



CHAPTER 2: SULAM COURSE DEVELOPMENT

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BAHAGIAN KECEMERLANGAN AKADEMIK
JABATAN PENDIDIKAN TINGGI
KEMENTERIAN PENDIDIKAN MALAYSIA

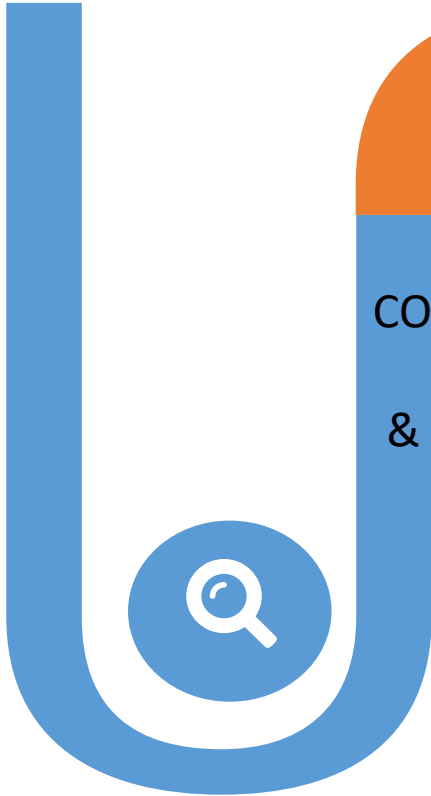
PRESENTATION OUTLINE



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INTRODUCTION



COMPONENTS IN SULAM
COURSE

COURSE LEARNING
OUTCOME
& ONLINE SULAM



EXPERIENTIAL
LEARNING ACTIVITIES

CRITICAL REFLECTIONS
&
ALTERNATIVE
ASSESSMENT



ACADEMIC LOAD



REVIEW
AND CQI



INTRODUCTION

EXPECTATION OF SULAM COURSE

PART OF CURRICULUM OF A PROGRAM

Intentionally designed to achieve certain learning outcomes.

PROVIDE CLARITY AND EXPECTATION

Students engagement and commitment.

CREDITED COURSE OR SUBJECT

Blueprint to guide educator and students to achieve outcomes of service learning project or activities.

CAN ALSO BE SHARED BY OTHER DISCIPLINES

- To achieve the same outcomes without compromising each discipline content (inter/multi/ transdisciplinary project)

COMMUNITY INVOLVEMENT IN DESIGNING

Development of outcomes, activities and problem that need to be solved.

CONNECTION

Discipline and the importance of their role in society context

EXPLICIT LEARNING OUTCOMES

Indicate the connection of course content or discipline with students learning experiences.



