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The impact Quest has made in my learning journey

by Xiang Li

Quest is hard but I am glad I chose to do it in my last year of high school. The opportunities to learn time management, writing skills, and networking have been invaluable. From using Google calendar to manage my Quest assignments, college applications, company partnership, mentor relationship, and two classes outside of Quest, to getting feedback on my writing, analytics, science, and critical thinking skills, I have learned a lot in just four months.

Writing math curriculum for elementary school students in my company placement and working alongside my student driven study mentors and advisor have allowed me to reflect on my knowledge in mathematics as a whole. Realizing that I don't know many things I thought I knew gave me the patience to learn things step by step. I believe this builds a stronger foundation for my further studies in college and for the future beyond college. I know I have a lot to learn but I also know that I am improving. It is good that I am learning all these things now.



Unit 1: Explore

The Quest program is tailor-made for inquisitive students who enjoy taking an active role in their education. The program is designed to have a strong experiential learning component. To that end, the first unit in Quest is designed to build relationships among our new cohort while learning about worldviews, data analytics, design thinking, and sustainability concepts. Quest started the school year a week before the school official start date. Students spent four days on campus learning concepts and skills, including three confined water sessions in our high school pool as we progressed through necessary skills to earn PADI Open Water Certification facilitated by Orcascuba. On Friday, August 9th we observed the National Day holiday with no school. Then, on Saturday, August 10th in the early morning, we traveled from SAS three hours via van up to Mersing, Malaysia and then took a ferry to Rawa Island Resort. Two nights, four open water certification dives, and several conservation activities later, we returned to SAS on Monday, August 12 in the late afternoon. Upon our return to SAS, we once again dove into worldviews and data analytics, in addition to preparing our "professional pack," which included creating our own business cards, crafting our resumes, and writing our cover letters.

A skill I learnt in Quest was time management; how to self-impose deadlines. In the past, I just went with the deadlines provided by the teacher. This way, I actually get to plan for myself and learn how to make my own schedules and calendars. In the future, time management is a vital skill as I am sure that no matter where I end up, I am going to have to budget my time wisely and learn how to utilise my time effectively. - Buddy Sasidharan

Microplastics & Ocean Conservancy Protocols



Beach Clean-Up Protocol



I thought the one-variable analysis presentation was a very significant exercise as it is a type of presentation that I think is significant in real-life but one that we seldom practice. Combining math with social studies and critical thinking was very interesting to me and allowed me to be creative in how I would connect the different facets of learning (math, history, etc.) into one synthesized presentation. - Nathan Setiabudi

I enjoyed the worldviews write up a lot, it was probably my favorite assignment this unit. I learned a lot about myself and I thought that it was a great way to learn about the people I'm spending the next year with through their own worldviews. I felt that my answers were accurate, even though they were a bit disappointing. I think it might be a good idea to take the same quiz again at the end of the year to see if we change. - Alisha Bhandari



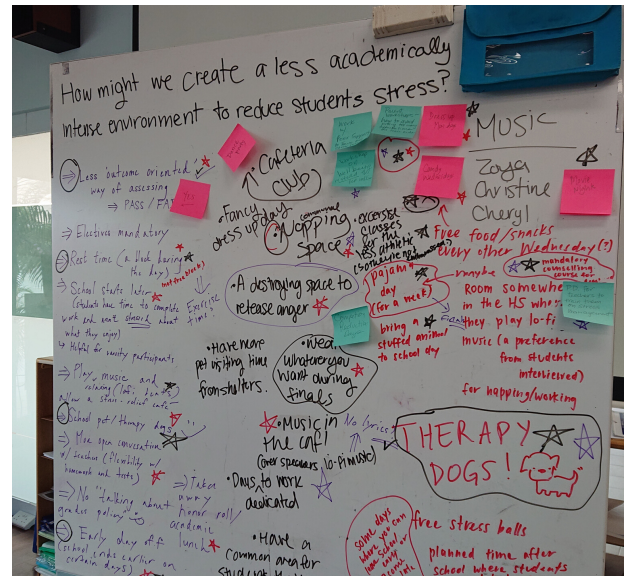
Unit 2: School & Design

From mid-August to mid-September, Quest students immersed themselves in the design thinking process as they addressed the needs found in the school community. Through interviews and data processing, students created "How Might We?" statements that allowed them to ideate various products to address the need. Afterwards, they completed three quick rounds of prototyping and testing as they familiarized themselves with the rubric standards around iteration process, survey design, and analysis of testing data. Upon reflecting on the prototyping and testing rounds, Alessia Simmen noted that the process "provided us with an example of how when working under a time constraint you have to be efficient with what you are working on. By giving us an allotted amount of time we are not allowed to procrastinate and it helps to figure out time management skills."

After another week of work, students finally presented their working products to a panel of five invited members from the school community: the Dean of Student Life, a Personal Academic Counselor, the SAS Director of Communications, the High School Director of Athletics and Activities, and the Founder of Letgo.

