

ELSEVIER
South East Asia
Newsletter

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ELSEVIER

ScienceDirect Updates

- We introduced a Corporate Search Experience exclusively to all corporate customers.
- The Journal home page received a makeover. [Learn more about the redesigned page](#) on our Journal home page FAQ.
- We improved the design of the Advanced Search form.

Advanced Search

Search tips ⓘ

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- You can now find our accessibility updates on our dedicated [accessibility updates page](#) which will be updated quarterly.
- Members of the American Society of Hematology (ASH) and individual users will see personalized links on the article pages of the journal Blood leading to the ASH platform.
- We launched [Author Pages](#) for a limited group of authors on ScienceDirect.
- Purchased articles are now available to download for 48 hours.

To know more click

[ScienceDirect release notes - ScienceDirect Support Center \(elsevier.com\)](#)



Scopus Updates

The importance of high-quality content in Scopus

Maintaining the integrity of Scopus and its high-quality, curated content is of paramount importance to us. Scopus is vigilant in identifying and discontinuing journals that are, or have become, predatory.

Nature recently [published an article](#) based on research looking into [predatory publishing](#) using Beall's list as a definition for predatory journals. Beall's list has not been maintained since 2017.

This article is based on a study from 2017 which we were aware of. Therefore, in 2017 the Scopus Content Selection and Advisory Board (CSAB) immediately re-evaluated all Beall's list journals in Scopus and discontinued the underperforming journals. This was part of our ongoing journal re-evaluation program.

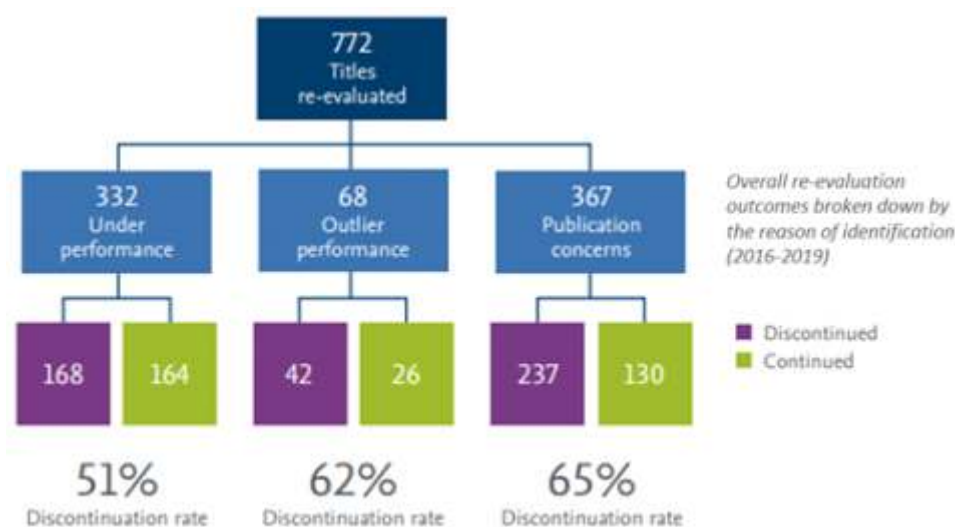
Any research that helps shine a light on predatory journals is welcome. Poor-quality and predatory journals are a threat to the integrity of science.

Scopus has an acclaimed, independent and transparent selection process to determine which journals are indexed on its platform; it has an independent Content Selection & Advisory Board, made up of world-leading experts in their fields; and rigorous re-evaluation mechanisms which identify outlier and underperforming journals. [These initiatives](#) help us ensure that only the most reliable scientific articles and content are available in Scopus.

Determining if a journal is predatory or not is complex and requires a detailed review based on various considerations. [This position statement](#) explains how Scopus identifies and re-evaluates predatory journals.

Of all titles that have been flagged for re-evaluation on Scopus because of publication practice concerns (including those journals listed by Beall), the decision has been made to stop covering 65% of them. When the decision is made to discontinue covering a journal, the content that is already in Scopus remains and going forward no more new articles will be included. We provide a complete overview of which titles have been discontinued, and the last content indexed on the platform from each, on the [Scopus info site](#) (navigate to the section "Title Re-evaluation").