COMPONENTS IN SULAM COURSE

REQUIRED COMPONENTS IN DEVELOPING SULAM COURSE

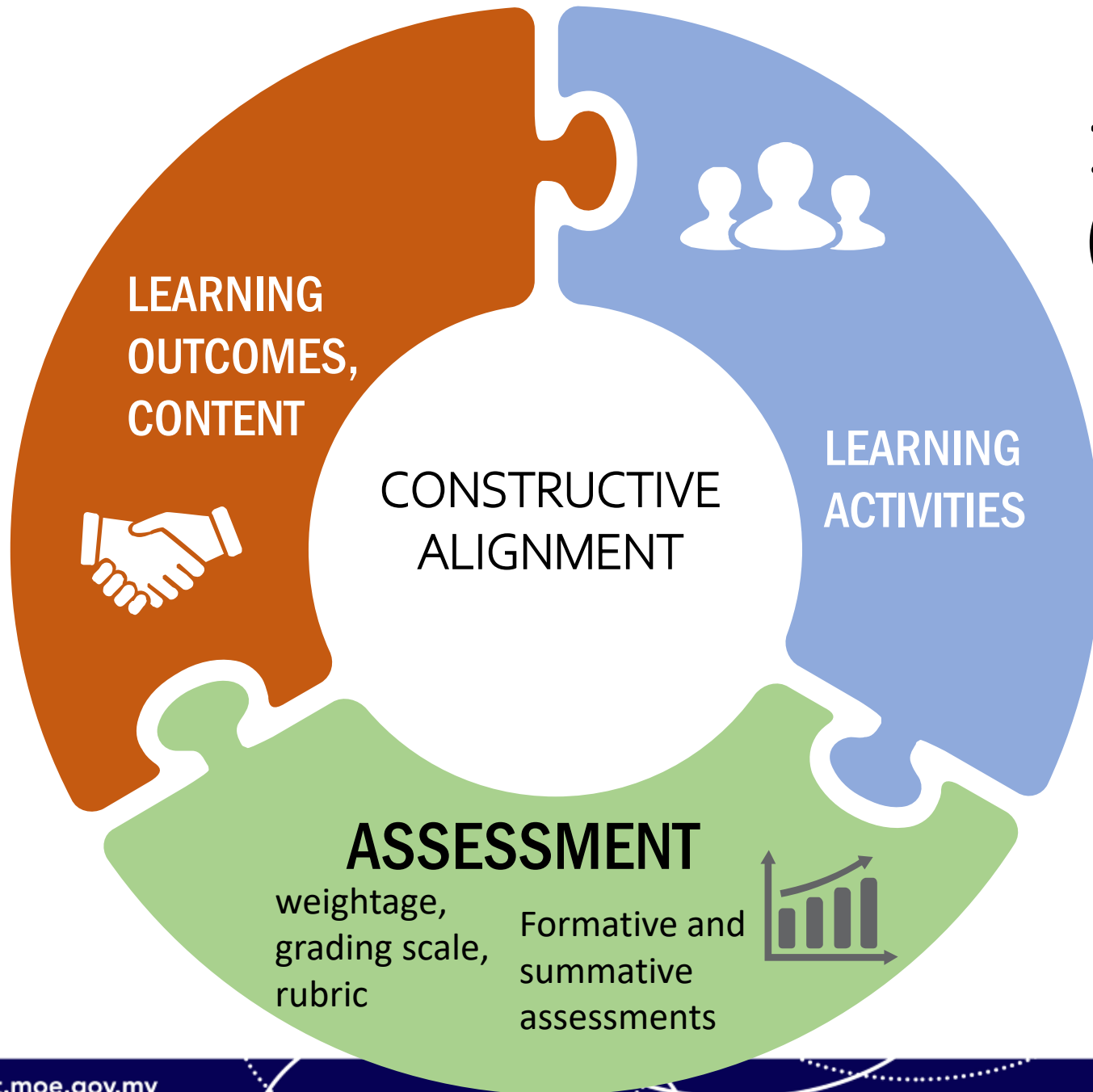


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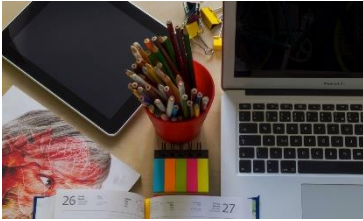
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1. COURSE (Constructive Alignment)



2. COURSE INSTRUCTOR



Structured experience

(intentionally)

- Provide clear and focused projects
- Make scheduled meetings to keep students on track



Support them

- Responsive to students' questions and concerns
- Ongoing supervision and constructive feedback



Assess

- Prepare suitable assessments to measure the effectiveness of the SULAM experience
- Consider the impact on students, instructors and community partners

Adapted from Clarke University (n.d.)



3. STUDENTS



Clear

- Get clear overview of the expectations and nature of the SULAM course



Commit

- Allocate time to work on the SULAM project
- Complete the SULAM project based on mutually agreed timeline



Reflect

- Continuously reflect on the SULAM experience e.g. what worked and what not, what can be done differently, the impact etc.



Open

- Be open to learn *from* and *with* others from different culture and populations.

Adapted from Oakes (2004)



4. PRODUCT / SERVICE



Deliverables

- Identify the specific product or service expected from the SULAM project



Student capabilities

- Match the expected product/service with students' discipline, knowledge, skills, capabilities and course learning outcomes



Liability management

- Consider the “hold harmless” agreement
- Check the permission or ethical clearance, and university policy on licensing
- Educate students on getting permissions for photos, videos etc.



