KEMENTERIAN PENDIDIKAN TINGGI

JPT JABATAN PENDIDIKAN TINGGI

BENGKEL ADVOKASI
SERVICE-LEARNING MALAYSIA – UNIVERSITY FOR SOCIETY (SULAM)

SERVICE LEARNING MALAYSIA
SULAM
UNIVERSITY FOR SOCIETY

20 Mei 2024 (Isnin) | Kementerian Pendidikan Tinggi

DESIGN & DELIVERY OF SULAM COURSE

Overview

1. Expectation and Required Components of SULAM course
2. Development of SULAM course
3. Course Assessment Plan (Constructive Alignment)
4. Delivery and Assessment
5. Reflection Models

PHILOSOPHY

Picture:
SULAM@UiTM

Incorporating Service Learning Into A Course Requires Thoughtful Pre-planning And Thorough Monitoring. It Is Important To Keep In Mind That The Service Activity Is Not An Additional Component, But Rather Another Way To Teach Course/Discipline Concepts And Applications.

Successful Learning And Effective Community Contributions depend upon a well-integrated package of syllabus, Orientation, reflection and assessment.

EXPECTATION OF SULAM COURSE

PART OF CURRICULUM OF A PROGRAM

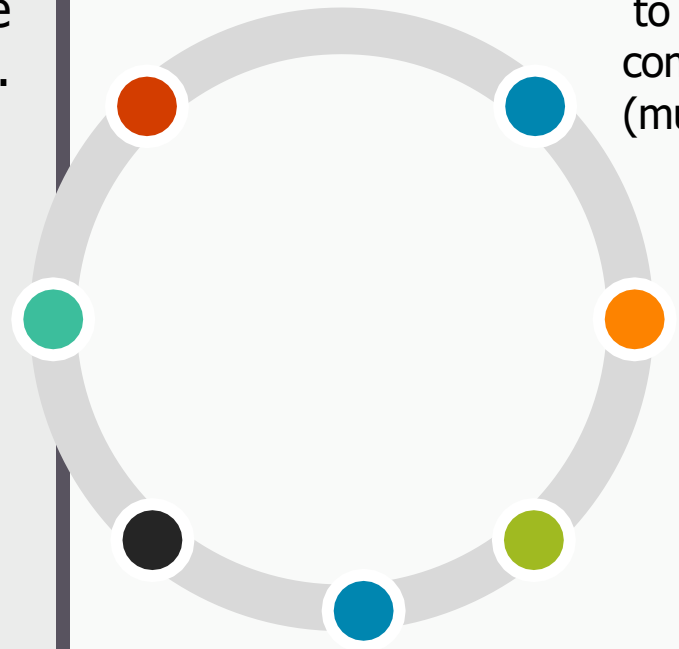
intentionally designed to achieve certain learning outcomes.

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 (multidisciplinary 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.

REQUIRED COMPONENTS IN DEVELOPING SULAM COURSE

STUDENTS

COURSE

COURSE INSTRUCTOR

PRODUCT/ SERVICE

COMMUNITY PARTNER

1. COURSE

COURSE SYLLABUS

- Learning outcomes and course content
- Readings and learning materials
- Contact person

LEARNING ACTIVITIES

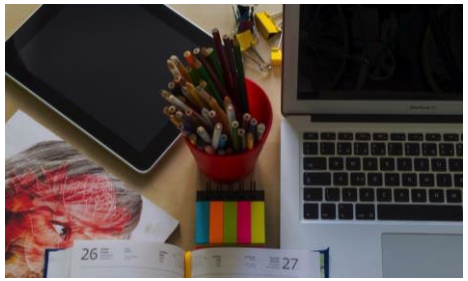
- Introduction to service-learning
- Describe the approach

ASSESSMENT

- Formative and summative assessments e.g. assignments, presentations;
- weightage, grading scale

Adapted from Clarke University (n.d.)

2. Course instructor



Structured experience

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

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

Assess the effectiveness

- 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

Adapted from Oakes (2004)

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

DEVELOPMENT OF SULAM COURSE

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

- One or two course learning outcomes can be incorporating into a SULAM course
- Stand-alone : exp: project-based which can also be interdisciplinary

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

COURSE LEARNING OUTCOMES

Statements on what a student should know, understand and can do upon the completion of a period of study (2017)

It must be doable, measurable, observable and assessable.

