CHAPTER 2: SULAM COURSE DEVELOPMENT

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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.

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

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
COMPONENTS IN SULAM COURSE
REQUIRED COMPONENTS IN DEVELOPING SULAM COURSE

- STUDENTS
- COURSE INSTRUCTOR
- COURSE
- PRODUCT/SERVICE
- COMMUNITY PARTNER
1. COURSE (Constructive Alignment)

Formative and summative assessments weightage, grading scale, rubric
2. COURSE INSTRUCTOR

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

Structured experience (intentionally)

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

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

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

- 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.

Adapted from Oakes (2004)
5. COMMUNITY PARTNER
Adapted from Yusop and Correia (2014)

SUITE 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
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.

**Designed explicitly**

**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.
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>• Enables the learners to relate prior knowledge in their discipline, relate and expand it in related field to serve community</td>
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</table>
| Problem Solving and Scientific Skills    | • Improve students’ ability to think  
• Increase complex problem-solving ability  
• Analyse information data and concepts  
• Comprehend new information |
| Practical Skills                         | • Ability to plan, organize, use techniques, skills, necessary for discipline practice                                                    |
| Interpersonal skills                     | • 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                     | • 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 |
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<th>Student Learning Outcome</th>
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<tr>
<td>Digital skills</td>
<td>- Ability to use information/digital technologies to solve community problems/address community needs or concern</td>
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<tr>
<td>Numeracy skills</td>
<td>- Apply quantitative or qualitative tools to analyze and evaluate numerical and graphical data.</td>
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<tr>
<td>Leadership, autonomy and responsibility</td>
<td>- Joint expertise of all team members to successfully complete the project</td>
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<td></td>
<td>- Demonstrate necessary leadership skills such as those needed to plan, recruit, orient, train, motivate, evaluate, assess needs and create budgets</td>
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<tr>
<td></td>
<td>- Develop personal leadership style</td>
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<tr>
<td>Personal</td>
<td>- Demonstrate values and attitudes, ethics and beliefs needed for learning from experience (example: confidence, self-control; social skills and proper etiquette)</td>
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<td></td>
<td>- Take risks, accept challenges</td>
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<td></td>
<td>- Demonstrate independence, autonomy, assertiveness</td>
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<td></td>
<td>- Demonstrate perseverance in the face of difficulty</td>
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<tr>
<td>Entrepreneurial skills</td>
<td>- Innovation and enterprise</td>
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<tr>
<td></td>
<td>- to create and grow businesses through the discovery and exploitation of opportunities</td>
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<tr>
<td></td>
<td>- Generate ideas about business opportunities and their innovativeness</td>
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<tr>
<td>Ethics and professionalism</td>
<td>- Contributes to the acquisition of moral and ethical values (students’ capacity of moral judgment)</td>
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<td></td>
<td>- Development of a high sense of the professional ethics</td>
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<tr>
<td></td>
<td>- Demonstrate professionals’ understanding of various emerging issues of ethics</td>
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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
Instructional component, the service component, or both are conducted online.

Fully online or partially on site-partially online depending on the learning outcomes of the SULAM course.

Community can be reached through online or face-to-face approach.

Online community service might include regional, national, or even global partners for service projects.

Communication should be clearly established between or among parties through:

- Structured reflection and dialogue via asynchronous online blogs or text discussions,
- And via synchronous audio or video conferencing.
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.”

**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

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

**REFLECTIVE OBSERVATION**
Reflecting service learning experience to past experience and conceptual understanding

**KOLB’S EXPERIENTIAL LEARNING CYCLE**
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

1. **Discipline-Based**
   The learning outcome is to apply technical expertise to community needs.

2. **Problem-Based**
   The learning outcome is to solve real, community-based problems.

3. **Capstone Course/Project**
   Basically, a project is "applied" knowledge and learning with the product being the goal.

4. **Service Internship**
    SULAM projects with one or more partners/faculties/disciplines/courses to achieve the learning outcomes.

5. **Community-Based Action Research**
   To promote civic engagement.

6. **Pure/Civic based**
    SULAM projects with one or more partners/faculties/disciplines/courses to achieve the learning outcomes.

7. **Multiple course projects**

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

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

2. Should refer directly to student’s own SULAM experience

CONTINUOUS

3. Should challenge students to think critically to relate:
   • SULAM activities
   • Academic content (intended learning outcome)
   • Social responsibility

CONNECTED

4. Should be consistent and complementary to other course content

CHALLENGING

CONTEXTUALIZED
ALTERNATIVE ASSESSMENT FOR SULAM

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

<table>
<thead>
<tr>
<th>Course Learning Outcomes (CLO)</th>
<th>MQF LOD</th>
<th>Delivery Method</th>
<th>ASSESSMENT METHOD (%)</th>
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<tbody>
<tr>
<td>Apply the concept of pharmaceutical care in community pharmacy including its legal requirement.</td>
<td>Interpersonal</td>
<td>Mini Lecture, Case Study, Blended Learning, Group Project, group coaching session</td>
<td>Coaching session: 30</td>
</tr>
<tr>
<td>Explain verbally and through poster presentation to public/community in promoting healthcare</td>
<td>Communication</td>
<td>Mini Lecture, Case Study, Blended Learning, Group Project, group coaching session</td>
<td>Coaching session: 30</td>
</tr>
<tr>
<td>Apply the knowledge of drug use and supplements for healthy lifestyle</td>
<td>Cognitive</td>
<td>Mini Lecture, Case Study, Blended Learning, Group Project, group coaching session</td>
<td>Coaching session: 30</td>
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E.g. Course Assessment Plan for embedded SULAM course (one CLO)

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<th>Coaching interaction</th>
<th>Reflection</th>
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<td>Organize appropriate exercise and sports program according to specific conditions of the disability among participants (community)</td>
<td></td>
<td>Didactic approach, Case Study, Blended Learning, Group Project</td>
<td></td>
<td>10</td>
<td>20</td>
</tr>
</tbody>
</table>
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 review and monitoring should look into the impact of SULAM on students learning outcomes, community, and sustainability of a project.
BEGINNER STEPS: SUMMARY
Beginner Steps for Planning & Implementing a SULAM Course
(note: if your institution does not have any SULAM committee/unit)

1. **REVIEW**
   - Determine or revise

2. **PLAN & ANALYZE**
   - Discuss, plan, identify and “how to” with your Head of Department

3. **IDENTIFY**
   - Identify one or more possible community partners

4. **MEETING**
   - Arrange to meet the community partner in person to discuss the objectives and details of the project.

5. **STRUCTURED REFLECTION & ASSESSMENT**
   - Develop structured deep reflection activities and assessments

6. **IDENTIFY COUNTER PART**
   - Contact relevant organization to find out more about whether there is a good match.

7. **COUNTER PART MANAGEMENT PROCEDURE**
   - Be familiar with relevant risk management procedures

8. **REVIEW**
   - Be familiar with relevant risk management procedures

9. **ASSURE & IMPROVE**
   - Design a process for evaluating and improving the CQI

![Diagram](image-url)
TERIMA KASIH
References

