



MINISTRY  
OF EDUCATION  
MALAYSIA

JPT | DEPARTMENT  
OF HIGHER  
EDUCATION



# SULAM

**SERVICE LEARNING MALAYSIA**

**- UNIVERSITY FOR SOCIETY**



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# SULAM PLAYBOOK

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MINISTRY  
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PENDIDIKAN  
TINGGI



# SULAM

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### Logo Description:

The combination of the three blue, red and yellow colours used in the logo design represents the combination of three elements those are Community, Student and Lecturer.

This logo is an abstract logo of typography. The word SULAM can be seen clearly using the letters Insaniburger with Cheese. The 'SERVICE LEARNING MALAYSIA' and 'UNIVERSITY FOR SOCIETY' texts are arranged above and below the word SULAM as a complement to the entire logo.

The graphic images of the three knots of the ribbon above the word SULAM are indicative of a combination of the thoughtfulness and the symbol of cooperation between the Community, Students and Lecturers of Higher Learning Institution (HLIs) through SULAM's organised programmes.

### Designed by:

Siti Norulhana binti Hj Miskan (*Senior Designer, UTM*)

Muhammad Zaiful bin Hisham (*Intern, UiTM*)





MOE's education framework, direction and way forward should address local community needs and issues. Community must be the nucleus of university existence, thus education can drive the social changes.



## MINISTER OF EDUCATION

YB DR. MASZLEE BIN MALIK







The goal of Malaysia's education system is to develop value-driven graduates who are holistic, entrepreneurial and balanced.

Graduates will be able to become Global Citizens infused with those values and contribute to the harmony and wellbeing of the local and global communities.



## SECRETARY GENERAL

YBHG. DATO' DR. MOHD GAZALI BIN ABAS







SULAM is capable of enhancing the sense of social responsibility, religious and racial tolerance as well as developing 21st century skills such as the ability to work well with others, critical thinking skills and creative, leadership and communication skills.



## DIRECTOR GENERAL

YBHG. DATUK IR. DR. SITI HAMISAH BINTI TAPSIR







# Introduction

Community engagement is a vital aspect of student and academic life at Malaysian Higher Learning Institutions (HLIs). It deepens academic learning, builds stronger relationships beyond the campus, and prepares students more effectively for their post-HLIs endeavours. Integrating community engagement into the university curriculum creates an educational environment where students not only develop academically but are transformed personally and professionally. Service Learning Malaysia - University for Society (or SULAM) is an initiative lead by Ministry of Education to address the Shift 1 of Malaysia Education Blueprint 2015–2025 (Higher Education) i.e producing Holistic, Entrepreneurial and Balanced Graduates. It will also work towards instilling the culture of happiness, love and mutual respect in HLIs in a bid to create a fun and positive learning environment.

SULAM is a multidimensional concept that embraces both curricular and co-curricular approaches to service and educational opportunities. The words "service" and "learning" in SULAM strongly suggests a balance between learning outcomes and service outcomes that can be achieved only through an integration of each. SULAM can generally be defined as a form of experiential education in which students engage in activities that address community needs together with structured opportunities intentionally designed to promote student learning.

SULAM is not the same as student community service or volunteerism. While sharing the word "service," student community service, illustrated by a student organisation adopting a local village, rarely involves a learning agenda. In contrast, SULAM make intentional efforts to engage students in planned and purposeful learning related to the service experiences. Student community service activities will be integrated into an academic course, utilises the service experience as a platform for both academic learning and civic learning.

This Playbook is designed to provide an overview of the SULAM program at Malaysia HLIs. We hope that it will provide you with some ideas and resources to get started in SULAM or to enhance the SULAM work that you are already doing. This Playbook has three main chapter and it is designed to be used in a specific order. Chapter One addresses the concept and benefits as well as some examples of SULAM. It also gives definition and background information on SULAM. Chapter Two is about developing a SULAM embedded course which describes the main components of a SULAM course and techniques of writing good reflections. Chapter Three will give you ideas on how to engage community partners, their roles as well as management of SULAM at higher institutions.



