

# TEACHING PORTFOLIO

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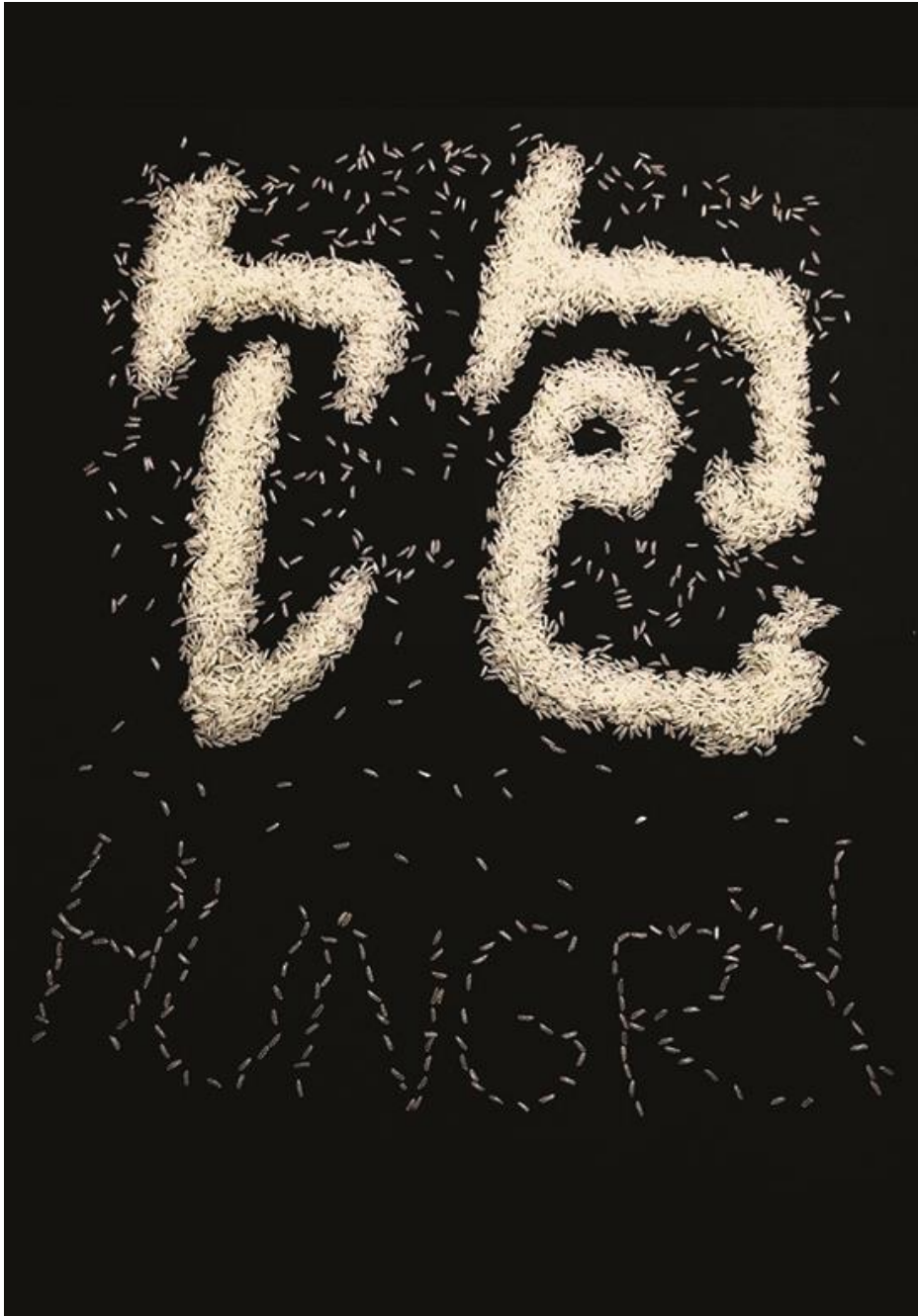
## Typography Day 2014 Poster Contest Winner (1 of 20)

Anna Kjaedegaard, an exchange student from Denmark, poster's (shown here with a proof of her online submission) created as one of the assignments in my Graphic Communication 2032 course at the Wee Kim Wee School, NTU, was the selected amongst 372 entries by the Typography Day 2014 jury members for its high quality of representation. The assignment was timed to coincide with global graphics competition as a way to test their abilities with their peers. All the winning entries are published and displayed in an exhibition during the event from Feb 28 - March 2, 2014 at the Symbiosis Institute of Design, Pune, India. She posed the question if there would be life after death but in the world of sustainability, the answer is a "yes" as her poster states the possibility to give products of trash a reincarnation as treasures. Trash is presented using the English language to symbolize the western materialistic world. The short lifetime of especially electronic products in the wealthy Western World, leads to dumped goods being shipped to countries like India. The poorer population of India regards materials as 'treasures.' The Tamil word for treasure is shown as shadows. To reach a sustainable world, there must be a better understanding of how products should be designed. The items on the poster are E-waste actually found in the streets of Singapore.



Anna Kjaedegaard at Typography Day 2014 in Pune, India.

## Typography Day 2014 Poster Contest Winner



Hannah Lee Hui Ni was another student from the CS2032 Graphic Communication course selected amongst 372 entries by the Typography Day 2014 jury members as winners in their poster design competition of Typography Day 2014. In Hannah's poster, the simplified Chinese character for filled "饱" is an antonym of the English word for "hungry". The use of rice to form the two words helps to bring some texture and depth to the poster. The word "hungry" is strategically placed below the Chinese character to look like a bowl that holds the rice. The Chinese believe that a bowl must always be filled to the brim with rice, thus the word "饱" has a fuller form created by extra grains of rice in comparison with the hungered English character, visually represented by the sparse and thin "hungry" character, also laid out in rice.