Our customers want access to the most up-to-date and highest quality interdisciplinary content out there. Scopus has a clearly stated selection policy and an internationally acclaimed board of selection experts so you can be sure that what you see on Scopus meets your high standards. We hope this gives you a sense of the level of scrutiny and focus on authority that is the hallmark of Scopus.

Understand Scopus and SciVal's role in university rankings

Ranking methodologies rely on data inputs from a range of external resources. These resources often include university and researcher data, relevant data on human resources, student administration, finances, and data from reputation surveys; each varying based on a league table's niche and focus.

Ranking organizations have increasingly turned to Elsevier's Scopus and SciVal for the research information and publication data used to formulate and implement their ranking methodologies.

Two such organizations are Times Higher Education (THE) and Quacquarelli Symonds Limited (QS). In this resource page (linked to below), we take a deeper look at Scopus and SciVal's role in both the THE and QS World University Rankings and their applied methodologies.

To read more click

[University Rankings Data: A Closer Look for Research Leaders \(elsevier.com\)](#)

Preprints are now in Scopus!

We are excited to announce that Scopus is now incorporating preprints as a content type in Author Profiles to help Scopus users discover the latest contributions of a researcher. Preprints are non-peer-reviewed publications and are directly derived from arXiv, bioRxiv, ChemRxiv and medRxiv servers (with SSRN coming later this year) and follow their respective curation policies. Preprints do not affect existing publication and citation metrics in Scopus.

Scopus covers preprints from 2017 onwards.

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Metrics overview: 142 Documents by author, 1229 Citations by 924 Documents, 19 h-index

Document & citation trends: Bar chart showing documents and citations from 2017 to 2021.

Most contributed Topics 2015–2019: Hausdorff Distance; Approximation Algorithms; Exponential Time (5 documents), Simple Polygon; Art Gallery Problem; Visibility Graph (2 documents), Geographic Mapping; K-Anonymity; Address (2 documents)

142 Documents | Cited by 924 Documents | **5 Preprints** | 114 Co-Authors | Topics

New in Scopus: Preprints
 We have added preprints to author profiles to help you discover the latest contributions of a researcher. Preprints are non-peer reviewed publications and are directly derived from arXiv, bioRxiv and ChemRxiv servers and follow their respective curation policies. Preprints do not affect existing publication and citation metrics in Scopus.
 Scopus covers preprints from 2017 onwards. We are currently completing our 2020 preprint coverage. [Learn more](#)

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Preprint
A new model in firefighting theory
 Klein, R., Kiefer, D., Langstape, E., Sack, J.-R., Schwarzl, B.
 2020, Repository: arXiv
[View abstract](#) | [View in Scopus](#) | [ArXiv Fulltext](#) | [Related documents](#)

Preprint
Differential privacy via a truncated and normalized laplace mechanism
 Groß, W.L., Sack, J.-R., Shi, W.
 2020, Repository: arXiv
[View abstract](#) | [View in Scopus](#) | [ArXiv Fulltext](#) | [Related documents](#)

What are preprints?

A preprint is a version of a scholarly paper that precedes publication in a peer-reviewed journal and act as an early indication of research.

Read more here [Preprints are now in Scopus! | Elsevier Scopus Blog](#)



From left to right: Jaturong, Anchalee, Surakit and Bhanupong

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Current academic and/or management position(s):
Head, Department of Pharmaceutical Botany



1. Please tell us a little bit about your current roles.

Dr. Nathisuwan is currently the Dean of the Faculty. Dr. Jintapattanakit is currently serving as the Deputy Dean for Finance. She is also the course director of Pharmaceutics III courses which cover the subject related to the development of different types of medicines ranging from gels, colloidal solutions, suspensions, emulsion, cream and ointments. Dr. Pratuangdejkul is currently serving as the Head of the Department of Microbiology while Dr. Bongcheewin is currently serving as the Head of the Department of Pharmaceutical Botany. As the Department Heads, they are responsible for overseeing core operations of the department ranging from undergraduate and graduate courses, research and professional services. Both also serve in various administrative roles to support the advancement of the Faculty.