The learning outcomes may be described in the context of graduates' attributes or competencies (MQF 2.0 2017)

FIVE CLUSTERS

The five clusters of learning outcomes in the MQF Second Edition are as follows:

i. Knowledge and Understanding
ii. Cognitive Skills
iii. Functional Work Skills with a focus on:
    a. Practical Skills
    b. Interpersonal Skills
    c. Communication Skills
    d. Digital Skills
    e. Numeracy Skills
f. Leadership, Autonomy and Responsibility
iv. Personal and Entrepreneurial Skills
v. Ethics and Professionalism

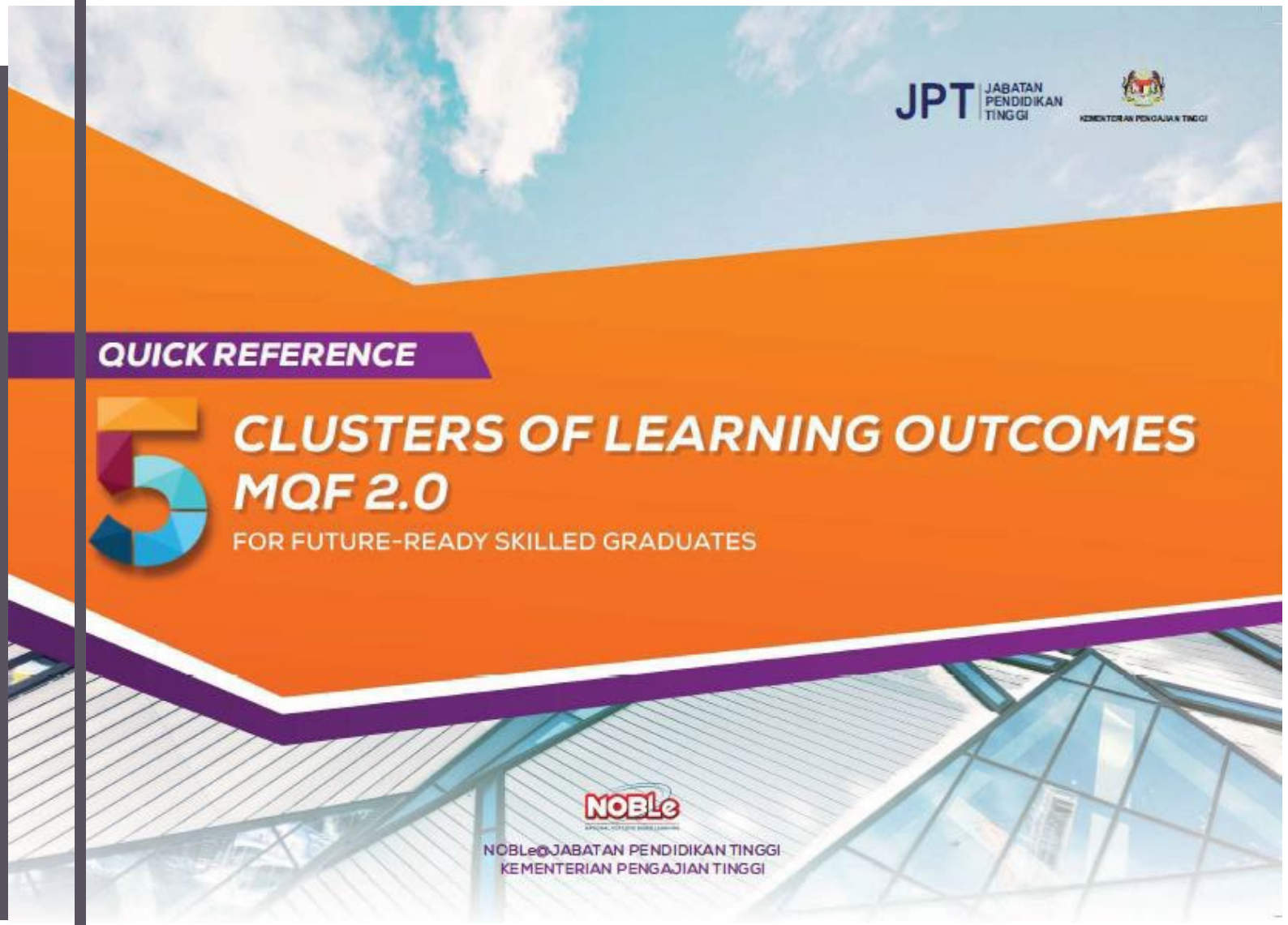
Potential Student Learning Outcomes for SULAM

Student Learning Outcome	Description
Knowledge & Understanding	• 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	• 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