## Top 100 Poster Winner out of 3461 Entries (2 of 20)



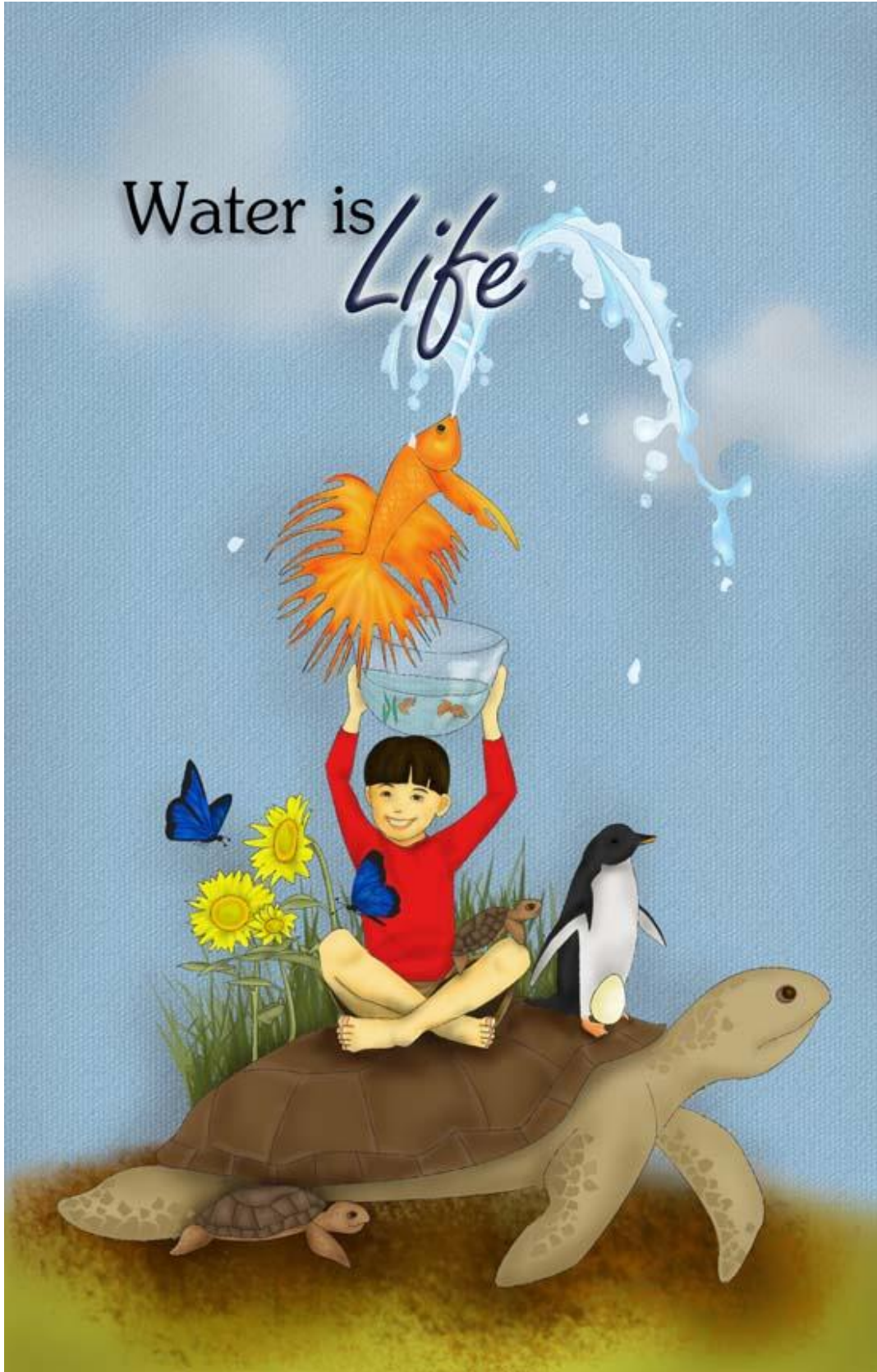
Wendy Aw Wen Ting's poster, created as part of an assignment in my Graphic Communication course at the Wee Kim Wee School, NTU, during Jan - May 2013, was selected as one of the 100 posters from the organizers of Poster For Tomorrow with the theme "A Home for Everyone". Her winning entry is the only representative from Singapore. Congratulations, Wendy! According to the organizer, a total of 3461 poster entries were received. Her winning together 99 other were exhibited at Paris, Les Arts Decoratifs from Dec 5 - 8, 2013.

## Top 100 Poster Winner out of 4862 Entries (3 of 10)



Open to all countries for students studying fine arts, design, communication design and architecture, the 2011 Water is Life international poster competition received a total of 4862 entries from 83 countries. When the entry was closed on December 31, 2010 and winners announced in March, Ng Sie Yen, a student from my Graphic Communication course at the Wee Kim Wee School, NTU, was pleasantly surprised to find out that her entry was selected as one of the top 100 posters and was published in a book with the aim to demonstrate that the younger generations are prepared to bear their share of the responsibility for our world. More importantly, it was to publicize the message that "Water is Life" to a broad public by means of worldwide exhibitions. She also received a certificate. As Sie Yen's supervisor, I was glad that the competition provided an opportunity for Sie Yen to showcase her creativity and drawing skills to the world on a global scale. The organizer of the competition was the German Sanitation, Heating and Air Conditioning Association (ZVSHK) in collaboration with Professor Heinz-Jurgen Kristahn from the Berlin University of the Arts and Professor Lieyan Wu, Rector of the Nanjing Arts Institute, China.

Top 100 Poster Winner out of 4862 Entries



## Other Student Awards - Siemens Green Technology Journalism Award 2011 (4 of 10)

The competition received over 200 entries from the ASEAN region and the results were announced on Feb. 14, 2011 at the launch of the Siemens Asian Green City Index event. (<http://www.eco-business.com/news/2011/feb/15/journalists-recognised-stories-green-technology-in/>)

The award, first of its kind in ASEAN, was established in 2010 to identify, recognize and reward professional and young, aspiring journalists who have reported on green technology, sustainability and environmental issues in ASEAN countries. The entries were reviewed by a regional jury comprising of seven professionals in the field of journalism and green technology. Besides winning a certificate, trophy and prize money of 500 Euros, this award provides a beautiful closure to Chen Wei Li, Estelle Low Shu Ying, Miak Aw Hui Min's 2010 Year Project "Food Waste Republic" that I co-supervised at the Wee Kim Wee School, NTU.

## The Crowbar Awards 2010

Submitted under the category of Still life, nature and landscape, a spin-off from Chen Wei Li's final year project, Food Waste Republic, Food Waste Republic - Carbon Food Print won the Bronze Prize at the prestigious Crowbar Awards in 2010. The prize was awarded by the Association of Accredited Advertising Agent Singapore.



## Newsletter Practicum (5 of 20)

ConnexSCIons is Wee Kim Wee School of Communication and Information's newsletter. It is offered every semester as a practicum for students from the communication school as well as other schools within the university to learn about designing, writing, producing and publishing. Shown below are samples from previous issues. Faculty in charge of the course since January 2005 - 2013, the entire publication was produced by students where they sourced for stories, photographed events and learned how to put together the publication within 10 weeks. The remaining three weeks of the semester were used to prepare for prepping files for an assigned printer in which the students have to source for the lowest bid. In 2006, I redesigned the masthead of the newsletter by incorporating a big "C" letter to increase the memorability and visibility of the newsletter.