# CHAPTER I

## SULAM AS COMMUNITY-ENGAGED PEDAGOGY



01

02

03

- 1.0 What is SULAM?
- 1.1 Approaches to SULAM
- 1.2 How is SULAM Different from Community Service?
- 1.3 SULAM Benefits
- 1.4 Effective Practices in SULAM
- 1.5 Examples of SULAM



## 1.0 What is SULAM?



SULAM stands for Service Learning Malaysia - University for Society. It is an initiative by Ministry of Education to address the Shift 1 of Malaysia Education Blueprint 2015–2025 (Higher Education).

A course-based, credit-bearing educational experience in which the student participates in a structured service activity that meets identified community needs, reflects on the service activity and experiences to achieve desired learning outcomes, in such a way as to gain deeper understanding of course content, a broader appreciation of the discipline, enhanced sense of personal values and civic responsibility.

SULAM pedagogy supports humanistic and value-driven education as key to strengthening our education system by integrating love, happiness and mutual respect.



## SULAM Goal



To frame pedagogical models and research agendas involving service-learning at the national and international levels

## SULAM as an Experiential Education

...as a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes

Jacoby, 1996



## SULAM is a form of experiential education that:

1

Is developed, implemented, and evaluated **in collaboration with the community**

2

Responds to **community-identified concerns**

3

Attempts to **balance** the **service** that is provided and the **learning** that takes place

4

Enhances the curriculum by extending learning beyond the classroom and allowing students to apply what they've learned to real-world situations

5

Provides opportunities for **critical reflection**

## Role of Academics

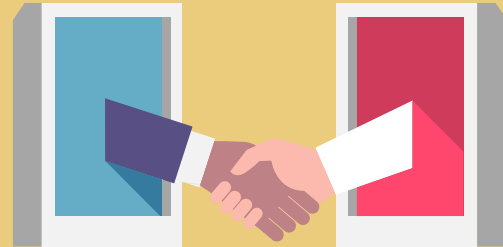


...create a learning environment where curricula are connected to societal issues through civic engagement and engage students through —dynamic teaching, active scholarship, personal attention, and experiential learning...

Widener University, 2004

## Why SULAM?

SULAM has potential to transform teaching and learning in IHLs and help future generation to develop social responsibility and an ethic of service. Previous studies worldwide indicated positive student attributes, such as social responsibility, **tolerance of diversity**, develop leadership and gain personal and social skills. SULAM represents university's third mission- university for society.





## Definition of SULAM Community Service

“

SULAM community services are defined as services that are identified by HLIs through formal or informal consultation with local non-profit organisations, government, and community-based organisations, designed to improve the quality of life for community residents, particularly low-income individuals or to solve/address particular problems related to their needs.

”

# QUADRUPLE HELIX SULAM



**Government:**  
All government agencies



**Higher Learning Institutions**  
Public and private universities, colleges, polytechnics etc.

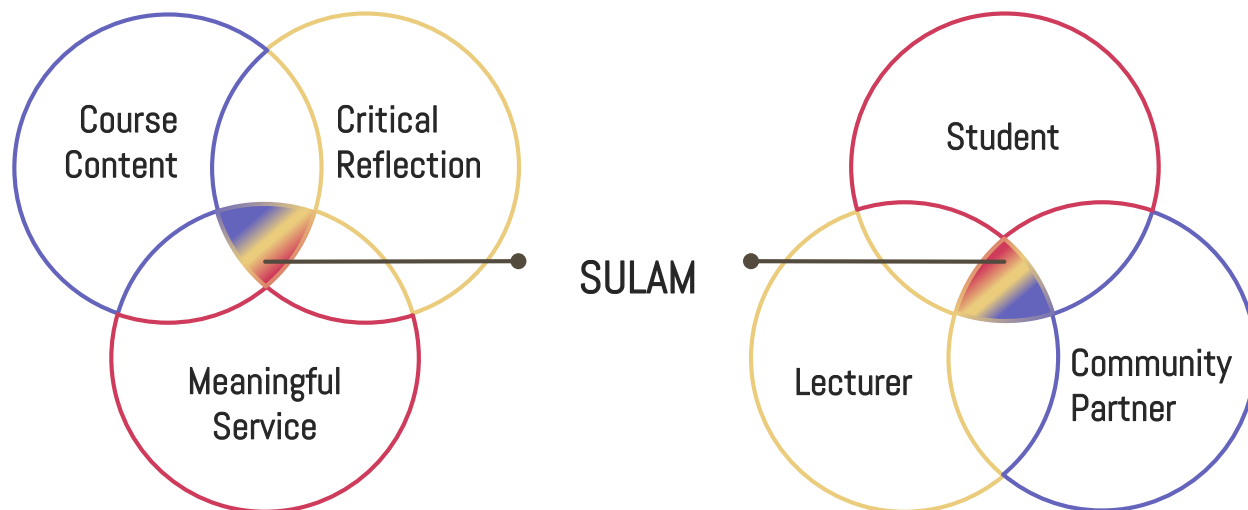
**Community:**  
Kampung Angkat, OKU, Senior citizen, B40, Underprivileged communities, NGO etc.