Reflection on Design Thinking by Katie Zhang

In this unit, I learned a novel way of thinking/problem-solving aka design thinking. I think that going through this process really made me aware that often times our perceptions of a "need" is not something that is actually needed in a community and that it's important to take note of what the audience wants. I also learned a lot more social skills, such as how to interview people (using open questions vs closed), how to be an interviewee, how to network and just how to approach people in general. I think pretty much all skills that I learned this unit can be applicable in the future; carrying a beginner's mindset into anything I do can help me learn a lot more and keep me open-minded. Furthermore, having good social/people skills can be definitely beneficial for not just future career opportunities but life in general. If there is anything that I take away from this unit, it will be the importance of having emotional intelligence and building connections with the people I meet.



Reflection on Collaboration by Christine Yoh

I think for most of the tasks in Unit 2, I was challenged in some form or another. I think that I've always been used to working on things for the short term like the typical curriculum, so this unit really made me have to learn how to work with something long term. For example, a group, a final product, and more. I think I most struggled with the self and group assessment on collaboration skills as there was definitely an initial miscommunication within my team members but at the end I was able to learn more about myself: my strengths and definitely my weaknesses. I also think that because when you attach a grade, there is so little to know about the context, I really had to learn for the next time to elaborate more on why I scored what I did and to make it all make sense because from the view of an observer, it can be very different.

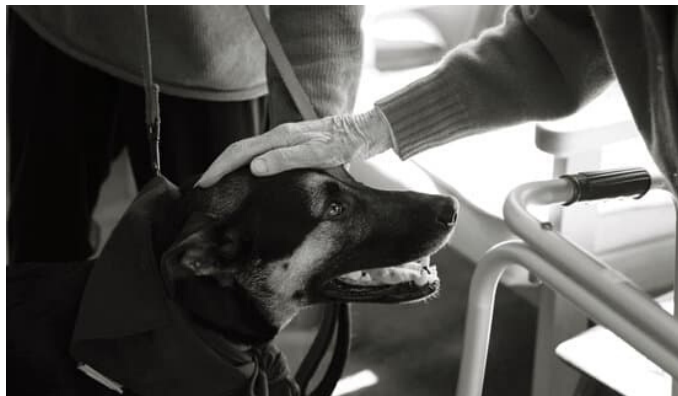
Student Projects



One-Stop-Shop

by Alisha Bhandari, Juliet Mao,
Katie Zhang

How might we help students and teachers navigate through the resources at SAS to help them feel less overwhelmed with the amount of information available?



Therapy Dogs

by Cheryl Lim, Christine Yoh,
Zoya Burney

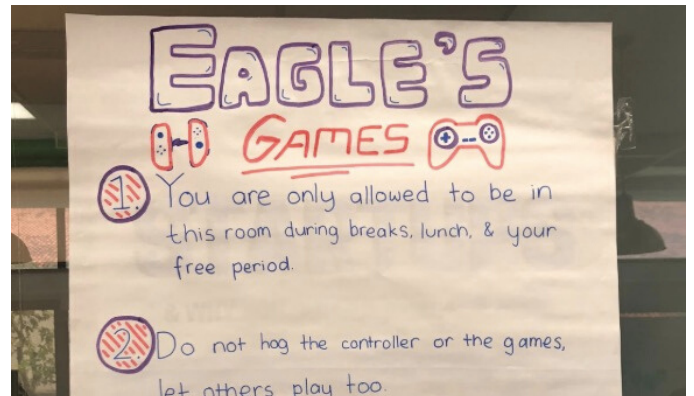
How might we create a less academically intense environment to reduce students' stress?



Chunking

by Alessia Simmen, Sasha Severenchuk,
Ushmil Sarkar

How might we improve students' ability to learn effectively given their short attention and retention spans?



Eagle's Games

by Buddy Sasidharan, Nathan Setiabudi,
Xiang Li

How might we bring a sense of community in the SAS High School through gaming?

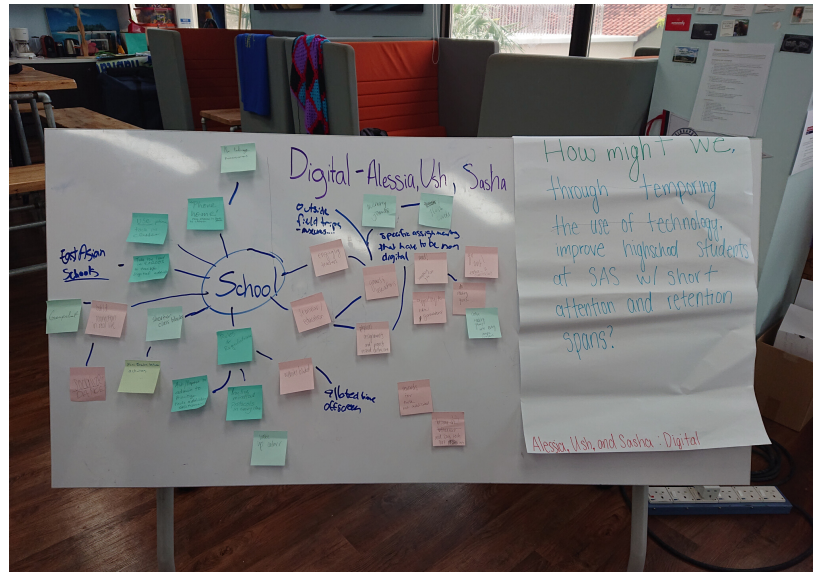
The Buddy System

by Andy Son, Matthew Song,
Nick Deguire

How might we help student athletes' time management skills so that they can excel academically and athletically?