Front cover and back for Vol 6, Issue 1.



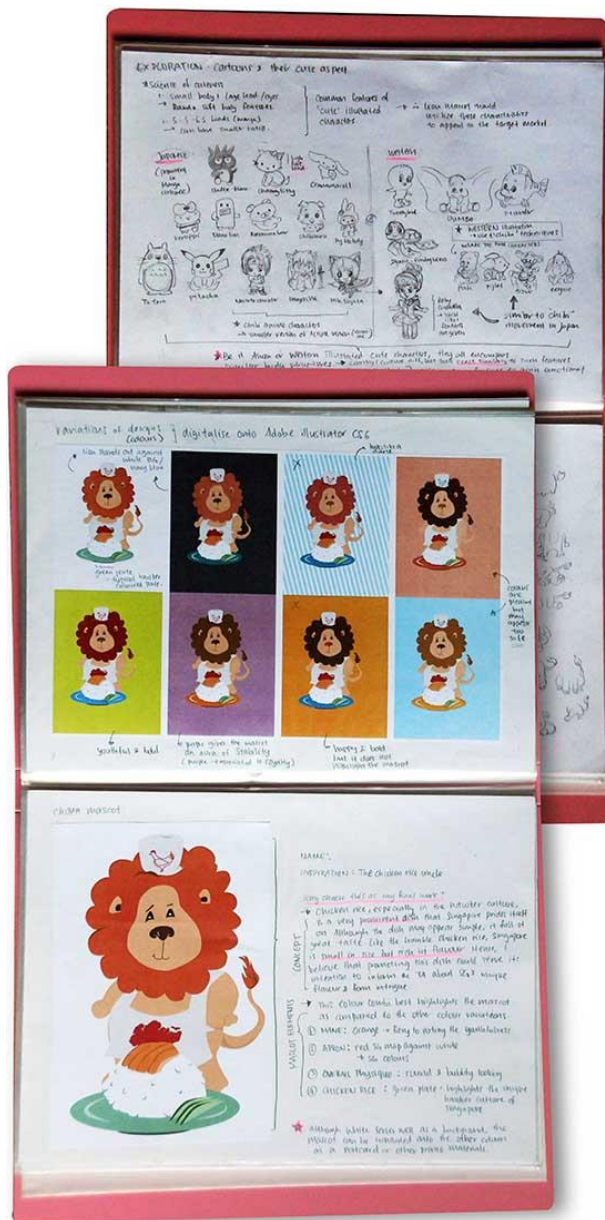
## 2D Design and Color Workshop I (6 of 20)

At the School of Art, Design and Media, Nanyang Technological University in Singapore where I was recruited to set up the Visual Communication department, our first pioneer batch was required to take two studio-based courses where explorations of concept development and problem-solving techniques were the foci. Understanding design concepts, attaining practical understanding color theory and usage were explored through direct observation, demonstrations and exercises. In exploring the different ways to interpret an image, the students explored not just techniques but more importantly, I took them back to the basics so that in future, they could understand what the rules were in order to break them, not the other way around.



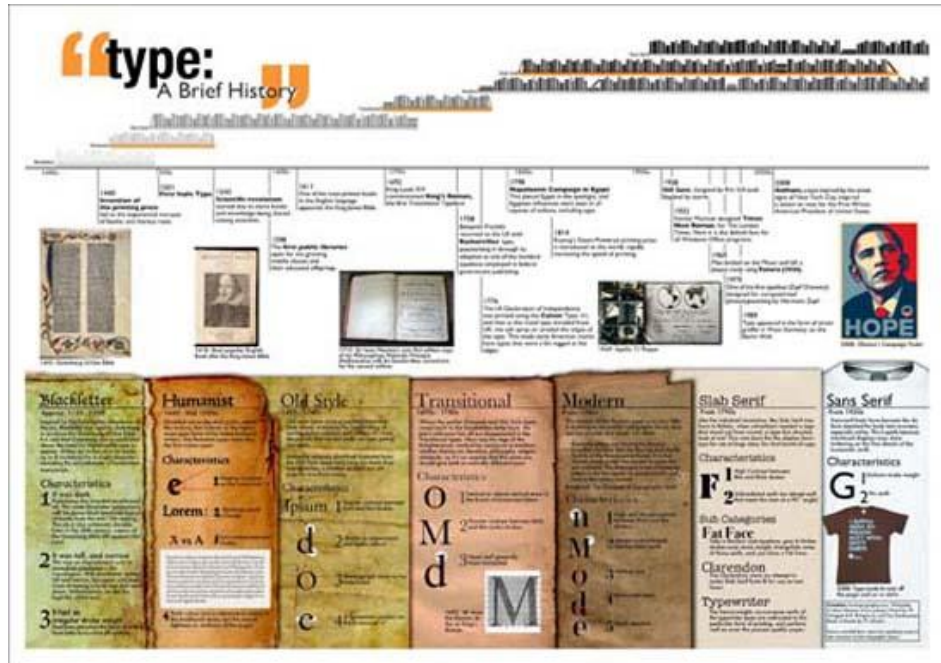
## Documentation of Process (7 of 20)

Every step along the way, my students were required to document their work. Throughout this process, not only could they visualize the transformation of their ideas systematically, they reflected and improved on their ideas through the “unpopular” method of sketching. The methodical process was something difficult for the students who prefer to “sketch” on the computer but as they discovered, the process of idea creations which included research, explorations, refinement of ideas and the end result via relevant production methods are multi-faceted. Left: Belicia Lim shared how she conceptualized her design for a mascot to represent Singapore in promoting local dishes in her Graphic Communication course while (right) Elizabeth Goh meticulously documents her social experiment in becoming someone she is not for which requires her to take on a persona that edges her out of her comfort zone in the Creative Visual Experience and Design course.