Potential Student Learning Outcomes for SULAM (Cont'd)

Student Learning Outcome	Description
Digital skills	• Ability to use information/digital technologies to solve community problems/ address community needs or concern
Numeracy skills	• Apply quantitative or qualitative tools to analyze and evaluate numerical and graphical data.
Leadership, autonomy and responsibility	• 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	• 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	• 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	• 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

REFERENCE: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CLUSTERS OF LEARNING OUTCOMES
MQF 2.0
FOR FUTURE-READY SKILLED GRADUATES
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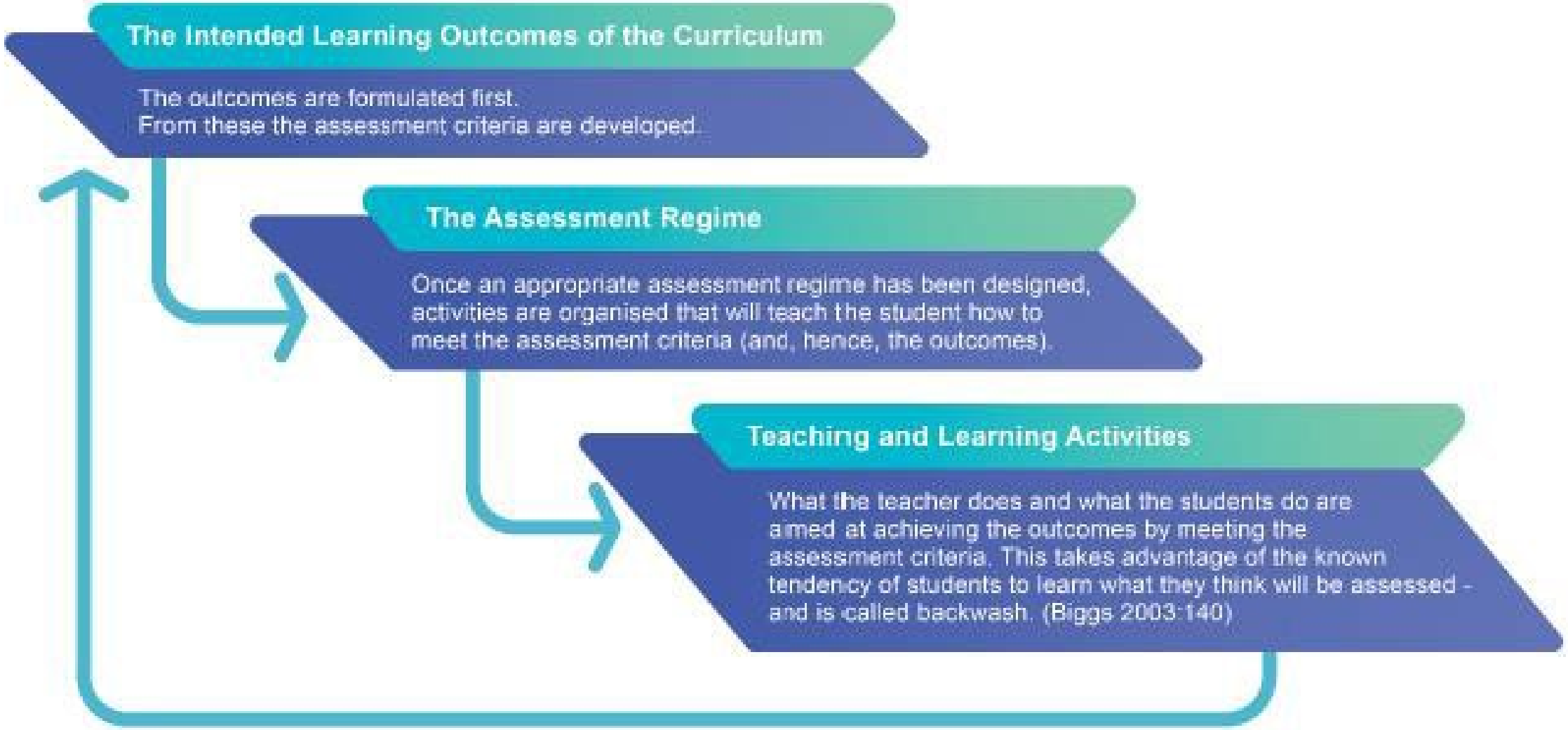
COURSE ASSESSMENT PLAN

CONSTRUCTIVE ALIGNMENT



GGP: PDD (MQA 2023)