**Industry:**  
Corporates



## Key Components of SULAM



Adapted from Furco, A. (1996)

# 1.1 Approaches to SULAM



1

## Direct SULAM

Person-to-person, face-to-face service projects

2

## Indirect SULAM

Working on broad issues, environmental projects

3

## Advocacy SULAM

Educating others about topics of public interest

4

## Research-based SULAM

Gathering and presenting information on areas of interest and need

## Examples

## Impact on Skills Practices

### Direct SULAM

- Tutoring other students and adults
  - Conducting art/music/dance lessons for younger students
  - Helping other students resolve conflicts
  - Creating life reviews for Hospice patients
- Caring for others
  - Dependability
  - Interpersonal skills
  - Problem-solving
  - "Big picture" learning

### Indirect SULAM

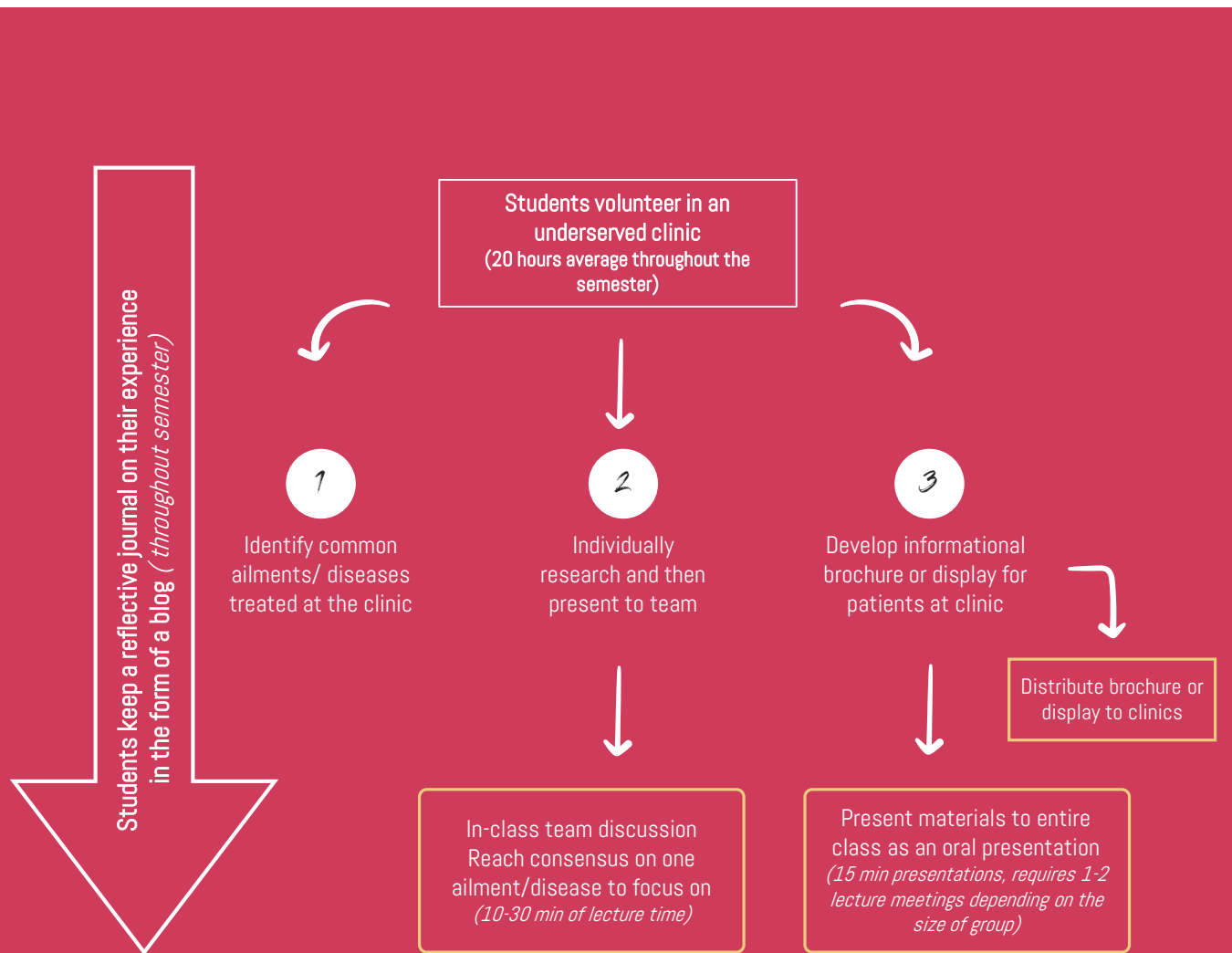
- Compiling a town history
  - Restoring historic structures or building low-income housing
  - Restoring ecosystems
  - Preparing preserve areas for public use
- Cooperation
  - Teamwork skills
  - Playing different roles
  - Organising
  - Prioritising
  - Project-specific skills