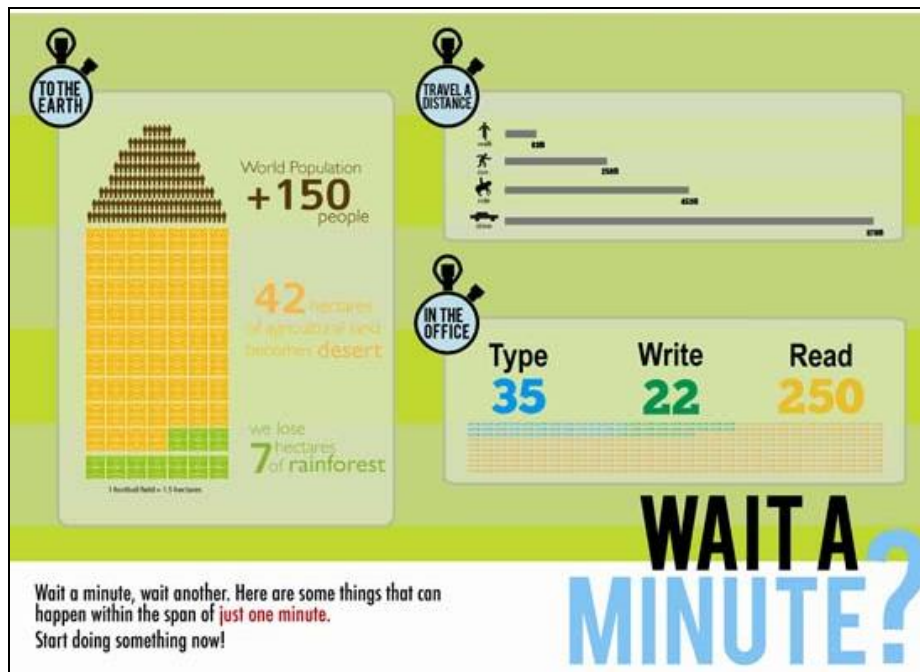


## Graphic Communication: Data Visualization (8 of 20)

Information graphics facilitates complex information to be presented in a visual manner. Grace Au Yong's infographics from the Graphic Communication course describes a brief history of typography from the 1400s to the recent development in 2008 including the typestyle used in President Obama's campaign.



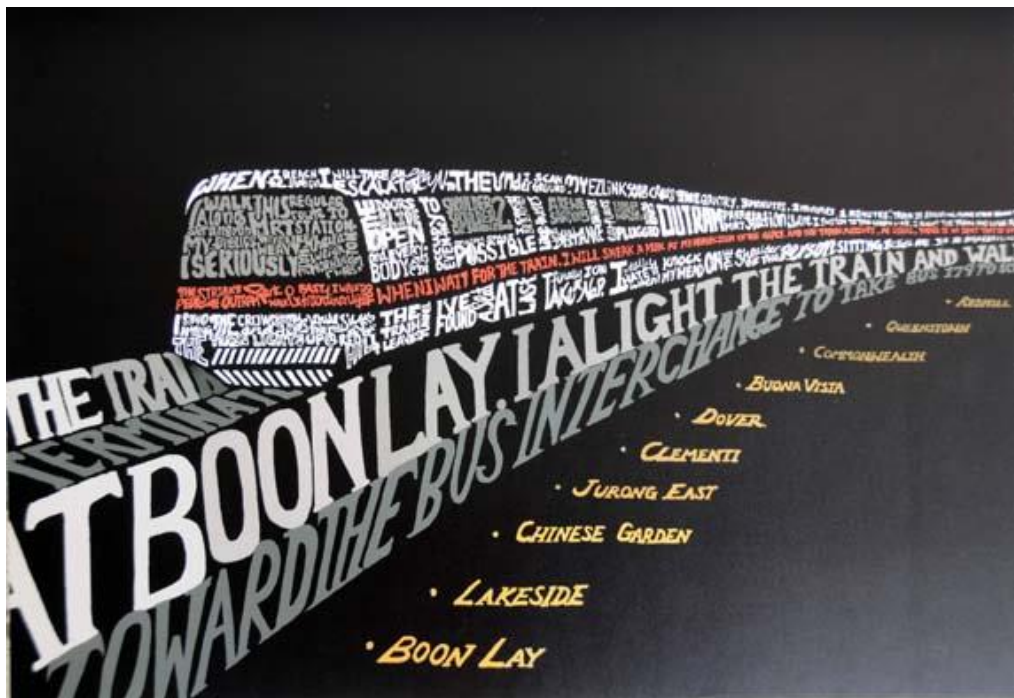
Poh Wee Koon illustrates that within a minute many things could take place especially to the earth, the amount of distance traveled for a person as well as a scenario in the office.



## Graphic Communication: Type is Image, Image is Type (9 of 20)



In this project, students from Graphic Communication (COM 232) course at the Wee Kim Wee School are challenged to conceptualize and produce a typographic self-portrait where they created their own self-portraits, all from using only letters to illustrate their face in black and white. They have to think about their own identity as well as studying their facial characteristics. Numbers and analphabetic symbols such as parentheses are allowed and while they may rotate, resize and flip the characters, they are not allowed to deform the letter forms. From left, works of Cheryl Ong, Josephine Chow, and Koh Ming Xiu.



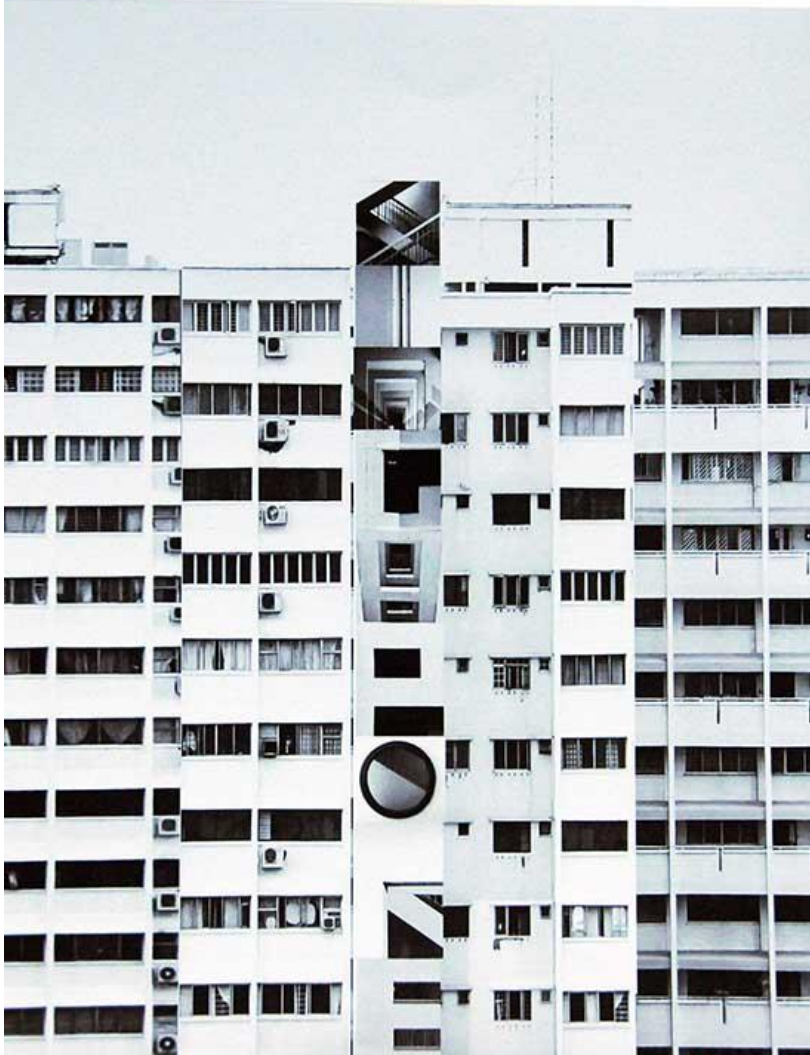
In a similar exercise where the COM 232 Graphic Communication students from the Spring 2008 semester were exposed to the idea that fonts can communicate as visuals and vice-versa, student Thong Wai Mun visually described her journey to school with the MRT by painstakingly hand-lettering each character before scanning them into the computer for color-editing.