5. COMMUNITY PARTNER

Adapted from Yusop and Correia (2014)



SUITABLE COMMUNITY PARTNER

- Location of the community partner
- Contact person



MUTUAL AGREEMENT

- Identify and discuss community concerns



PLAN TOGETHER

- Identify the type, scope and deliverables for the SULAM project
- Discuss the roles of the community partners
- Identify the assistance needed from them



COURSE LEARNING OUTCOMES & ONLINE / e-SULAM

COURSE LEARNING OUTCOMES

Designed explicitly

Learning outcomes should be designed explicitly in showing how students relate their service learning experiences and academic course content

Embedded, stand alone

- **Embedded:** One or two course learning outcomes can be incorporating into a SULAM course
 - **Stand alone** : E.g.: one dedicated course or project-based which can also be inter/multi/transdisciplinary



Constructively Aligned

Learning outcomes, types of assessment and SULAM activities must be constructively aligned and mapped to MQF domain

Skills, values, motivation

Focuses on helping students develop the knowledge, skills, values, and motivation to make a difference in the civic life of communities



Potential Student Learning Outcomes for SULAM

Student Learning Outcome	Description
Knowledge & Understanding	<ul style="list-style-type: none">• Enables the learners to relate prior knowledge in their discipline, relate and expand it in related field to serve community
Problem Solving and Scientific Skills	<ul style="list-style-type: none">• Improve students' ability to think• Increase complex problem-solving ability• Analyse information data and concepts• Comprehend new information
Practical Skills	<ul style="list-style-type: none">• Ability to plan, organize, use techniques, skills, necessary for discipline practice
Interpersonal skills	<ul style="list-style-type: none">• Managing relationships in teams and within the community and industrial partner (if any)• Networking with community of different cultures• Respect and appreciate different perspectives within diverse populations• Life-long commitment to social responsibility
Communication skills	<ul style="list-style-type: none">• Develop students' oral and/or written communication skills to a range of audience and different situations• Use variety of ways to articulate information (written, verbal, art, media, etc)• Negotiate to resolve conflict



Potential Student Learning Outcomes for SULAM (Cont'd)

Student Learning Outcome	Description
Digital skills	<ul style="list-style-type: none">• Ability to use information/digital technologies to solve community problems/ address community needs or concern
Numeracy skills	<ul style="list-style-type: none">• Apply quantitative or qualitative tools to analyze and evaluate numerical and graphical data.
Leadership, autonomy and responsibility	<ul style="list-style-type: none">• Joint expertise of all team members to successfully complete the project• Demonstrate necessary leadership skills such as those needed to plan, recruit, orient, train, motivate, evaluate, assess needs and create budgets• Develop personal leadership style
Personal	<ul style="list-style-type: none">• Demonstrate values and attitudes, ethics and beliefs needed for learning from experience (example: confidence, self-control; social skills and proper etiquette)• Take risks, accept challenges• Demonstrate independence, autonomy, assertiveness• Demonstrate perseverance in the face of difficulty
Entrepreneurial skills	<ul style="list-style-type: none">• Innovation and enterprise• to create and grow businesses through the discovery and exploitation of opportunities• Generate ideas about business opportunities and their innovativeness
Ethics and professionalism	<ul style="list-style-type: none">• Contributes to the acquisition of moral and ethical values (students' capacity of moral judgment)• Development of a high sense of the professional ethics• Demonstrate professionals' understanding of various emerging issues of ethics



EXAMPLES

OF COURSE LEARNING OUTCOMES FOR SULAM

(NOT LIMITED TO)



OPTION 1

Analyze the impact of (discipline based) solutions in societal and environmental contexts



OPTION 2

Practice discipline-based knowledge in solving community problem or issues



OPTION 3

Analyze a variety of problems that call for action



OPTION 4

Apply digital/numeracy skills in solving community problem



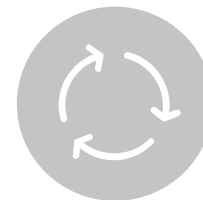
OPTION 5

Propose ethical principles and professional ethics and responsibilities and norms of (discipline-based) practice