Example of Course Learning Outcomes and Assessment
(Course: Environmental Chemistry)

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	Mini Lecture, Case Study, Blended Learning, Group Project, group coaching session		30		
Apply the knowledge of drug use and supplements for healthy lifestyle	Cognitive	Mini Lecture, Case Study, Blended Learning, Group Project, group coaching session				30

Example of CAP 1

Example of CAP 2

Course: Community Dietetic Placement

Course Learning Outcomes (CLO)	MQF LOD	Delivery Method	Assessment (%)	
			Portfolio	Presentation
CLO3: Demonstrate effective social communication skills with multidisciplinary team members in the community (P5)*	Interpersonal Skill/ communication	Project-based learning	20 (including reflection)	10

*Note: only one CLO measure SULAM element

Example of CAP 3

Course: Community engagement

Course Learning Outcomes (CLO)	MQF LOD	Delivery Method	Assessment (%)	
1.Demonstrate problem solving skill in improving quality of life of the community based on science and technology approaches.	Cognitive	Group discussion Field Trip	Presentation and reflection (50)	
2. Demonstrate ability to educate and transfer science and technology knowledges to community through relevant activities.	Interpersonal			Community feedback, video project (50)

Credit and Academic Load

How much time is required to effectively serve the community?

Minimum of 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

SLT

Student learning time can consist of guided learning, independent learning as well as assessment activities:

- Guided learning is structured learning with a set of outcomes and delivery methods set by an instructor.

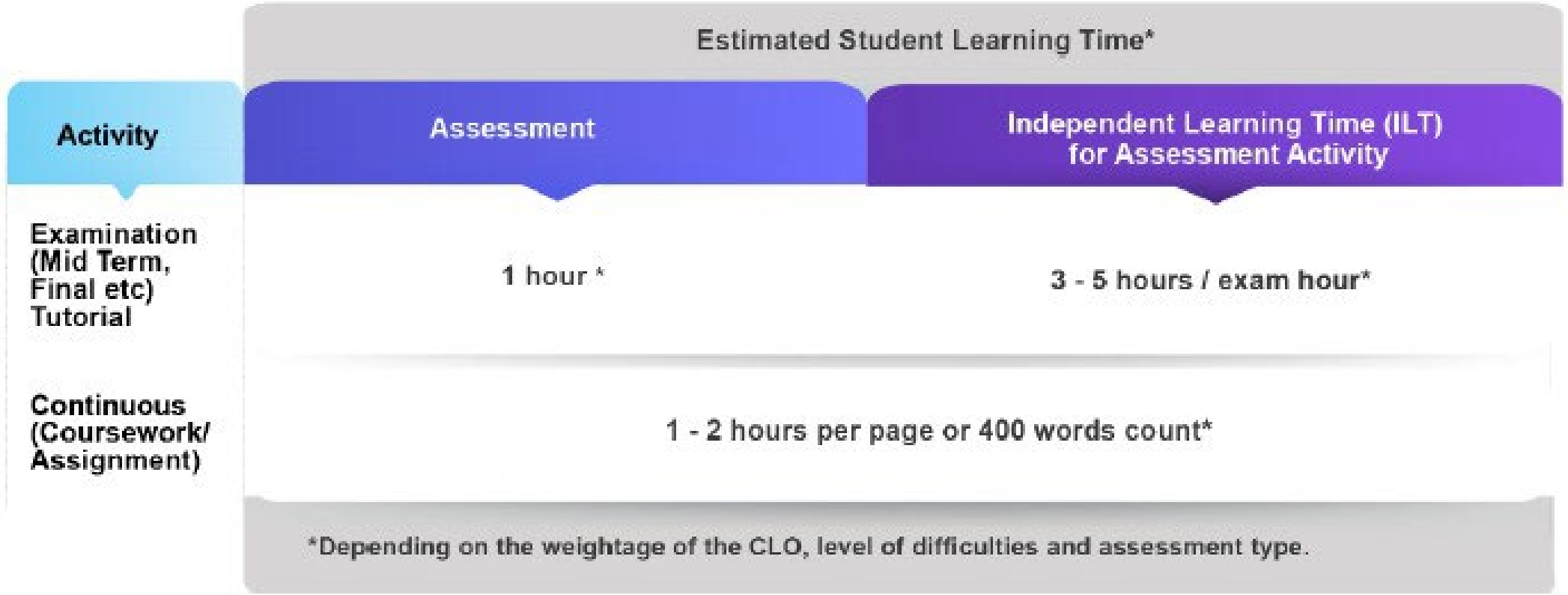
Activities considered in Guided Learning include:
a) Face-to-face activities, such as lectures, tutorials and practical sessions.
b) non-face-to-face activities, such as online learning.
c) blended learning and others, such as project-based learning, discovery learning, practicum, industrial training, and others.