## Graphic Communication: Dimensional structure (10 of 20)

Transitioning from 2D to 3D allows students to investigate how structural forms such as packaging which serves to protect the product herein is not only about enhancing a message wrapped around the structure, but also infusing a chosen theme and applicable motifs to boost the effectiveness of the message. This assignment is also an opportunity to expose students to using Adobe Illustrator. With a template for the packaging provided, students created abstract and decorative textures by repetition of patterns to enhance the look of a surface for moon cake packaging. The deliverables are one flat color A4 print of the packaging disassembled and a mock-up of the final packaging (a dimensional model). Shown here is Charisa Kow Xin Yi's, Rachel Chia's and Febrilian's moon cake packaging ideas.



## Graphic Communication: Seeing through cropping (11 of 20)



In imparting the knowledge of how to communicate with images, students were exposed to a series of tutorials designed to help them understand how to communicate visually. An example is cropping which could be used as emphasis as they affect the creation and perception of figures and forms in visual communication. In addition, they also learn how to visually interpret and define point, line, plane, and shape used in art and design; how to use shapes to represent realistic or abstract images and finally, how to understand basic compositions. Juxtaposing different images that students from Graphic Communication module snapped of iconic landscapes, architecture, or things that remind them of an authentic Singapore experience, they would then crop each image to spell out the characters of SINGAPORE such as this work of Belicia's.

## Creative Visual Experience & Design (12 of 20)

Acceptance of individual differences is essential in achieving a favorably diversified learning environment. The Creative Visual Experience and Design general elective course I developed and offered in January 2012 sought to orient students to a spectrum of human experiences through diversity. The course is both a reflective and hands-on approach to design which recognizes that there is always an experience created by a product, service, event, environment and people. In addition to the weekly worksheets (an example from week 5 shown here) that get the students to share their observations, stories, perspectives, and even stereotypes, 40% of their final grades were dependent on a transformative experience which requires them to be someone they are not for 10 weeks. For 10 weeks, Nicole Yeo became Nur Cole for she had chosen to adorn the hijab and be a Muslim woman for her transformation into someone she is not to face her fears and to allow her to try something she would never have tried. She concluded that the experience was a great eye-opener. From the outset, she didn't know what to expect but it pushed her to the boundaries and she emerged as a more confident person, shredding her inhibitions.



## WEEK TEN: BATHING

To simulate problems encountered during showering, I donned a t-shirt and pants, both stained with coffee cereal to represent the unwashed body of a dementia patient.



POURING THE COFFEE CEREAL OVER MY BODY



BACK VIEW

## DID YOU KNOW?



*Dementia can cause a change in personal hygiene habits. People may forget to wash or change their clothes, or forget how to keep clean.*

## EXPERIENCE:

The trigger dimension, specifically in the area of touch, smell and sight were involved in this simulation. While I was showering, I could not tell the degree of dirtiness on my clothes due to poor sight. I felt it was pointless showering because my definition of cleanliness was not measured based on how clean the clothes were but what lies beneath my clothes. Likewise, the way a dementia patient defines cleanliness can be different.



WASHING



STAINING REMAINS BACK VIEW

Ivan Tan Jian Liang, a mechanical engineering major methodically embarked on 10 weeks of life-changing experience by researching and creating the best simulations to experience dementia. His report includes simulations that allowed him to put himself into the shoes of dementia sufferers. Having put himself in the shoes of a dementia victim to grasp a rough understanding, he concluded that the experience has taught him to cherish every single moment and relationship he has today.



# Creative Visual Experience & Design Facebook

**Creative Visual Experience and Design**  
Educational organisation

32 Page Likes  
124 Post Reach  
UNREAD  
0 Notifications  
0 Messages

Recent  
2014

See Your Ad Here

This is How Your Body C...  
ozy.com  
If this becomes a reality, the definition of 入土為安 (buried and at rest) changes as the Chin...

Boost Post

Boost Post

Boost Post

Like · Comment · Share

Jiunn Long Tan likes this.

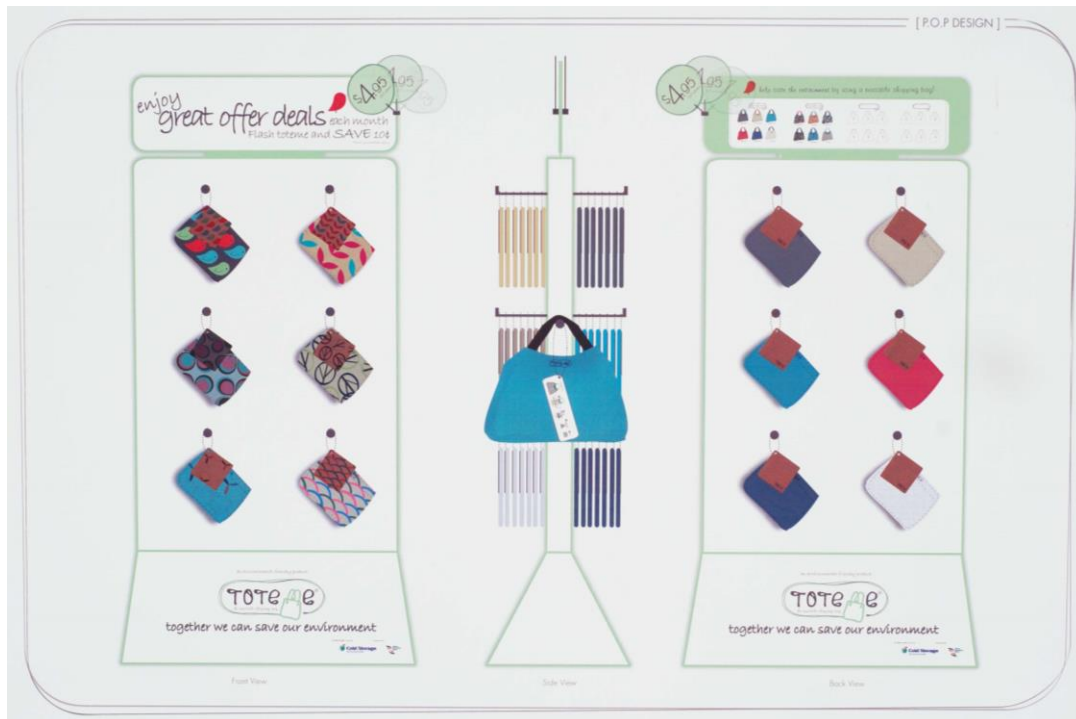
Write a comment...