Reflection on Unit 2

Of the many skills I've learned in Quest so far, I believe the one that is improving the most is time management. Following that, is the incentive to find and act upon feedback. I believe that these are important to get things done quickly, while having time to get feedback and fix mistakes. While I did not utilize such a strategy this unit, I observed others having success with it and hope to motivate myself to do the same. Going into the third unit, I hope to fix my indecisiveness. I always fear possible scenarios and shy away from things that will help me. - Matthew Song



I have definitely improved the way I take feedback since that was a difficult task for me in the beginning of the year because I always felt that my ideas were the best. Having a group project definitely helped in improving that skill and now I feel confident enough in receiving as well as giving feedback. - Alisha Bhandari

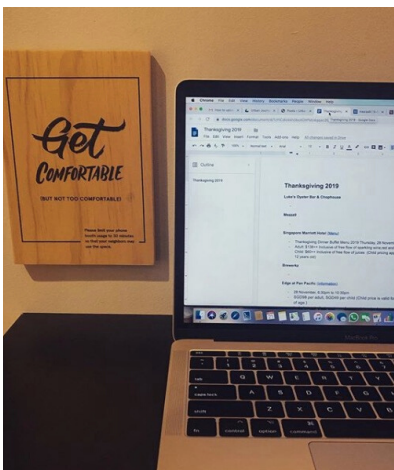
Two skills that I've learned in Quest so far that I think are the most important are time-management and giving feedback. Before Quest, I wouldn't say my time-management was horrible, but it also wasn't great. While I was always able to turn in work on time, I would often have to stay up late. While I'm not necessarily sleeping earlier, I've at least been able to get more work done in that period of time. This skill is extremely useful and I will need it for the rest of my life, whether I use it as a student or as a working adult. As for giving feedback, I've definitely learned that it's extremely important to give feedback, especially with what happened during the group work. This skill will help me with future group projects, and as a working adult as well. - Cheryl Lim



Unit 3: World of Work

According to the Association of American Colleges and Universities (AAC&U), integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesising and transferring learning to new, complex situations within and beyond the campus. Because integrative learning is about making connections, this learning may not be as evident in traditional academic artefacts such as research papers and academic projects. These connections often surface in reflective work, self-assessment, or creative endeavours of all kinds. For this reason, from September 24th to December 6th, each Quest student was required to participate in an internship or institution partnership. Students were required to document their work experience and learning journey through Instagram posts, student-led conferences, and weekly advisor check-ins. The learning culminated in an exhibition on Tuesday, December 10th with the theme “Skills in the Workplace.”

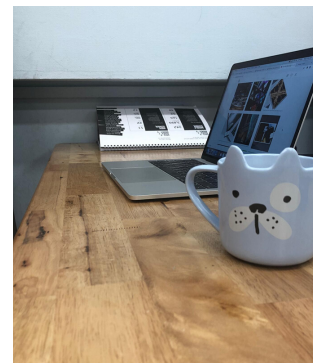
Alessia's [Urban] Journey: A Snapshot of a Week's Worth of Work



October 21st - I decided to do more research on WeWork, after I mentioned to my dad where I was meeting my boss and working and he asked about it. WeWork was founded in 2010 by Adam Neumann and Miguel McKelvey and has spread across 86 cities in 32 countries in the last ten years. The first WeWork opened in New York and by the end of this year there will be 12 WeWork locations in Singapore alone. Before opening in a new location, the setting gets an entire remodel with white oak flooring, carpet, glass walls and phone booths. To separate themselves from other co-working spaces, WeWork has networking events, tasteful interior designs and alcohol to create a more personal environment. WeWork has created its own internal culture and requires all staff to attend a summer camp in an effort to build bonding. Although in the past 9 years WeWork has grown tremendously, in the last few years it has been having difficulty financially. Last year it lost \$1.9 billion, and even years before that, it has been losing money. WeWork has been spending more money than it has been earning, partly due to the fact that WeWork has been expanding so much and focusing more on making revenue than making profit. Furthermore, the parent company, The We Company, has recently withdrawn its initial public offering and its investor, SoftBank, has taken over control from its founder Neumann. Currently WeWork is working to slow down their expansion in hopes to increase their profits and solidify its locations that have already been created. From what I have read, Neumann was too interested in growing WeWork for his own personal gain. WeWork has been successful in encouraging the idea of community and collaboration in the current era. People seem to become more motivated and productive by working in a place where others are working hard - others who are not usually their coworkers. While considered a large company with high expectations like Uber and Lyft, I had never heard of WeWork until I started working for Anjali. I would guess that the goal of WeWork influences the locations where it opens up offices. A place like Singapore is a good fit for WeWork, because it is very business-oriented and dense with businessman, compared to a country in Africa or even Europe. Do these recent troubles with the finances of WeWork mean the locations in Singapore will be shut down? From what I have observed, WeWork at Funan mall is very successful and will be staying for a long time.