OPTION 6

Demonstrate collaborative work with community



OPTION 7

Demonstrate leadership qualities



OPTION 8

Demonstrate ability to manage projects in multidisciplinary environments

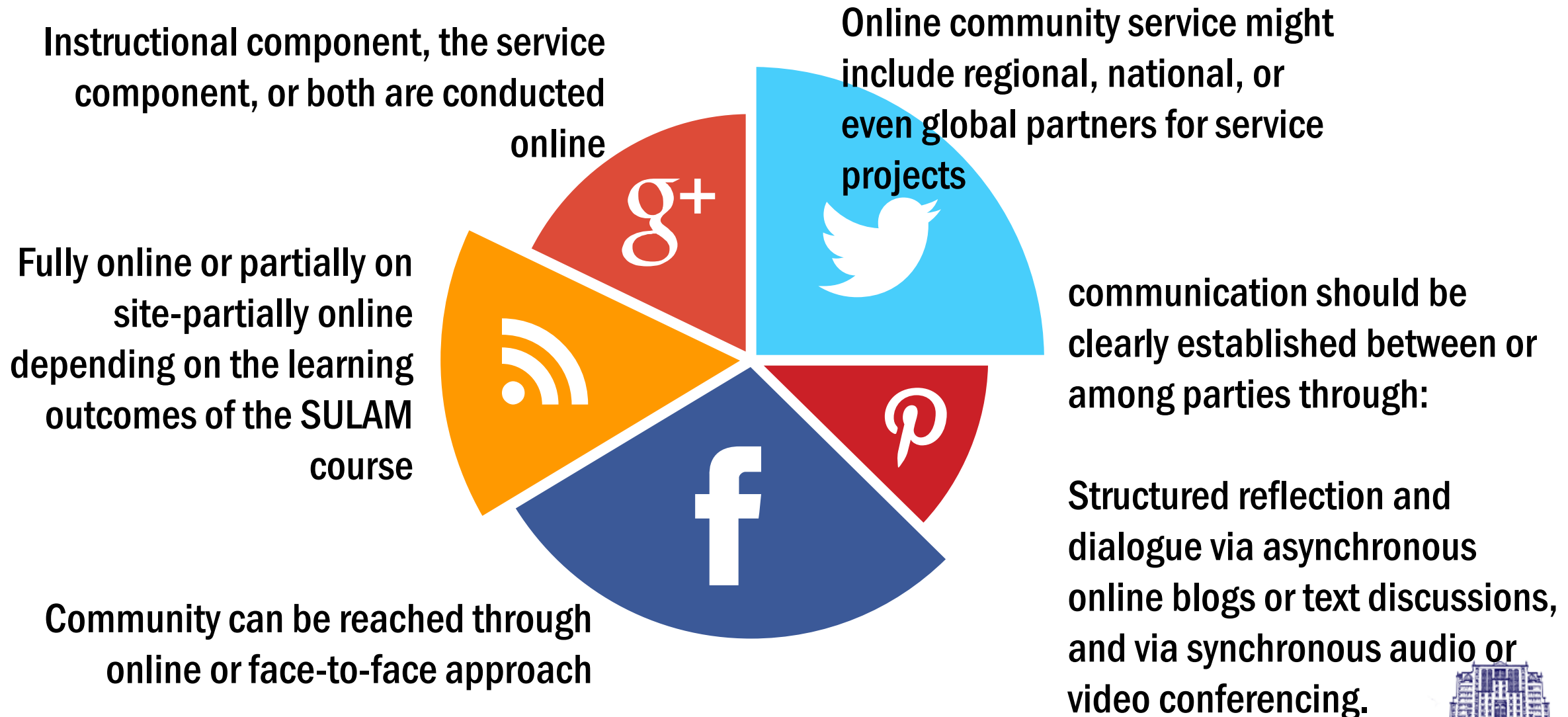


Online / e-SULAM



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EXAMPLES OF e-SULAM PROJECT:

- Help the community to solve social and technical issues contributing to successful online communities.
- Develop crowdsourcing platform to increase socio economic status of a community.
- Online marketing class in which undergraduate students developed marketing materials for a community.



EXPERIENTIAL LEARNING ACTIVITIES

"Tell me and I forget. Teach me and I remember. Involve me and I learn."



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ACTIVE EXPERIMENTATION

- Testing new ideas
- Sharpening skills in a new experience



CONCRETE EXPERIENCE

Direct engagement in authentic service learning situation: doing and having an experience



KOLB'S EXPERIENTIAL LEARNING CYCLE

ABSTRACT CONCEPTUALIZATION

Concluding/Learning from the experience, synthesizing new knowledge and perspectives



REFLECTIVE OBSERVATION

Reflecting service learning experience to past experience and conceptual understanding



EXAMPLES OF SULAM EXPERIENTIAL LEARNING ACTIVITIES



Presentation to Community Partner / Sponsor

- Communicate efficiently with community partner and/or funder to accomplish the desired project outcome.