Press Enter to post.

In encouraging student participation in a class that averages 140 students, a Facebook page was created in the fall semester of 2014 to cater to the Creative Visual Experience and Design course. Latest news and stories related to topics discussed in class as well as images of student work are shared. (Link: <https://www.facebook.com/CS8070>)

## Graphic Design I: A Mini Campaign (13 of 20)

Students from Graphic Design I (Vis Com 220) at the School of Art, Design and Media, NTU, were challenged to create a mini campaign that could either promote a product or a service. Student Chen Sijin created a foldable and reusable line of bags called “Toteme.” Apart from producing a mock-up to test her ideas, she was encouraged had to explore the logistical as well as aesthetic concerns.



## Public and Social Service Design (14 of 20)

A finalist for the Parkway-Guadalupe Neighborhood brochure project in the fall of 2001 at the School of Art, Texas Tech University in Lubbock, Texas, the design direction chosen by student David Zarazua was reflected by the simplicity in the design layout aided by photographs shot by student. The compositions of his pictures were carefully planned, chosen, well-cropped, and the end result was one-fold brochure that able to “tell stories” through the stares of the children’s eyes.

**OUR MISSION**  
Guadalupe / Parkway Neighborhood Centers, Inc. meet the needs of the neighborhoods by providing programs to give individuals and families of the community opportunities to grow and achieve in all dimensions.

Since its founding in 1982, our agencies have been dedicated to improving the quality of life in the Guadalupe / Parkway Cherry Point neighborhoods. Our programs strive to keep at-risk youth (ages 3 - 18) engaged in positive activities and away from destructive influences such as alcohol and drug abuse, gangs, violence, and crime. The demographics of the neighborhoods we serve indicated that there is a need for aggressive after-school, weekend, and summer programs for young people. There are a high portion of low income residents and single parent families who are unable to afford either after school care or programs for their children.

• Any child can participate, regardless of race, religion, or financial situations  
• Offers diverse programs, that recognizes the needs of all members  
• Offers a place for youth to go instead of unsafe alternatives  
• A place where youth can reach their self-potential  
• Opportunities to develop values  
• Learn the value of teamwork  
• Acquire leadership skills

**GUADALUPE / PARKWAY**  
**Neighborhood Center**

*Programs that work for Youth*

**GUADALUPE NEIGHBORHOOD CENTER**  
102 Avenue P  
Lubbock, Texas 79402  
(PHONE) 806.765.8713

**PARKWAY NEIGHBORHOOD CENTER**  
405 N. MLK, Jr Blvd,  
Lubbock, Texas 79402  
(PHONE) 806.763.3963  
(FAX) 806.763.0379  
(EMAIL) parkway@hubofh.com

**PROGRAMS MAKING A DIFFERENCE FOR OUR YOUTH**

**Boys Soccer**  
This group meets once a week and is broken down into age groups. It is all boys and they do things such as soccer, field trips, and educational learning.

**Girls Soccer**  
This group meets once a week and is broken down into age groups. It is all girls and they do things such as soccer, field trips, and educational learning.

**Little People's Play Group**  
This morning preschool group meets every morning a week, on Monday through Friday, from 8:00 to the morning to 12:00. Our program focuses on language, music, and social skills, as well as prepares them for entry into public or private kindergarten programs.

**Optimal Sports League**  
**Five Features:**  
This is a seasonal sport that is well taught, highly competitive, and games. It is required that you first sign up for the sport in advance.

**Boys' Chess/Reading & Creative Writing**  
Weekly Devotee, Chess/Reading, and Creative Writing are available to paid members for an additional fee. We have the Come and get more information in our handbook.

**Remission**  
**Come Back Soon!**  
We have an open membership now from 2:30 PM through a 6:00 PM daily for Remission children. They are free to enter the facility and play in the gym open and get more information in our handbook. Come and pay your membership.

**After School Pick-Up**  
Parkway staff will be picking up all paid members from their area schools. We will pick up students from the New Meadows Academy, Parkway Elementary, and Baseman Elementary. You must sign your child up for after school pick up. Come to the center and sign up.

**Age Requirements**  
The children range in age from 2 years to 6 years of age. They come from all parts of Lubbock.

**SPECIAL FEATURES AND EDUCATION PROGRAMS**

**Special Feature**  
Neighborhood facilities. Our facilities are high quality of our experience and staff. We have other exciting programs for our members of the community.

**Membership Fee**  
All students attending the center must pay the membership fee. All students must be in kindergarten and up to the 6th grade. We will be in the building where Parkway Play Group is in the same building. NO EXCEPTIONS.

**Membership Fee**  
\$200 must be paid at once or through a payment plan. Membership fees are non-refundable.

**Membership Fee**  
\$100 for February 1, 2002 to the start of school 2002.

**Membership Fee**  
\$100 for February 1, 2002 to the start of school 2002.

**Membership Fee**  
This fee is \$100.00 per month and we also offer financial assistance for those who may request it. Little People's Play Group are also members of the CARS Program. If you would like more information about program eligibility, please call 806.763.3963. The program also offers transportation home for a withdrawal fee.

**Professionally Trained Staff**  
Each center employs staff who include strong people and neighborhood development. They work all day long and are well trained in their field and certified in CPR and first aid.