### Advocacy SULAM

- Planning and putting on public forums on topics of interest in the community
  - Conducting public information campaigns on topics of interest or local needs
  - Working with elected officials to draft legislation to improve communities
  - Training the community in fire safety or disaster preparation
- Understanding rules
  - Systems
  - Processes
  - Engaged citizenship
  - Working with adults

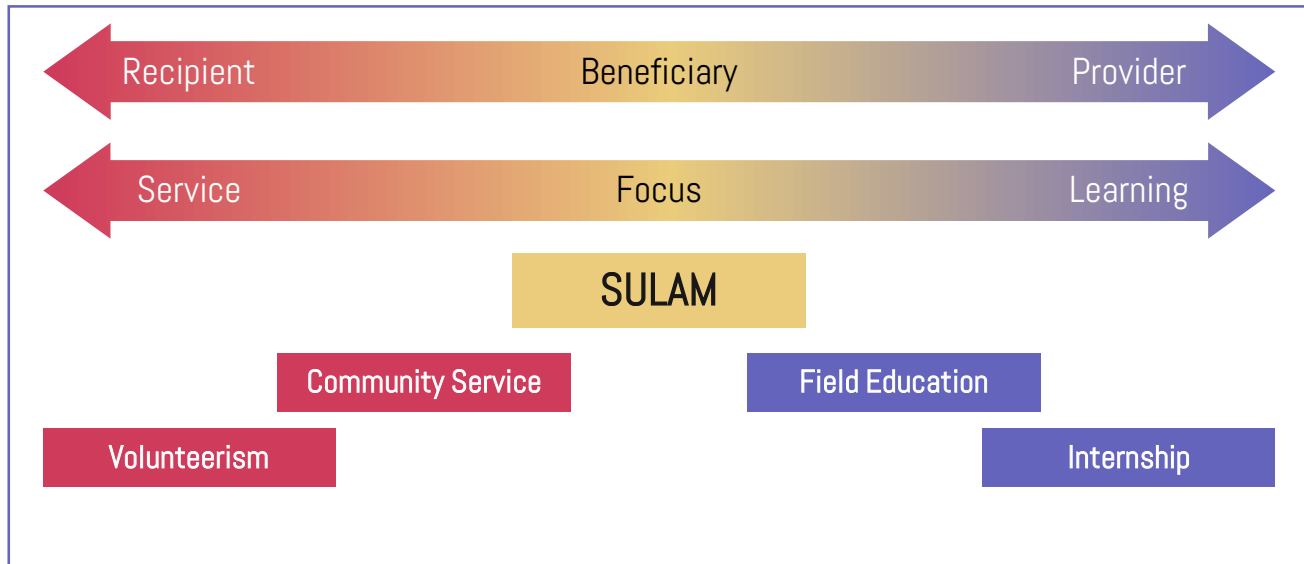
### Research-Based SULAM

- Writing a guide on available community services; Translating it into Malay or other languages of new residents
  - Conducting longitudinal studies of local bodies of water; water testing for local residents;
  - Gathering information and creating brochures or videos for non-profit or government agencies;
  - Mapping state lands and monitoring flora and fauna;
  - Conducting surveys, studies, evaluations, experiments, interviews, etc
- Learn how to learn/get answers/find information,
  - Make discriminating judgments,
  - Work systematically,
  - Organizational skills,
  - How to assess,
  - Evaluate and test hypotheses



An example of protocol of the SULAM project delineating what was expected of students

## 1.2 How is SULAM Different from Community Service?



*Distinctions Among Service programmes*

Source: Furco, (1996)

### SULAM is Different from...

#### Volunteerism

Primary emphasis is on work being provided. Generally not linked to intentional formal or information learning/reflection

#### Community Service

Primary emphasis is on the service being provided, some intentional opportunities for reflection maybe incorporated, often not