- Independent learning is non-structured learning but related to the outcomes, delivery, and assessment of a course, voluntarily conducted by students for preparation of the guided learning activities, revision of past lessons and for other purposes.

SLT Estimation Guidance

Activity	Estimated Student Learning Time*	
	Guided Learning Time	Proposed Independent Learning Time (ILT) for Guided Learning Activities
Lecture	1 hour	1 - 2 hours / Lecture Hour
Tutorial	1 hour	1 - 2 hours / Tutorial Hour
Laboratory or practical	1 hour	0 - 2 hours / Practical Hour
Online Learning (Synchronous, Asynchronous)	1 hour	1 - 2 hours / Online Activity

SLT Estimation Guidance (cont.)



Source:
GGP:PPD 2ND EDITION, 2023

Kolb's Experiential Learning Cycle

ACTIVE EXPERIMENTATION
- Testing new ideas
- Sharpening skills in a new experience

CONCRETE EXPERIENCE
- Direct engagement in authentic service learning situation: doing and having in experience

ABSTRACT CONCEPTUALIZATION
- Concluding/learning from the experience, synthesizing new knowledge and perspectives

REFLECTIVE OBSERVATION
- Relating service learning experience to past experience and conceptual understanding

EXPERIENTIAL LEARNING ACTIVITIES IN SULAM

Examples of SULAM Experiential Learning Activities

Need Analysis / Brainstorming Session

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

Presentation to Community Partner / Sponsor

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

Critical Reflection

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

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 Learning Approach

Discipline-based
The learning outcome is to apply technical expertise to community needs.

Capstone course / project
Students draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community.

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

Service internship
Have regular and ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories.

SULAM Teaching Learning Approach (cont.)

Community-based action research
This type of project involves students in research within the community. Action research projects can be part or as Final Year Project that address community needs. Action research and participatory action research can support the ongoing research of faculty. Community members and students contribute equally to setting the research agenda and determining how the results will be used.

Pure/civic based
The learning objective is to promote civic engagement.

Multiple course projects
SULAM projects with one or more partners/ faculties/ disciplines/ courses to achieve the learning outcomes. Lecturer/ person in charge or SULAM coordinator from different faculties/ disciplines/ courses play very important role to ensure the smoothness of implementation through effective communication.

Alternative Assessment in SULAM Course

Presentation

- **Providing information** - conducting e-waste management campaign, cybersafe awareness programme
- **Teaching a skill** – E.g. training for marketing and branding of local product, conducting composting workshop
- **Reporting progress** – E.g. weekly presentation to community partners/faculty on current progress of SULAM project
- **Persuading others** – E.g. legal clinics, health screening campaign, reduce single use of plastic campaign

Portfolio Based Assessment

- Students to create a portfolio containing their SULAM project related items/artifacts that are created and collected over the SULAM project period.
- Students create a portfolio of their SULAM related written work (drafts of letters/memos/emails/report) that shows how they have progressed from the beginning to the end of their SULAM project.

Note: Reflections may be included in student portfolios in which students reflect on their growth based on the items in their portfolio.

Performance

- SULAM project can include student assessment based on students' performance related to SULAM project.

Exhibition

- SULAM project in which student are assessed based on their exhibition of their work.

Reflection Models

Reflection is a critical component of service learning, as it helps students integrate their practical experiences with their academic knowledge