2. What are the biggest challenges in teaching (or researching) in this new-normal era? What are the things that you have to do differently? And how did you overcome those?

There are many challenges in teaching in this new-normal era. In our opinion, certain challenges are common and critical. These are the ability to inspire and motivate students to learn despite limitations, overcoming technical issues along with the lack of in-person interaction which is critical in certain types of learning such as motor skills which forms the fundamental parts of learning in certain professions including pharmacy. While these are the common challenges, students and teachers may struggle in different ways in some aspects. For example, teachers may struggle a bit more than students on technical issues. Students on the overhand struggle a bit more to maintain concentration and motivate themselves to learn while facing distraction and time management issues when not on campus.

Upon seeing the outbreak looming in Thailand back in February, the faculty administrative team worked tirelessly to design a risk management plan and tried our best to prepare for the lockdown and how that would affect our staff and students. While managing the issue of safety, we also had to prepare to deliver our programs completely online despite having limited prior experience. The first thing we did was to conduct intensive training for all academic staff on how to use online teaching tools and platforms. Thanks to that planning, our staff were prepared despite short preparation time to deliver the program online.



Despite some glitches and hiccups initially, we are able to overcome technical issues. On the student side, Mahidol University generously supports all students with free internet package for online learning which help reduce the financial burden to students and their parents during this difficult time. However, certain students who reside in a quite remote area or with unstable internet infrastructure may have issues accessing live teaching sessions. As a results, all sessions were recorded so that these sessions can be accessed or viewed at later time. All in all, technical issue is the most immediate and first step of challenge to overcome, yet, it is probably the easiest one to overcome.

Then come the hard parts which are the ability to inspire and motivate students to learn despite limitations and how to teach motor skills which are typically taught in skill labs. Due to the nature of pharmacy subject, laboratory practice is very important to instill complex motor skills along with the use of a wide array of chemicals and laboratory instruments to make both solid (tablet and capsule) and liquid dosage forms (a solution, a suspension or a cream). When you start thinking about watching videos or live sessions all day long and all by yourself, it is quite a challenge to keep your concentration just to follow the content being delivered. When it comes to teaching skill labs, especially on how to use complex motor skills to accomplish certain tasks or how to operate instruments, one can imagine that it is almost impossible to just watch a video and be able to obtain complex motor skills without touching the real thing. With this in mind, through the brainstorming session among the administrative committee, a new way of teaching lab distantly is needed. That new way must provide the best possible alternative way of learning which not only increase the student's motivation to learn but also provide the students with real or close-to-real experience. Thanks to a number of creative minds among the academicians, the Faculty decided to pursue the idea of sending some basic and light instruments along with safe alternatives of chemicals to students at their homes so that they can use those instruments and those chemicals to conduct the experiment at their homes. In addition, many household products contain safe chemicals that possess certain chemical characteristics that can replace chemicals in the lab for students' home experiments. Through this way, the students can use these light instruments along with safe chemicals to practice along with the teachers during the online session. For live session, the teachers can also observe and provide direct feedback on both the motor skills and final products from the students' experiment.



3. Can you share with us any memorable experiences that you've had when you implement the new teaching (or researching) approach?

Dr. Bongcheewin's experience in teaching botany to 1st year students

During the first year of pharmacy program, the majority of the courses are basic sciences. The Pharmaceutical Botany course is the very first experience of pharmacy-related subject that the first year student will get to learn. Therefore, this course is key to introduce the feeling of being a pharmacy student to the first year students. In normal situation, students will get to have hands-on experience with medicinal plant materials in the lab and will get to visit the university's botanic garden for studying. With the lockdown, that important experience is therefore missing. To overcome this challenge, an alternative experience is designed by the department staff. Seeds of a medicinal plant along with a written instruction on how to grow the medicinal plant was sent to all students. In addition, a greeting card was sent to welcome the students to the course. The card also highlights the importance of how growing medicinal plants help the students understand the positive feeling of nurturing living organism and how herbal medicine that can save human life comes about. Students excitedly wait to receive the parcel from us and actively participated in this exercise. As the assignment, each student must submit the picture of the plant he/she grows to the instructors. When the instructor conducted a live session, students can directly observe the detail characteristics of the plant right in their homes. All in all, the exercise helps build the basic botanical literacy for the students along with the experience of nurturing and taking care of living things.