Deep Reflection

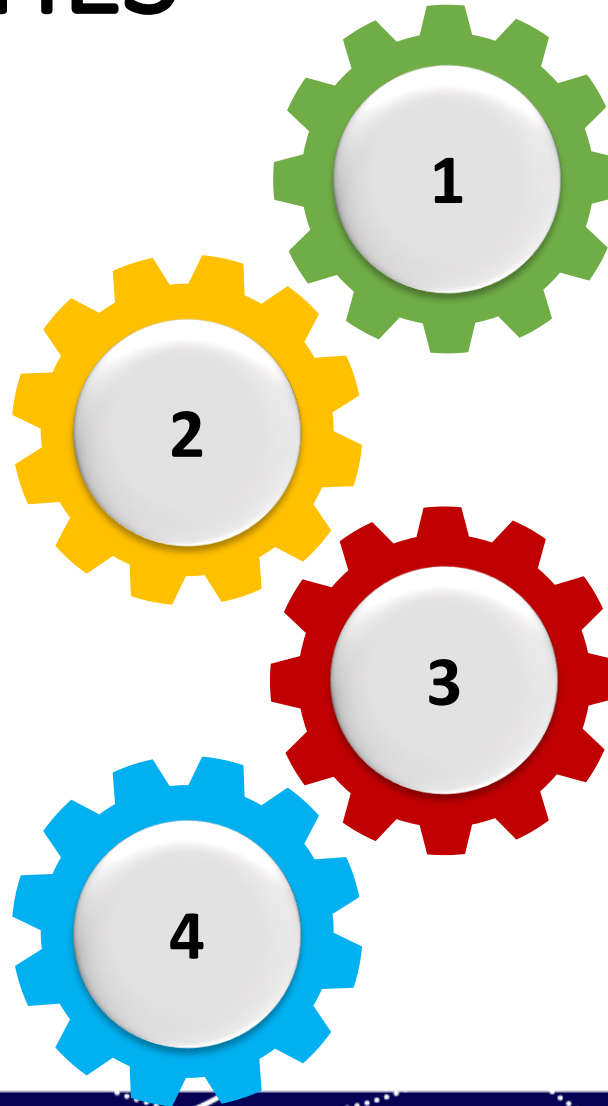
- Incorporate challenging reflection activities
- Done before, during and after SULAM project
- Examine preconception, and relation with theories learnt and social / community issues.

Need Analysis / Brainstorming Session

- Determine what kinds of service will benefit the community
- What skills can students learn in this context? Relate to learning outcomes.

Project Planning, Implementation and Reporting

- Involve scheduling, budgeting, task distribution, teamwork
- Students must identify what knowledge they need to execute their plan
- May involve design and innovation
- Learn to prepare for any change in plan





SULAM TEACHING APPROACHES

Service
Internship 4

Capstone Course
/ Project 3

Basically, a project is
"applied" knowledge
and learning with the
product being the goal

Problem-Based 2

The learning outcome is
to solve real,
community-based
problems

Discipline-Based 1

The learning outcome is to
apply technical expertise
to community needs



5 Community-
Based Action
Research

6 Pure/Civic based
To promote civic
engagement.

7 Multiple course
projects

SULAM projects with one or more
partners/ faculties/ disciplines/
courses to achieve the learning
outcomes