October 23rd - My boss was out for meetings all morning and afternoon, and therefore she gave me the option to work at WeWork or from home. Instead, I thought it would be more convenient to work at school, because I had club meetings to attend during the day. Yesterday Anjali wrote down on a shared document all the tasks I needed to do for today. After her morning meetings today, Anjali asked if she could call me to review what I needed to do for the day. I was available for the call and we spoke over the phone. I was told to reformat 3 articles, rearranging the text and finding the right place for the images. I also sourced, edited, and uploaded images for two new articles that will be released in November. Overall, it was a smooth work day, and I was able to complete all the tasks I was assigned. When I returned home after school, Anjali called me again to ask how my day went and to discuss with me what I would be doing on Friday. I do not know why, but I was taken by surprise when on Tuesday night Anjali gave me the choice of working from home or at WeWork. She did not mind when I said I would prefer to work from school. This further demonstrates her strong belief in flexibility, especially since she let me completely choose where I wanted to work. In addition, there are times when I am unable to find an image for a site where we have an interest, and Anjali says to me that I can finish it on my next work day. I usually prefer to finish assignments on the same day they are given, even if I need to work from home that evening to finish them; however, letting me have the flexibility to continue my work the following day, rather than asking me to finish at home, demonstrates that there is an understanding the work will not always get done in the expected time. Working from school today was different than the other days I have worked from school. It felt like there were many more people in the Quest room, when there actually were not. I started to think about the flexibility of other employers. All my classmates working from school today were able to choose working from school because their bosses gave them the option as well. If work is possible to do in an offsite location, then I wonder what is the need for people to go into the office. I believe that this idea of flexibility has become a way of numerous companies today, since I seem to be seeing more people working from home, in coffeeshops, and other public places than I have in the past, especially during normal work hours (9-5).

October 25th - Approaching restaurant workers made me uncomfortable because I did not know how they would react to me approaching them. It turns out that I received a mix of reactions. Some restaurants were enthusiastic about being included in the article. Others could not give me an answer because the boss was not available and needed to decide. There were also some that did not want to be included in the article because they were not interested in marketing now. There were instances at a few restaurants where the person I met did not speak English and I was unable to ask them if they wanted to be included in the article. Language barrier is a hard thing to overcome. At one of the Korean BBQ places I visited, none of the workers spoke English well and it was hard to communicate. At times when talking I spoke too quickly and people did not understand what I was saying and so I tried to repeat more slowly. The ethnic origins represented by the restaurants seemed to correlate with how they responded. For instance, with the Italian restaurants I visited, the chance to be featured in an article was accepted with open arms. On the other hand, there was an Indian restaurant that would not decide until they knew the specifics of the article, which unfortunately I did not know at this early point. Another restaurant showed interest in being featured; however, as soon as they learned that they would have to pay, they shut down the offer. Some of the restaurants were family owned and operated, while others seemed more professionally run and were more elegant. The variety of restaurants in the area gives the visitor a large choice, and it seems like there is something for everyone. After going to all the restaurants in the area, I came to the conclusion that cost and aesthetics mean a lot in the restaurant business. There are restaurants that want to promote themselves but they would like to do so without having to pay for it. One restaurant owner was retiring soon, so he did not want his restaurant to be featured in an article because he figured that the benefit in such a short time would not be worth the cost.



My Experience with Incomlend

by Zoya Burney



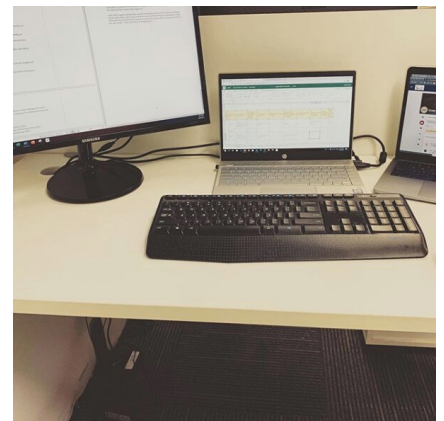
Over the last 10 weeks, I have been placed at Incomlend, an online multi-currency invoice exchange for businesses and private capital. In simpler terms, it is a global invoice trading platform that allows investors and buyers to find a quicker connection. They offer global coverage, security, transparency, and flexibility with all aspects of the invoice trading process. The global nature of their work requires expertise in international law and so Incomlend employs two incredible lawyers in their legal department and that is where my experience started.