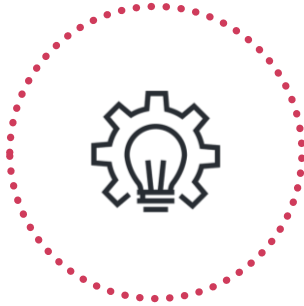
#### Internships

Engagement is primarily for the purpose of gaining hands-on experiences to enhance learning of a particular field of study. Often not linked to academic learning.

#### Field Education/Work

Engagement in the work of a community organization related to their academic field of study. Not fully integrated into their current coursework, limited opportunities for reflection.

# SULAM



**Benefits the provider and recipient of service**



**Focus on service and learning**



**Have academic context that ensures**

- Service enhances learning
- Learning enhances service



Service, combined with learning, adds value to each and transforms both.

**Porter-Honnet & Poulsen, 1990**

Service-learning is based on the assumption that learning does not necessarily occur as a result of experience itself, but rather as a result of reflection designed to achieve specific learning outcomes. In this sense, service-learning expands on the concepts of community service and volunteerism

**Porter-Honnet & Poulsen, 1990**



## 1.3 SULAM Benefits

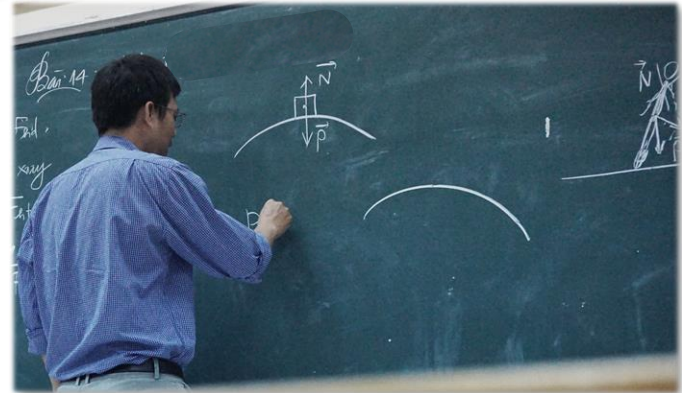


### Students

- Deeper understanding of course material
- Improved ability to apply material they learn in class to real problems
- Motivation to work harder
- Increased connection to the college experience through stronger ties to students and faculty
- Improved leadership skills
- Reduction in negative stereotypes and an increase in tolerance for diversity
- Deeper understanding of the complexity of social issues
- Increased sense of connection to the community
- Greater self-knowledge