CRITICAL REFLECTIONS IN SULAM

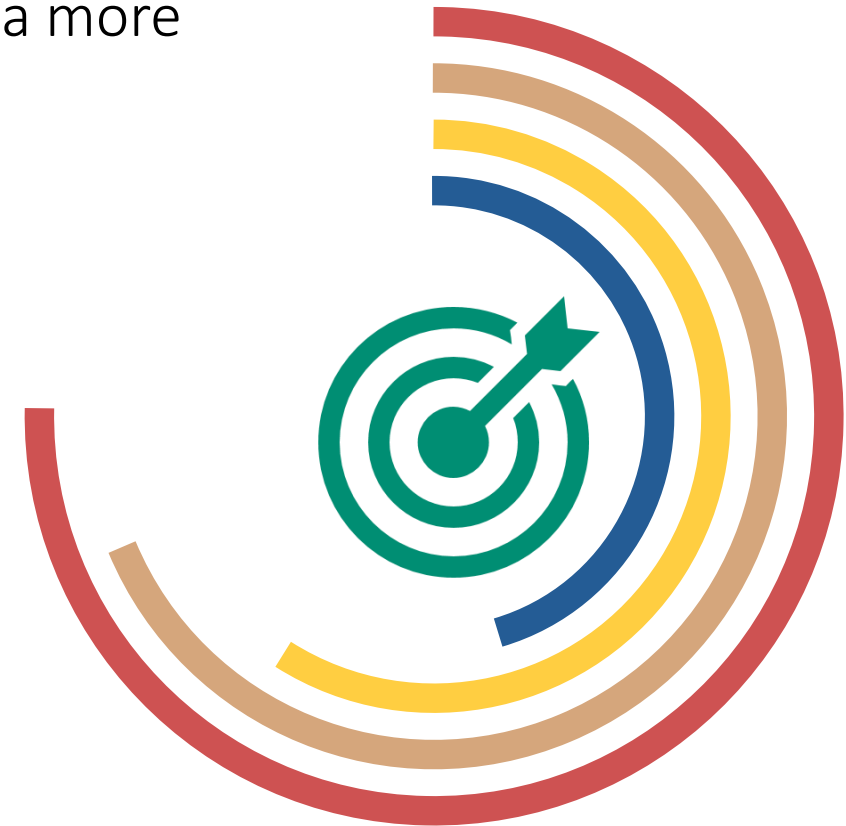
CRITICAL REFLECTION

Guided prompts are used to assist students to focus on objectives before, during, and after their SULAM experiences, creating a more meaningful learning.

Key element of SULAM that connects academic content and SULAM experiences.

Process of analysing experience, think about decisions, draw on theory, adjust behaviour and to create a meaning of the experience.

Critical reflection can be articulated in written form, orally, or as an artistic expression.



Critical reflection models



● Rolfe's Reflective Model

● STARR

● DEAL

● Gibbs



BEST PRACTICES FOR CRITICAL REFLECTION



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1



Encouraged throughout the semester.
Reflection BEFORE, DURING after AFTER SULAM experience

CONTINUOUS

2



Should refer directly to student's own SULAM experience

CONNECTED

3



Should challenge students to think critically to relate:

- SULAM activities
- Academic content (intended learning outcome)
- Social responsibility

CHALLENGING

4



Should be consistent and complementary to other course content

CONTEXTUALIZED



ALTERNATIVE ASSESSMENT FOR SULAM



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PRESENTATION

1. Providing information
 - E.g. campaign and awareness program
2. Teaching a skill
 - E.g. conduct training and workshop
3. Reporting progress
 - E.g. weekly presentation
4. Persuading others
 - E.g. clinics, health screening

PORTFOLIO

- Portfolio of SULAM project that consist of:
- items/artifacts created/collected over the SULAM project
- Written work (letters/memos/emails/report) that shows the progress of their project

PERFORMANCE

- Based on students' performance that related to SULAM project



EXHIBITION

- Based on students' exhibition that related to their SULAM project



E.g. Course Assessment Plan for Stand-alone SULAM course and project-based

Organize: Public Health Pharmacy Carnival + 4 weeks community attachment

Course Learning Outcomes (CLO)	MQF LOD	Delivery Method	ASSESSMENT METHOD (%)			
			Coaching session	Poster Presentation	Community feedback	Final Test
Apply the concept of pharmaceutical care in community pharmacy including its legal requirement.	Interpersonal	Mini Lecture, Case Study, Blended Learning, Group Project, group coaching session	30		10	
Explain verbally and through poster presentation to public/community in promoting healthcare	Communication			30		
Apply the knowledge of drug use and supplements for healthy lifestyle	Cognitive					30



E.g. Course Assessment Plan for embedded SULAM course (one CLO)

Sport for disabled community

Course Learning Outcomes (CLO)	MQF LOD	Delivery Method	ASSESSMENT METHOD (%)			
					Coaching interaction	Reflection
Organize appropriate exercise and sports program according to specific conditions of the disability among participants (community)	Interpersonal, ethic and professionalism	Didactic approach, Case Study, Blended Learning, Group Project			10	20



How much time is required to effectively serve the community?

Minimum 20 hours for
SULAM per semester. Examples of the
break down of the hours:

One hour each week, or

2 to 3 hours per week, or

8-16 hour on site/field work, or

20 hours of SULAM engagement activities



REVIEW
&
CONTINUOUS QUALITY
IMPROVEMENT

Course Monitoring & Review

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Effective service learning is when students can greatly assist any community in serving their constituency and working towards their goals.