**Activities**  
Both the neighborhood centers can be used for meetings, family meetings and other various events. Community organizations that are based in either the Guadalupe or the Parkway/Cherry Point neighborhood may use the facilities free of charge as well.

**Extracurricular**  
A 10 & Crafts Friendship Clubs Field Trip We Can Read! Ride of Passage Family Activities Multicultural Awareness Special Activities Events Cultural Opportunities

**Extracurricular**  
We have Tech students come in twice a week and work with students who request and are ready to sign up early for this because there is only a limited number of spaces available.

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We have Tech students come in twice a week and work with students who request and are ready to sign up early for this because there is only a limited number of spaces available.

All information was hierarchically placed in grid systems that made up the inside layout of this brochure. Colors were limited but yet the subtlety of the type, the position of the photographs work hand in hand in enhancing each other, resulting in a well-organized and easy to read design layout.

## Public and Social Service Design

It has always been a fine line to walk between balancing a budget but to compromise a good but expensive design solution. Student Jennifer Holcomb at the School of Art, Texas Tech University, deliberated over the issue and decided to take on a non-profit organization located in California for an assignment during the fall semester of 2001 in the Public and Social Service course. The students were given a list of organizations to choose from. The project included a custom printed box to resemble a crate that is dropped from flyover planes. Within the box lies a front and back printed T-shirt with solicitous materials such as a 4-color, multi-page brochure and circular handouts. The justification for the high cost of production was balanced by corporate sponsorship, which the box is targeted for.

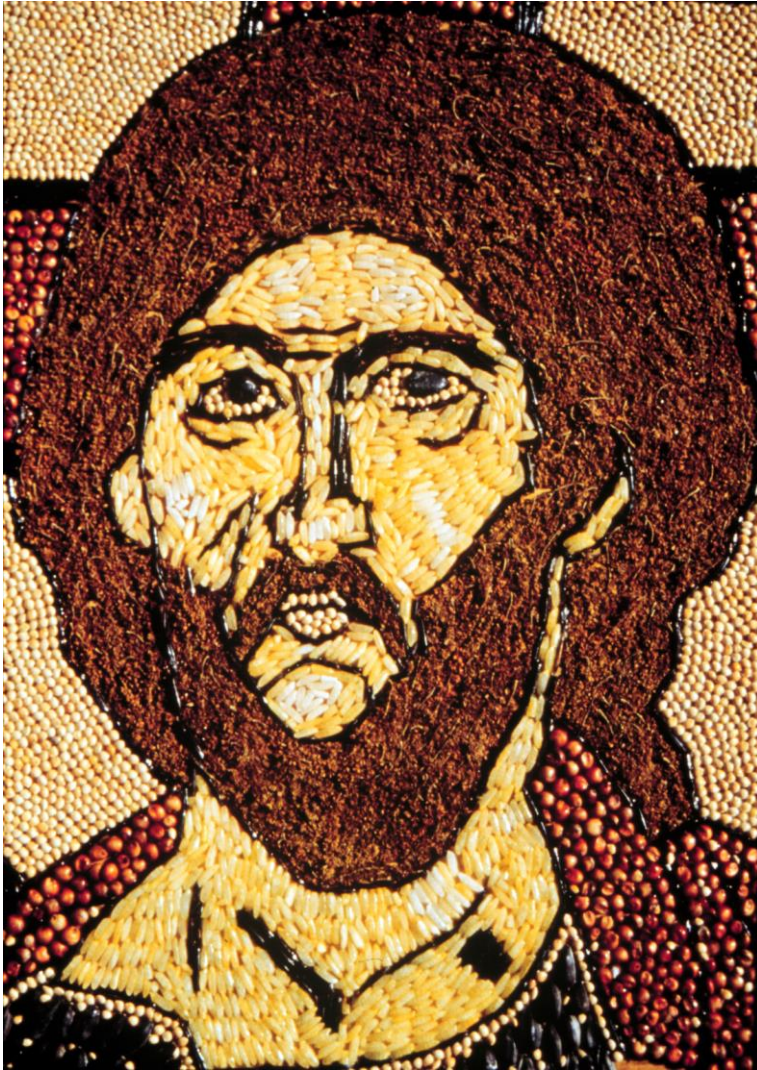


## Graphic Design II (15 of 20)

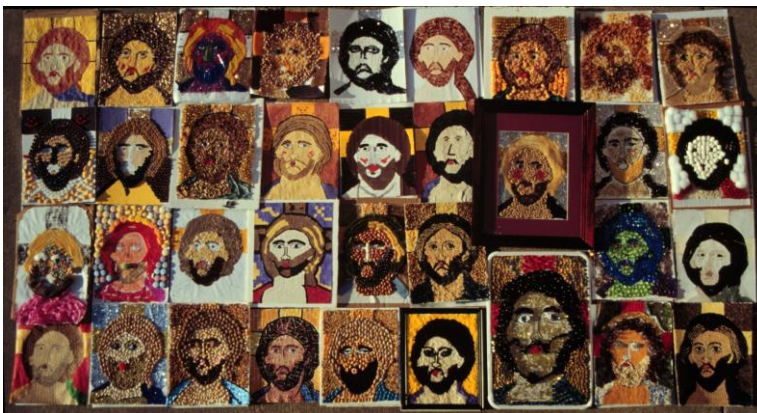
A logo guideline developed by a student at the Art Department of Southern Arkansas University in the Graphic Design 1 course which I taught in 1999. Students are shown the logistics of constructing and deconstructing a logo which includes its Pantone color for printing purposes. The logo must also incorporate graphical elements that are reproducible in which its "blue print" must be highlighted how the logo is to be reproduced.



## Introduction to Fine Arts: Art (16 of 20)



Introduction to Fine Arts: Art was designed for general students at the Department of Art at the Southern Arkansas University. Students were acquainted with art history, the critical process, and the production of art to achieve a well-balanced appreciation for art and how it relates to the development of Western culture. After noticing the lack of interest in the course, I decided to add a mosaic-making assignment to the syllabus. Christopher Hall's creation shown here was created with painstakingly arranged seeds. Other students tried everything from magazine cut-outs to M&M's, saw dust, beads, etc. As a result of this freedom, the students had a renewed sense of their appreciation for art. To my surprise, some general studies students confided in me that they are even considered about majoring in art.



Other works submitted by students in the Introduction to Fine Arts: Art during the spring semester of 1999.

## Portfolio Preparation (17 of 20)

A computer-render idea before a hypothetical product could be conceived. Vernon Moore from the Department of Art, Southern Arkansas University, from the Individual Problem course during the fall 1998 semester took advantage of rendering a convincing and realistic portrayal of his design before spending elaborate production and money to produce them. As a result, he was able to make alterations based on the idea as it was generated and refined. However, his initial design was first conceived with regular sketching.