Just before our partnerships began I remember being extremely nervous, the prospect of collaborating with adults in a space where I was the youngest by a handful of years was anxiety-inducing. When I went for my interview, I noticed how organised, bland, and strict the office space seemed and it was so very different from what I was used to. I created a pretty terrifying image of what it would be like to work in that office, which was the exact opposite of what it was actually like. Going into the first day, the people at the office immediately broke this negative headspace I shoved myself into with their kind words and encouragement for me. The work that I was given wasn't just side work that no one wanted to do, it was engaging and interesting and captured my focus immediately.

Getting to know people was the hardest part. Incomlend has a strict hierarchy; everyone is split into their divisions and the expectation is that everyone focuses on their work. I began to reach out to those sitting around me starting with "hello" and "good morning" and, eventually, working my way up to having full conversations. I got to use the networking skills that I picked up at the All That Matters conference and apply them in a situation with people that I began to see pretty frequently. Understanding the community I was working in was important not only for my growth but just to understand what it meant to work in a professional setting rather than just in a more relaxed school setting.

Part of the whole workspace umbrella was clothing. Going into Incomlend everyday, I assumed that I would need to wear professional dress because of the nature of the work that I assumed people did. After the first couple of weeks though it became apparent that it wasn't the case. People dressed in business casual clothes, formal enough to look professional but relaxed enough that they were comfortable. Getting to know my co-workers and explore the office led me to understand that the work was a lot different than what I thought. It also helped that wearing the clothes I was most comfortable in made my transition into the office space that much smoother.

Learning more about the different aspects of professional life and the workspace was very interesting especially when I returned to school and compared it to all my new experiences. Incomlend showed me a completely new side to the working world and I'm really thankful that I got the chance to learn from all the seasoned professionals. I'm really glad that I got to have this opportunity and I'm excited to use all that I've learned in the future!



Student Driven Study

From exploration of topics in August to the methods defense in December, Quest students spent the first semester learning about research process, quantitative and qualitative research methods, and research writing. The Student Driven Study (SDS) is the culminating Quest project developed throughout the year using the Design Thinking process alongside AP Research and Data Analytics curriculum. SDS challenges students to demonstrate their academic knowledge in a way that mirrors the real academic world. It allows students to immerse themselves in a topic of their personal interest while developing their analytical, research, problem solving, collaboration, and communication skills.



Students began their SDS journey in August by first exploring their interests. This exploration was in the form of reading various articles on their interests. For Juliet, this was around psychology, education, and artificial intelligence. By mid-August, she had submitted 15 articles, five of which were academic sources. After reading articles around artificial intelligence, Juliet then decided that it was no longer of interest to her. Thus, by the end of August, she decided to focus on combining psychology and education. While researching on how psychology can impact the way students learn, she came across the Planned Happenstance Theory. The theory intrigued her, and after several more articles, Juliet knew she wanted to spend the rest of the year studying the impact of Planned Happenstance Theory in career planning on East Asian students.

Upon further research, it was clear to Juliet that the East Asian demographic might not be as receptive to the Planned Happenstance Theory in career conversation due to the worldviews around values, beliefs, practices, and communication styles. She was then inspired by something that the Quest students had participated in at the beginning of the year: the Kuder Career Assessment.

Recently, Singapore has embarked in a SkillsFuture movement "to provide Singaporeans with the opportunities to develop their fullest potential throughout life, regardless of their starting points." The goal of the movement is to allow "the skills, passion, and contributions of every individual [to drive] Singapore's next phase of development towards an advanced economy and inclusive society." The Singaporean government hired Kuder to help manage the movement and to provide individual Singaporeans with resources to understand their passions, skills, and career interests. Having spent time learning about the Kuder Assessment, Juliet wondered whether or not combining the Kuder Career Assessment and Planned Happenstance Theory would make better impact on the career conversations for students. This time, not just for East Asian demographics, but more specifically Singaporean students who have both the East and West mindsets and worldviews combined. To give Juliet the opportunity to find out more about the work Kuder has done with Singapore students and the Singapore government, the Quest program connected her with Joyce Tham, a Kuder Client Relationship Manager. Upon hearing more about Juliet's project goals, Ms. Tham agreed to be a mentor to Juliet.

In Quest, mentors are volunteers from the industry, academia, or the SAS community who are willing to work with Quest students for the whole year to strengthen and refine students' skills, strategies, and capabilities in developing their student driven study. Having Ms. Tham as her mentor allows Juliet to gain an understanding of the Singaporean secondary school students' worldviews and Singaporean secondary educational system, particularly around career guidance and career counseling.

Student Driven Study (continued)

By the end of the first semester, Juliet (and all Quest students) will have completed two Literature Review drafts, an Analytics Paper (to practice writing a complete research paper), at least two rounds of Problem Statement submissions, a Student Driven Study Proposal Form, and a well thought-out Methods section of her Student Driven Study thesis paper.

On Tuesday, December 3rd, Juliet will be participating in a methods defense where she would present her methods to a panel of 5 invited guests, two of whom are professors from local university. She will only be allowed to continue with her study if she passes the methods defense.