Course review and monitoring should look into the impact of SULAM on students learning outcomes, community, and sustainability of a project.



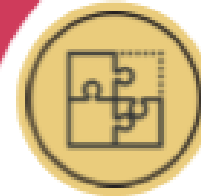
Students' performance

Whether students achieved intended learning outcomes of the project/activities



Delivery methods

Face to face and/or digital; effectiveness in relation to student cohorts; in achieving learning outcomes



Assessment

Assessments – suitability of assessments in relation to learning outcomes



Curriculum content:

To what extent knowledge and skill contributed on the project



Impact of SULAM

Impact on community and sustainability of project





BEGINNER STEPS: SUMMARY

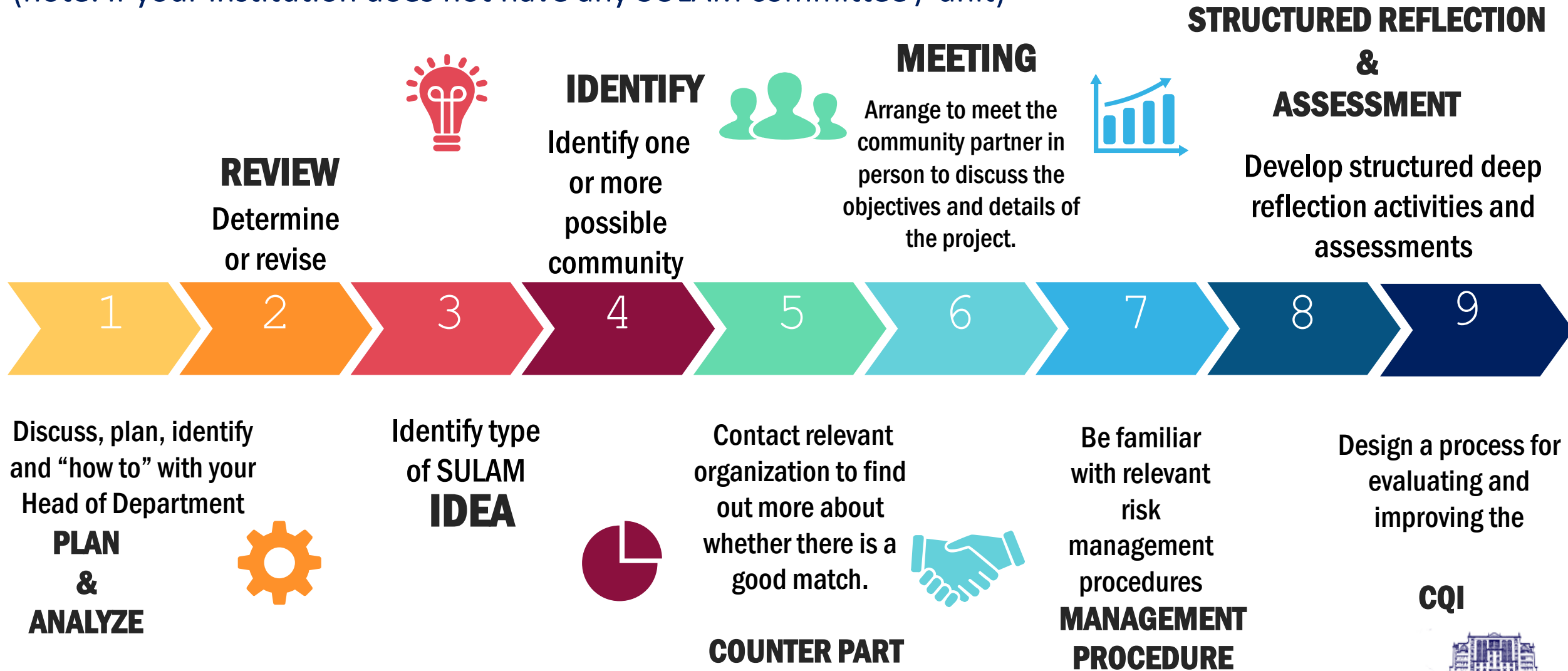
Beginner Steps for Planning & Implementing a SULAM Course



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(note: if your institution does not have any SULAM committee / unit)





TERIMA KASIH



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