Figure 1: Gibbs' reflective cycle

CRITICAL REFLECTION IN SULAM

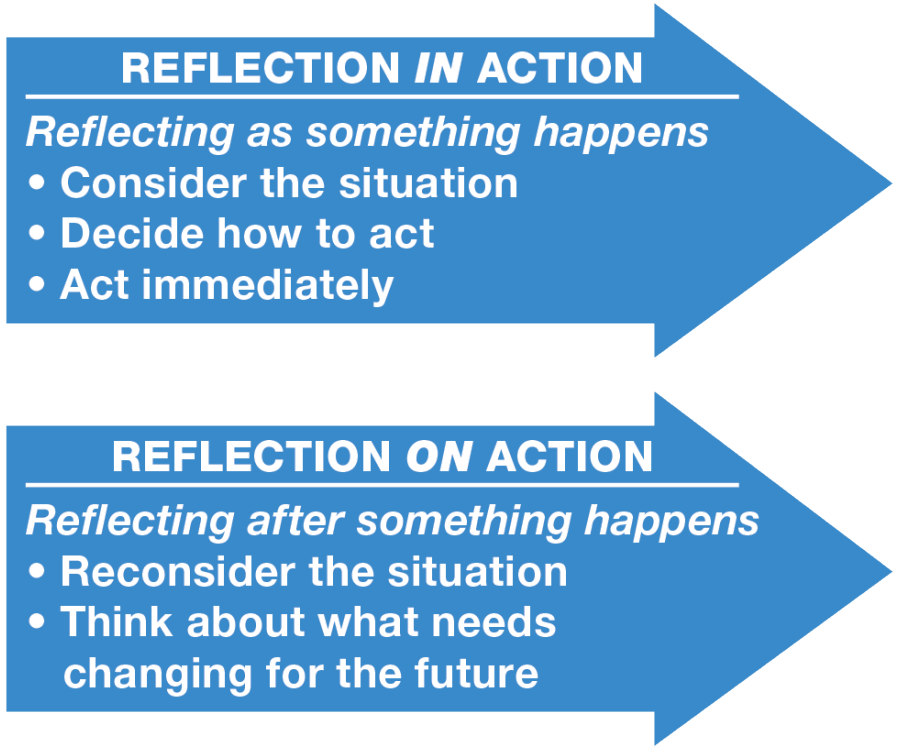
1. Kolb' s Experiential Learning Cycle: This cycle helps students understand and learn from their hands-on experiences by reflecting on what they did, learning from the experience, and planning how they can apply this learning in the future.

2. Gibbs' Reflective Cycle: Developed by Graham Gibbs, this model provides a straightforward structure for reflection. It includes the stages of description, feelings, evaluation, analysis, conclusion, and action plan. This model encourages a thorough reflection process, prompting learners to think about their feelings, critically analyze their experiences, and develop plans for future improvement.

CRITICAL REFLECTION IN sulam (cont.)

3. Schön's Reflective Practice: Donald Schön proposed two types of reflection: reflection-in-action and reflection-on-action.

Reflection-in-action is about reflecting on one's actions as they occur, while reflection-on-action involves reflecting after the event. This approach is particularly useful in service learning as it enables students to adapt and improve their actions in real-time and upon later reflection.

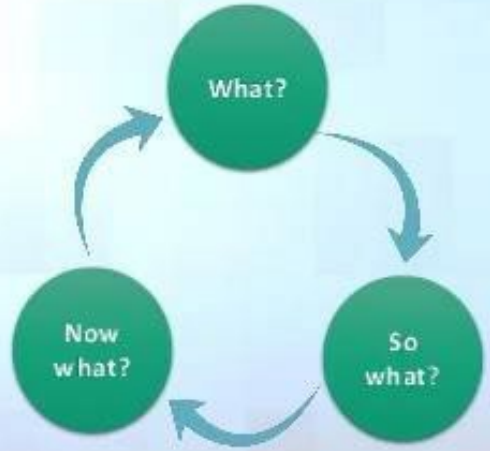


CRITICAL REFLECTION IN SULAM (cont.)

4. Rolfe et al.'s Reflective Model: This model is framed by three simple questions: What? So what? Now what? These questions help guide the reflection from basic descriptive levels to analytical and then to the application level. It helps students critically analyze their experiences and plan their future actions based on their learning.

Rolfe et al. (2001) Framework on Reflective Practice

Stage	Details
'What?'	Describe the situation; achievements, consequences, responses, feelings, and problems
'So what?'	Discuss what has been learnt; learning about self, relationships, models, attitudes, cultures, actions, thoughts, understanding, and improvements
'Now what?'	Identify what needs to be done in order to improve future outcomes, and develop learning.



CRITICAL REFLECTION IN SULAM

5. The DEAL Model for Critical Reflection: Developed by Ash and Clayton, the DEAL model stands for Describe, Examine, and Articulate Learning. It asks students to describe their service-learning experience, examine their learning by considering multiple perspectives, and articulate learning in terms of how their understanding of course content has changed and how they might use their new knowledge in the future.

ACTIVITY

- Revise your CLO and assessment
- Produce course assessment plan (CAP) for your course

CAP TEMPLATE

Course: XXXXX

Course Learning Outcomes (CLO)	MQF LOD	Delivery Method	Assessment		

THANK YOU

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