When school resumes again in January, Juliet will begin the process of collecting and analyzing data. Afterwards, she will continue to prepare and write her research paper. The thesis paper will be due on Friday, March 20, 2020. She will then conduct a thesis presentation on Wednesday, April 8, 2019, where she will provide a convincing argument about the value of her work as a significant contribution to the field of research.

The final culminating event for the SDS is the thesis defense where a panel of invited guests, including her mentor, family, and other community members, will test her command of the topic of study through an interview. Juliet will have to be able to defend her research question, methods, findings, and processes by answering the questions presented by the panel and the audience. This will be the final test of her knowledge and learning.

Reflection on the Student Driven Study Process by Juliet Mao

Coming into the Quest program, I was anxious because I had no idea what to choose for my SDS project. I was mildly interested in couple of things, yet I was not sufficiently immersed in anything to make it into a full-blown research endeavour. I couldn't see myself settling on anything.

With this cloud of cluelessness encasing me, I followed whatever assignments were given and found however many articles I was tasked to read in the beginning. As I read more and more, however, I caught myself starting to find certain things more intriguing than others. And with full support from my teachers, I was able to find a very specific theory that I liked a lot.

Now, I feel fully engaged by my chosen topic and am also actively learning about it in my free time. I research to expand my insight horizon even when not asked to by my teachers, simply because I am passionate about my topic and intrinsically motivated to know more.

This process has been very self-enlightening. I am now a lot more aware of what I shouldn't go into—neuroscience, AI, and God, no, not transhumanism. More importantly, I am also uncovering things that do intrigue me— motivational psychology, career exploration, and cultural interactions between the East and West. After all, you won't know what you like and don't like until you've tried it. Quest gave me the time, support, and opportunity to read and experiment.

To top that off, I can now read 20-page academic papers with much more ease than before. I've also learned how to pitch project ideas to teachers, mentors and peers in a way that makes logical sense, so that I can collect feedback and better my research.

As I set off to solidify my methods and go into the logistics of conducting an experimental study and writing a professional thesis, I am genuinely thrilled to learn more with Quest and my external mentor.

Quest Students



Alessia Simmen

Partner Company: Urban Journey

Supervisor: Anjali Datwani

Research Question: *How does the noise in forests versus urban environments affect the stress levels as indicated by the brainwaves from high school students from an urban environment?*

Mentor: Dr. Valentina Zuin

Thesis Defense: Wednesday, April 15 @ 13:45



Alisha Bhandari

Partner Company: SAS Communications Office

Supervisor: Kinjal Shah

Research Question: *Does the color green evoke emotions of sickness, jealousy, or dread in an Americanized audience watching a self-made film?*

Mentor: Eleanor Bierdrager

Thesis Defense: Tuesday, April 14 @ 8:40



Andy Son

Partner Company: Athena Media

Supervisor: Ernest Goh

Research Question: *To what extent are there differences in nationalism and patriotism among Korean youths' and expat Korean youths' identity?*

Mentor: Dr. Shonali Sardesai

Thesis Defense: Tuesday, April 14 @ 11:00



Buddy Sasidharan

Partner Company: Ourglass Robotics

Supervisor: William Dai

Research Question: *To what extent is a whiteboard eraser robot effective and useful in classrooms?*

Mentor: Sean Sabastian

Thesis Defense: Wednesday, April 15 @11:00



Cheryl Lim

Partner Company: The Centre Stage

Supervisor: Peter Hodgson

Research Question: *To what extent does Gen Z reflect the MCU Captain America's characteristics of selflessness, loyalty, righteousness, and courage?*

Mentor: Aisha Oravec

Thesis Defense: Wednesday, April 15 @ 14:30



Christine Yoh

Partner Company: Young Life

Supervisor: Rebecca Sivak

Research Question: *Does listening to positive lyrical content facilitate adolescents emotional regulation as characterized by mental work and solace in the music in mood regulation (MMR) model?*

Mentor: Dr. James Eyring

Thesis Defense: Tuesday, April 14 @ 10:15



Juliet Mao

Partner Company: NUS Business School

Supervisor: Alessandro Ferngani

Research Question: *To what extent does the Kuder Assessment and/or the Happenstance Learning Theory impact the career exploration processes of Singaporean secondary school students?*

Mentor: Joyce Tham

Thesis Defense: Tuesday, April 14 @ 9:25



Katie Zhang



Partner Company: A* Institute of Molecular and Cell Biology

Supervisor: Anna-Marie Fairhurst and Hui Yin Lee

Research Question: *What are the implications of administering an open-label placebo medication under different fixed time intervals on perceived stress levels in a Singapore American high school demographic?*

Mentor: Susie Kim

Thesis Defense: Wednesday, April 15 @ 8:40



Matthew Song

Partner Company: Eunoia Pte. Ltd.