Figure 1. Greeting card welcoming the first year students to the Pharmaceutical Botany Course.

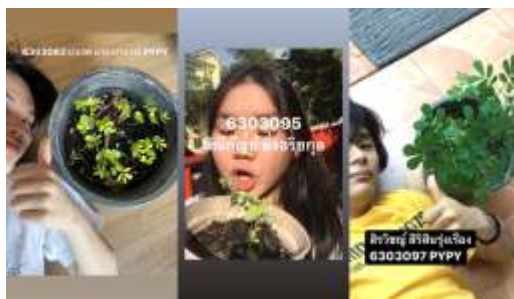


Figure 2. Picture of several students showing off the medicinal plants that they grew.

Dr. Pratuangdejkul's experience in teaching microbiology to 2nd year students

We realized that there are some constraint of teaching methods in microbiology courses and we put effort to overcome these limitations. The main challenge for us is the laboratory course due to the laboratory skills cannot be fulfilled using the online learning without any practice activities. In normal situation, all students will learn and practice basic microbiology techniques in a course entitled "General Microbiology Laboratory". With the lockdown necessitating online lab learning, we therefore combine several teaching methods like lecture-online, video demonstration, together with "self-practice" that could help students developed the skills typically obtained from practice session in the laboratory. To make that happen, we sent laboratory manual and basic equipment for microbiology such as glass slide, plastic petri dish and inoculation loop to our students by postage. This allows us to teach the basic microbiology techniques including aseptic techniques, sterilizing inoculation loop, streaking agar plate and smear preparation without using real microbial culture. Instruction was given to the students to find simple and safe materials at home to replace real substances. Jelly or gelatin powder was used instead of culture agar media while talcum suspension was used instead of microbial culture suspension. The instructors recorded video clips showing those basic techniques and posted on the online learning platform such as Microsoft Team to allow the students to develop basic understanding of the techniques. On the day of the live lab session, the instructors summarized the theory and technical brief to guide the students. Then a play-along activity was led by the instructors in front of the live camera. Students can observe, play along and ask questions during the live session which significantly improved the level of student engagement. Above all, the lessons were fun, not boring, and students did not lose attention. For learning assessment, we assigned student to send a short video-clip (2 minutes or less) for basic technique of smearing preparation. A rubric score was used in the evaluation of student's skills. In the video clip, students demonstrated and explained the step that they did. As a result, the students had a chance to practice not only the laboratory skills but also the communication skills and creativities. Finally, the instructors gave feedback to students both in technical parts and soft-skills to the students. In our opinion, this is a very good experience for us to overcome the obstacles of online lab learning. All in all, this was a fulfilling experience for both the students and instructors.





Figure 3. Manual of General Microbiology Laboratory along with glass slide, plastic petri dish and inoculation loop that were shipped to all second year students.



Figure 4. A picture from one of the live sessions of the General Microbiology Laboratory course

Dr. Jintapattanakit's experience in teaching Pharmaceutics lab to 3rd year students

For 3rd year pharmacy students, Pharmaceutics courses are the courses that contain key competency of pharmacists. Through these courses, pharmacy students will learn, practice and develop skills to formulate those dosage forms which is instrumental to the pharmacy profession. During the pharmacy licensure examination, students will be assessed on these skills and must meet the requirements to be able to pass and obtain pharmacist license. The ability to teach students these skills are therefore crucial.

For online lectures, I use Mentimeter to allow virtual interaction in my class. With its ease-of-use, the class flows well without much technical glitches. Students seem to enjoy using the tool especially the ability to see their responses and obtain feedback in a real-time fashion. The more challenging approach is how to teach a skill lab virtually. To ensure that all pharmacy students will have real experience preparing various dosage forms, students must learn how to handle some key instruments and tools despite not being able to come to the lab. As a result, we came to the conclusion that we must support the student to allow them to learn how to make various dosage forms at home. In order to achieve that goal, instructors carefully reviewed and identify must-have skills and the required basic instruments and chemicals needed. With cost and safety in mind, we selected basic and inexpensive instruments along with safe chemicals and shipped them to student's residence. We also gave instructions to students to find alternative tools and chemical substances that are available in any home. All of these combined, students have all it takes to learn from our instructors how to prepare various dosage forms through online instruction and live demonstration.



