To learn more about psychology at the University of Reading Malaysia, visit www.reading.edu.my/psychology or follow on Facebook (<https://www.facebook.com/uniofreadingmalaysia>) and Instagram (<https://www.instagram.com/uniofreadingmalaysia/>)

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Rising talent dares to take risks

AN alumna of Management and Science University (MSU), Annsley Dashawna Stephen, was recently named one of the Top 100 Young Talents at MonStar Awards 2022 for the Asia Young Talent Awards.

This programme honours young Asian talents who have created, inspired and influenced others and their communities.

Annsley, who hails from Penang, qualified for the MonStar “Most Inspiring Awards” by being named one of the Top 100 Young Talents, where she collected the most public votes.

Because of this, she walked away with RM10,000 worth of digital certificate programmes from AirAsia Academy.

Annsley graduated in 2021 with a Bachelor in Medical Science (Hons) from MSU’s International Medical School (IMS).

She is currently attached as a graduate research assistant, as well as the founder and president of a non-profit organisation called Pertubuhan Projek Gadis Mekar Malaysia.

When asked about her success story, Annsley states that everyone has their own, and she takes great pride in following the footsteps of her hard-working parents.

“I often wondered how my parents could lead a family and juggle their careers. Although it is tough, they always seemed to handle it with ease,” she says.

“Without a doubt, they are my role models and I aspire to be like them.

“Even as a child, I liked being a leader, even though it was – and still is – never easy. “However, there came a time when I was at my lowest point as a leader because of the people around me.

“It broke me and hurt me so much that I began to take a step back and thought that maybe this was not meant for me.”

Annsley shares that her experience made it difficult for her to assume leadership roles again.

“My dream now is to be the best version of myself, being the kind of person that inspires and empowers myself and others.”

Annsley Dashawna

“That’s when something happened – I learned about an open recruitment for the IMSA student association (IMSA). I thought, if I don’t try, I’d probably never know what I can be capable of.

“After all, people will always have something to say and critique you anyway,” she says.

“I got selected to be part of the IMSA committee and soon after, I began to lead many faculty and university programmes.

“The learning experiences that I gained in MSU have certainly developed my leadership skills and confidence,” Annsley recalls.

She adds that the Personal Enrichment Competency (PEC) programmes delivered at MSU, such as management skills and teamwork skills, also helped in empowering her to handle tough situations and challenges.

Annsley shares that she hopes other students can take inspiration from what she has achieved.

“I believe that everyone has a voice and we should be allowed to use it wisely. But mostly, we should be given the chance to actually use it.

“So, I would highly urge students out there to take a shot or take a chance at whatever challenges life throws your way. Because chances are you might actually

excel at it, and you will never know if you don’t try.

“My dream now is to be the best version of myself, being the kind of person that inspires and empowers myself and others.”

As a top university in Malaysia, MSU prioritises student development to enhance graduate employability.

According to the Higher Education Ministry’s rankings of top universities for graduate employability, 97.5% of MSU’s graduates successfully secured employment within six months of their graduation.

Blending technical vocational education and training (TVET) with traditional academic curricula, MSU enhances competencies with industry internships, community and creative entrepreneurship, as

well as global exposure which empower MSU graduates with the well-roundedness sought by employers.

Various skills enhancement programmes aimed to improve student competitiveness are also offered to students. In addition, the Graduate Employability Skills (GEMs) programme at MSU serves to improve the students’ soft skills.

All in all, as an applied, enterprise, holistic and international university, MSU offers foundation, undergraduate, postgraduate and flexible programmes through an entry system that facilitates admission of students from all walks of life, where it aims to transform lives and enrich the future.



Annsley was named one of the Top 100 Young Talents at MonStar Awards 2022.



Annsley graduated with a Bachelor in Medical Sciences (Hons) at MSU in 2021.



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