### Lecturers

- Providing new ways to teach familiar material, thus re-engaging lecturers
- Offering professional development challenges
- Engaging in meaningful interactions with the community
- Encouraging interactive, mentoring relationships with students
- Giving opportunities to lecturers to see the direct consequences of their teaching upon society
- Identifying current trends and issues that might inform research
- Engaging lecturers across academic disciplines through a shared approach to teaching
- Creating new opportunities for research and scholarship



### HLIs

- Enhanced teaching, research, and outreach activities
- Lecturers and student engagement in local and state issues
- Opportunities to extend campus resources
- Positive community relationships
- Increased preparation of graduates

# SULAM Benefits (Cont'd)



## Industry

- Creates opportunities for community to participate in student learning
- Builds community awareness of IHLs programmes and services
- Provides new ideas, energy, and enthusiasm to community
- Provides additional human resources to fulfil community's mission and goals
- Expand their base of volunteers

## Community

- Creates opportunities for community to participate in student learning
- Builds community awareness of IHLs programmes and services
- Provides new ideas, energy, and enthusiasm to community
- Provides additional human resources to fulfil community's mission and goals
- Expand their base of volunteers





## 1.4 Effective Practices in SULAM

### What Must be Included in a Project to be Considered SULAM?

- 1 The project is connected to Student Learning Outcomes (SLOs)
- 2 The project is connected to course content and those connections are discussed during class time
- 3 The service activities are organized and executed with the community partner, not for or to the community partner
- 4 The community partner is a non-profit
- 5 Students and lecturers do not receive payment for their service
- 6 There is a reflection component included in the assignment
- 7 Students conduct a significant number of hours serving the community partner (20 hours over the course of a semester is recommended)
- 8 The service activities are a graded required (or in some cases optional) component of the course

## 1.5 Examples of SULAM



### ANTHROPOLOGY

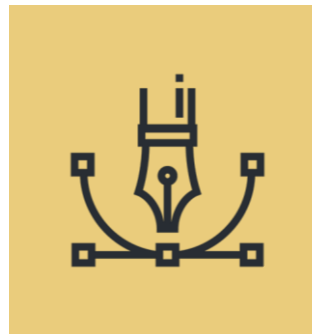
A course entitled "Aging: From Biology to Social Policy;" - students are encouraged to volunteer in elderly support organisations providing students opportunities to explore the applications of course content to real world events



### ACCOUNTING

Work with neighborhood leadership/advisory boards to conduct workshops for residents of low-income areas on household finances and budgeting.

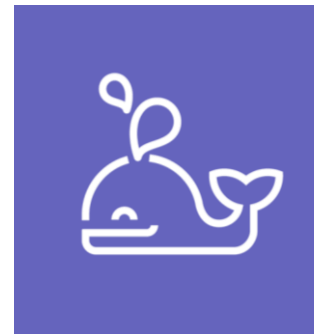
Assist non-profit organisation with fund-raising efforts (grant writing, investments, budgeting)



### ART

Painting community mural at flat area partnering with local visual arts NGO.

Use recycled items to make an art piece representing sustainability.



### BIOLOGY

Conduct workshops at elderly resident homes on "What's Happening to My Body." In this way, students will learn about the particular nutritional needs of the elderly and physical changes they are going through.

Students work as guides, helpers and animal handlers at a non-profit nature study center which provides free education programmes and tours for inner-city youth.

## Examples of SULAM (Cont'd)



### LANDSCAPE ARCHITECTURE

Design and plant a community garden at an old folks home.



### PUBLIC HEALTH

Collect food items to be donated to a local homeless shelter and study the existing deficit in food donation and the hunger statistics



### BUSINESS

"Management of Smaller Organizations"- In this course, students prepare business plans for small profit-making business and non-profits agencies.