Supervisor: Kay Lim

Research Question: *What types of perceptions and behaviors do SAS high school students have about the successes and failures of artificial intelligence?*

Mentor: Andrew Grant

Thesis Defense: Wednesday, April 15 @ 9:25



Nathan Setiabudi

Partner Company: Infinite Studios

Supervisor: Dennis Lim

Research Question: *How do filmmakers utilize visual techniques to create a sense of beauty from a seemingly dismal moment?*

Mentor: Dr. Ila Tyagi

Thesis Defense: Wednesday, April 15 @ 10:15



Nick Deguire

Partner Company: SAS Middle School

Supervisor: James McMullen

Research Question: *Is there a relationship between the different types of airport security screening layouts and passengers' perception of convenience?*

Mentor: Gauri Lakhanpal

Thesis Defense: Tuesday, April 14 @ 13:00



Sasha Severenchuk

Partner Company: SAS Communications Office

Supervisor: Kinjal Shah

Research Question: *To what extent does a thumbnail impact content virality and users' engagement?*

Mentor: Jason Coates

Thesis Defense: Tuesday, April 14 @ 12:15



Ushmil Sarkar

Partner Company: Konbini Vending Automation

Supervisor: Charlotte Ng

Research Question: *To what extent does the mere exposure effect impact Singaporean secondary school students' behaviour on reducing, reusing and recycling in Singapore?*

Mentor: Wei Jing Ong

Thesis Defense: Tuesday, April 14 @ 13:45



Xiang Li

Partner Company: MelonCrates

Supervisor: Agnes Chew

Research Question: *How do different representations of logarithm, exponent, and roots impact students' modeling mindset?*

Mentor: Erin Bright and Dr. Matthew Stamps

Thesis Defense: Wednesday, April 15 @ 13:00



Zoya Burney

Partner Company: Incomlend

Supervisor: Ana Maria Rodriguez

Research Question: *How does the video game Assassin's Creed Odyssey: Discovery Tour impact students' learning of Ancient Greek history compared to high school lecture-based learning?*

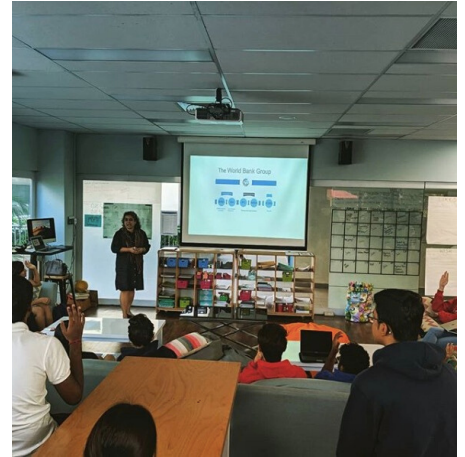
Mentor: Dr. Azilawati Jamaludin

Thesis Defense: Wednesday, April 15 @ 12:15

Guest Speaker

To support our students' learning journey, we closely work with a community of professionals who have graciously agreed to share their expertise and experience in helping our students reach their full potential. Our community partners are involved as guest speakers, mentors, internship providers, and connectors.

On October 11th, Quest students had the privilege of having a speaker from the World Bank Group share the mission and vision of the World Bank, as well as how the World Bank uses data to inform decisions. Mrs. Paramita Dasgupta is the Practice Manager for the Advisory Delivery Unit in the Finance, Competitiveness and Innovation (FCI) Global Practice for the South Asia Region based in Singapore. The guest speaker engagement was conducted in conjunction with the analytics paper Quest students had just completed. In the paper, students utilized World Bank database to interpret, analyze, and evaluate topics ranging from life expectancy and forest area to female representation in parliament and mortality attributed to lack of sanitation or clean water.



Following the presentation, students answered an additional prompt relating to ethical considerations. One of the prompts read, "Mrs. Dasgupta mentioned that the World Bank Board consists of all countries in the world, and the voting rights depend on how much a country contributes to the World Bank. In this case, the United States is the biggest shareholder with 16% of the voice. What ethical issues do you see here?"

Buddy Sasidharan responded, "The biggest ethical issue from my viewpoint is that the voting rights is dependent on money and the country who donates the most gets a bigger say. However, the countries that contribute to World Bank are countries that can afford to contribute. The countries which often are supported by the World Bank won't have as much resources and will be unable to contribute as much. Effectively, the countries who are on the receiving end get less input than the countries on the giving end. On one hand, it's the right of the donating countries to have a say in where their money ends up going. Meanwhile, the countries receiving the money should also have a say since they might know more about the needs of their country and they can determine which area of their country might need more funding rather than another foreign country. As the United States is the biggest shareholder, this might influence the decisions they make heavily. The consequences of the United States having the greatest voice, they might use their influence to turn votes to their preferred side. Additionally, since the driving force behind the World Bank are developed countries, there's a slight disconnect as some countries might refuse to work with developed nations such as the US, they might also embellish data or be less trusting to another country. Therefore the data that drives the votes, might be biased with a country's agenda whether it's the donating country's agenda or the recipients' agenda."