We shipped a small mortar and pestle which are used to grind materials and drugs. We sent a plastic spatula/spoon for powder transfer and a graduated cylinder for liquid measurement. Instead of shipping flasks and beakers, students were instructed to use a drinking glass at home instead. As for chemicals, we sent students corn starch and gel-forming powder. Students were instructed to use a chop stick to replace a stirring rod. Talcum powder was used as materials in the preparation of suspension. Students were required to view taped lab demonstration prior to the scheduled live session to gain understanding and did a try-out. Subsequently, through the live session, students got to perform the lab along with the instructor. Subsequently, each student independently prepare the dosage form and submit a video clip showing all the processes along with the final products. Assessment of the skills and the final products were then made by the instructor who gave the assignment. After the lockdown is lifted and students can safely return to the campus, students will be able to practice these labs again to reinforce the skills and experience.



Figure 5. Shipment contains a lab handbook, a small mortar and pestle, corn starch and spatula/spoon



Figure 6. Example of a gel product made by a pharmacy student at home



4. What are your views on the teaching, (or learning, or researching) during pandemic and post-pandemic era?

The pandemic has practically forced all academicians and students around the world to move into the virtual classroom, regardless of how different things may be from country to country. As a result, both academicians and students have to learn new skills and adapt to the situation. Both sides learn pros and cons of traditional and online learning from going through the experience themselves. With the introduction of various COVID-19 vaccines, the pandemic will be behind us sooner or later. However, we do believe that this experience has changed education forever. There are many advantages of being able to deliver educational program online such as the wide accessibility across geographical limitations along with many great features that online education can provide over traditional classroom teaching. As a result, the future of learning has now changed forever and online learning will now become an integral and a normal part of education for years to come.

5. What do you feel is the impact of your works on the younger generations and the society?

When we started to implement this idea, our focus was to support our students to learn during this difficult time and try not to let the pandemic stop us from doing our job. To be big surprise, our attempts seem to touch the hearts of the students. One of the third year students posted a message on her Twitter account and gave compliment that she was so impressed with how the Faculty cared so much about the learning experience of the students by sending lab instruments along with safe chemicals via parcel to be delivered to the student's residence. That one post went viral on Thai social media and drew national attention both from the social media and news media. The impact went beyond our imagination since this news helped stimulate other universities to creatively think about how to improve the learning experience of their students. As a result, despite our surprise, we feel very happy to see that the impact of our works help inspire many to follow which leads to the benefit of the society as a whole.

6. What message would you love to share to the researchers across SEA?

This pandemic is a unique situation which poses both threats and opportunities. For all academicians and students, we encourage them to stay positive, be creative and do not let the pandemic stop us from learning. Be willing to try new things in this new normal and be willing to lead the change.



What have we been upto?

During this Pandemic we have tried our best to reach out to our customer partners through various activities and engagement ranging from Author Workshop Webinars, Expert Sessions, Platform Trainings for Scopus and ScienceDirect to Quiz Competitions to keep spirits high. We are trying our best to make your “Research at Home journey” easy and fun.

Author Workshops: These workshops are aimed at Research writing and Publication and focuses on the process of developing a manuscript to getting it published and promoted **Elsevier conducted three such workshops for Philippines, Thailand, and Indonesia.**

ScienceDirect and Scopus Training: These are training on the platform and are conducted for universities who subscribe to the platforms to help them navigate easily for better research. **We have conducted 28 such customized training in Quarter one of 2021**

Predatory Publishing Workshop: To ensure that our partners are always up to date with the correct knowledge about the various happening in the industry, we conducted three workshops to explain about Predatory Publishing

[The SA and SEA chapter](#)[Malaysia Chapter](#)[Indonesia Chapter](#)

Elsevier Quiz

These quizzes are held to encourage faculty members and students to explore ScienceDirect and compete to win exciting prizes. Total of 8 quizzes across SEA have been held till now.





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How can Elsevier help you better
during these testing times?

Write to us at
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