## **Final Year Project (Senior's Project) turned into an international conference paper presentation - Work-life Harmony for Creative Minds in the Advertising Industry (18 of 20)**

AMERICAN ACADEMY  
OF ADVERTISING



The past decade has seen a proliferation of research studies on work and life interfaces. However, research in this area so far has often focused on the "balance" or the "conflict" between the two preeminent domains in the lives of individuals. Friedman, Christensen and DeGroot (1998) highlighted that most companies view work and personal life as competing priorities in a zero sum game, in which a gain in one area means a loss in the other. However, they believed that rather than being competing priorities, work and personal life are actually complementary. Supporting this view, Hill (2007) proposes that "harmony" rather than "balance" be used when talking about the work-life issue. He defines work-life harmony as the ability to effectively integrate work responsibilities and family or personal aspirations. Therefore, rather than limiting questions about work-life to how time in one domain can be reduced to make more time for the other, more helpful questions would be about how both domains can complement each other.

This study builds on Hill's definition of work-life harmony in the context of creative individuals, namely copywriters and art directors, in the advertising industry. For the purposes of this study, a creative individual is defined as someone who manages the process and outcome of a creative solution. The preponderance of research on work-life balance in the advertising industry has mainly focused on countries in the West, centering on the reasons behind the male dominance in the industry (Mallia, 2009; Broyles & Grow, 2008; Kazenoff & Vagnoni, 1997). While the issue of work-life balance in the Singapore context has received considerable academic attention, there is a dearth of research in this area for creative individuals in Singapore. Given that creative individuals are typically known to be subjected to the "punishing hours" of the advertising industry (Mallia, 2009, p. 5), the potentially complementary nature of work and personal life would have important implications.

This paper was a result from the Final Year Project co-supervision with Dr Suwichit Chaidaroon and was accepted and presented by final year students Cheryl Chan, Celine Tham, Tsang Wing Han at the 2011 American Academy of Advertising Asia-Pacific Conference in cooperation with the Queensland University of Technology and the Australian and New Zealand Academy of Advertising, Brisbane, Australia from June 8 -10, 2011.

The full paper can be downloaded at  
[http://yeoh.com/pict\\_files/Work%20Live%20Harmony%20of%20Creative%20Individuals.pdf](http://yeoh.com/pict_files/Work%20Live%20Harmony%20of%20Creative%20Individuals.pdf)



# Final Year Project (Senior's Project) – The Real Reunion: An Integrated Campaign to Strengthen Family Bonds Through Meals (19 of 20)

Reunion Dinner is a time to reconnect, preserve and reinforce kinship ties. It also signifies a promise, tolerant and love for one another within the family. Desmond Lim Hiok Hwee, Toh Yew Zhen, Chen Zhihui and Tan Nian Shun, through a communication campaign, are aiming to reconnect youths with their parents, encourage greater communication and interaction between youths and their parents to develop a more satisfying and healthy relationship. Although many Singaporeans know the importance of family relationships; many lack the motivation to foster strong ties with their family. With busy work and school schedules, the difficulty of having family meals together has increased. Singaporeans are currently looking for the right balance that would allow them to have more time with their families (Our Singapore Conversation Survey, 2013). Youths today have countless of distractions, more activities outside home and a continuous engagement with modern technology. These are factors that contribute to the lack of initiation and commitment to family meals. Recognizing food as an important aspect for most Singaporeans, they aim to educate and persuade youths (18 - 25) to bond with their parents using food as their core strategy by highlighting the importance of having family meals together.



Based on the AIDA (Attention-Interest-Desire-Action) model as a framework, the campaign is broken down into four key phases: i) employing the use of popular social media tools; ii) website and an interactive mobile application to garner attention and interest; iii) leveraging on multiple school outreach, an outdoor roadshow; and iv) a finale mass family reunion dinner event to create desire and action. Formative evaluation, quantitative survey and qualitative focus group interview were done prior to the launch of the campaign where they collected information to identify the scope of the problem, formulate key messages and campaign strategies. This was then split into four steps: Target audience identification, Target behavior specification, Identification of steps to take between message exposure and behavior change and Selection of channels to disseminate campaign message (Atkin & Freimuth, 2001). The data was collected during early October 2013, convenience sampling was carried out via online and physical methods but measures were taken to ensure a mix of demographics for a fair representation of our target audience. The survey comprises of multiple choice questions, 5-point Likert scales and semantic differential scale. The scale consisted of bipolar adjectives reflecting extremely opposite words used to describe family meals such as meaningless and meaningful. Altogether, a total of 303 surveys were completed and consisted of 59% students and 41% young working adult.

Website: [www.therealreunion.com](http://www.therealreunion.com) | Facebook: [www.facebook.com/therealreunionsg](http://www.facebook.com/therealreunionsg)  
Instagram: [www.instagram.com/therealreunionsg](http://www.instagram.com/therealreunionsg) | Twitter: [twitter.com/therealreunion](http://twitter.com/therealreunion)  
Youtube: [www.youtube.com/user/therealreunionsg](http://www.youtube.com/user/therealreunionsg)



During the Nanyang Technological University Ministerial Forum 2014 titled "Singapore: Progressing Together," on January 28, 2014, the Prime Minister of Singapore, Mr. Lee Hsien Long mentioned the Real Reunion, a final year project from 4 students I supervised in his address. The Real Reunion team wrote to PM Lee about their efforts to bond families through meals and they were delighted be invited as VIP guests to the forum. The PM also wrote the following "I am happy that 'The Real Reunion' team at NTU is doing something to encourage families to bond over meals. A 'Real Reunion' indeed transcends race, culture and tradition. In this International Year of the Family, let us cherish not just festive holidays but also everyday moments with our family, and our extended family too."



## Final Year Project (Senior's Project) - The Orange Struggle (20 of 20)

In fulfilling their BA (Hons) degree, communication students at the Wee Kim Wee School of Communication and Information are required, depending on their chosen area, to produce an outcome of some sort under the guidance of a supervisor. Featured here was a solo final year project by student Lee Huishi who completed a book in 2008 entitled "The Orange Struggle" to document the victims of Agent Orange in Vietnam.



## Final Year Project (Senior's Project) - The Orange Struggle

Shown here are spreads from "The Orange Struggle" book. Black and white images were chosen to add impact to the story portray as well as adding sense of historical relevance to the stark and touching stories reported throughout the book.