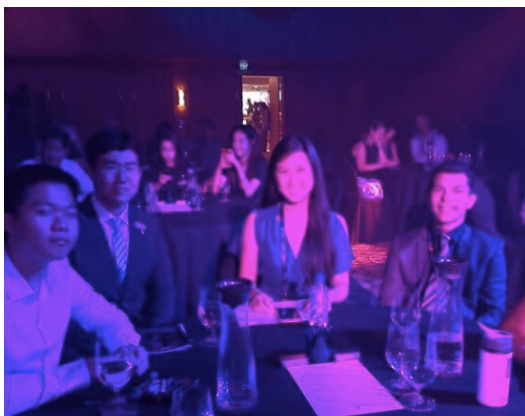
Networking Opportunity

We were fortunate to have yet another year of Branded sponsorship that allowed our students the opportunity to attend All That Matters conference where they interacted with professionals in the field of music, sports, gaming, digital, and marketing on Wednesday, September 18th at Ritz-Carlton Millenia.



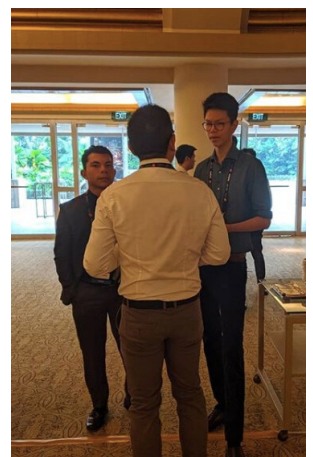
All That Matters Conference is Asia's leading music, sports, and entertainment industry conference. The conference brings thousands of executives and music fans to Singapore to enjoy the entertainment and debate the trends that continue to shape Asia's billion-dollar music, sports, entertainment, gaming, and online industries.

Students attended presentations and panel sessions, and learned more about the various industries. What was most memorable for most students was the opportunity to network with professionals during the break between the sessions. Sasha Severenchuk said, "All That Matters was one of the best experiences I ever had in school. I'd relive the day over again if I could. I loved talking to people and listening to conferences about marketing and music and so on. A lot of energy."



I really enjoyed it and I feel like I now know more about how the world of business works and feel that we as Quest kids have more awareness to these kinds of issues than normal class kids. I think this is one of the good things about Quest and should continue. Although during the ATM, I couldn't receive that many business cards, it was understandable but next time, I think it will be most beneficial if we could go there for at least 2 days as people are starting to get used to the atmosphere towards the end of the conference but then realise that their time is up and feel like they have to leave because everyone else is leaving. - Andy Son

All That Matters was a really cool experience and I'm not just saying that because I got to meet Alan Walker and see R3hab. I think that throughout the conference, I grew and I was able to meet and talk to more people than I would have before. I tried to keep an open mindset and learn from all the people that I could learn from. I did end up getting a lot of business cards and offers from people to help with my study if I ever needed it and the whole thing was pretty eye opening. I think really the only thing that I would change would be my shoes and the reason for that is because while they did look nice, as soon as my feet started to hurt, they became a distraction and I was no longer paying my full attention to the conversations I was in. - Zoya Burney



Our Company Partners

Quest Institution Partnership is designed to provide Quest students with the opportunity to apply their classroom learning and gain hands-on experience in a meaningful and relevant real-world training. The partnership is matched based on the student's chosen field of interest.

On my first day, I was given a project to create a visual detection system for Milo, Coke, Coke Zero and Green Tea cans. We used open source code to label all the different angles of the cans. I labelled a total of 602 images of Milo, Coke Zero and Green Tea. This is a real world application of artificial intelligence. I found out today that in the real world if you don't know the solution, you work together and use the internet. I along with another intern have been assigned this project over the next few weeks and I'm super excited to see what we get done! - Ushmil Sarkar



Our Mentors

Mentors are volunteers from the industry or the SAS community who are willing to work with Quest students for the whole year to strengthen and refine students' skills, strategies, and capability in developing their portfolio and student driven study. We are proud to say that our mentors come from diverse backgrounds and are currently working under the following companies/institutions.

It's nice to have a person who thinks in a more complex way and is able to see things differently compared to the way I see my project. I am looking forward to coming up with new thoughts and perspectives with my mentor. I would recommend the mentorship program to other students because I find it useful, especially when I have articles and essays that I need to complete for the paper. The mentorship relationship gives me extra help and extra support in my process. - Nick Deguire



Regarding his experience with the Quest mentorship program, Sean Sabastian, a Senior Research Engineer at Dyson, said, "I am excited for the chance to work with people who will shape our future. Interacting with a different generation that has a different upbringing and outlook will only strengthen our society. The ideas they bring, the energy they give, and the dedication they provide are some of the elements I look for. I thoroughly enjoyed showcasing what I do to the group of students who are keen on knowing the various careers out there in the market. It was a very enriching experience for me and if I were to look back on growing up in my school, I wished I was given this exposure to the variety of careers available. I would recommend anyone willing to learn and wants to give back to our youth to strongly consider this program. Not only does it provide a fulfilling avenue but it opens up networking opportunities. I strongly recommend this program!"