### PSYCHOLOGY

Plan and conduct a public forum on parenting styles for millennials: "How Millennials are Changing Parenthood"

## Examples of SULAM (Cont'd)



### COMPUTERS

Develop databases for non-profit organisations

Develop an information system for an organisation's administrators

Network an organisation's computer resources



### ENGINEERING DESIGN

Design and build mechanical devices to assist people with physical, developmental or learning disabilities



### EDUCATION

Develop lesson plans for and tutor local elementary students, preferable at-risk students.

Develop a Play & Recreation Program for Children. Students will plan and implement sequentially appropriate play and recreation environments in an early childhood kids' camp.



### ENVIRONMENTAL SCIENCE

Conduct an energy survey and make recommendations for energy savings in businesses, homes, the university, and schools.

## Examples of SULAM (Cont'd)



### ENGLISH

Prepare newsletters for local NGO and public schools.

Work with NGO to develop hard-hitting brochures for use in recruitment and information.



### MATH

Create an after-school tutoring program in which math students tutor secondary school students

Studied childhood obesity statistics and shared information about making healthy choices related to food and exercise with the school community.



### MUSIC

Gather local musicians from diverse background and study the uniqueness of each and share with school children.



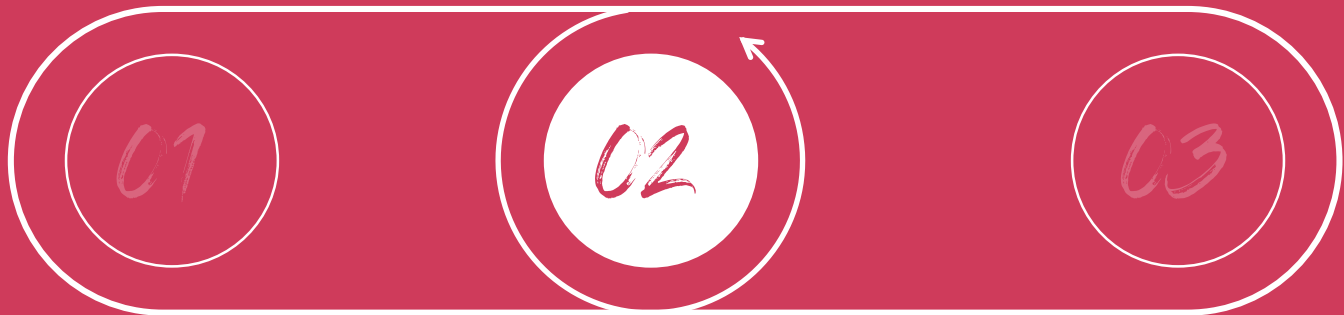
### HISTORY

Interview local folks to compile the local history of a town and create brochure to promote the town



# CHAPTER II

## SULAM COURSE DEVELOPMENT



- 2.0 Overview of SULAM Course Development
- 2.1 Expectation of SULAM Course
- 2.2 Required Components in Developing SULAM Course
- 2.3 Course Learning Outcome
- 2.4 Experiential Learning Activities in SULAM
- 2.5 Critical Reflections in SULAM
- 2.6 Alternative Assessment in SULAM
- 2.7 Credit and Academic Load
- 2.8 Online / e-SULAM
- 2.9 Course Review and CQI



## 2.0 Overview of SULAM Course Development

“








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.

”



## 2.1 Expectation Of SULAM Course



-  The SULAM course must be **part of the curriculum of a program** that intentionally designed to achieve certain learning outcomes. (bring to 'finest' point).
-  A course or subject **can also be shared by other disciplines** to achieve the same outcomes without compromising each discipline content (multidisciplinary project)
-  It should provide clarity and expectation of **students engagement and commitment** to the service project.
-  **Community** should also be **involved** in the development of outcomes, activities and problem that need to be solved.
-  **Credited course or subject** is the important blueprint to guide educator and students to achieve outcomes of service learning project or activities.
-  **A good course design** will make students aware of the connection between their discipline and the importance of their role in society context.
-  Learning outcomes of the course should explicitly indicate the **connection of course content or discipline** with students learning experiences.

## Seven Principles to Facilitate Success in SULAM

Explicit connections between learning outcomes and SULAM activity

Appropriate time commitment

Faculty commitment

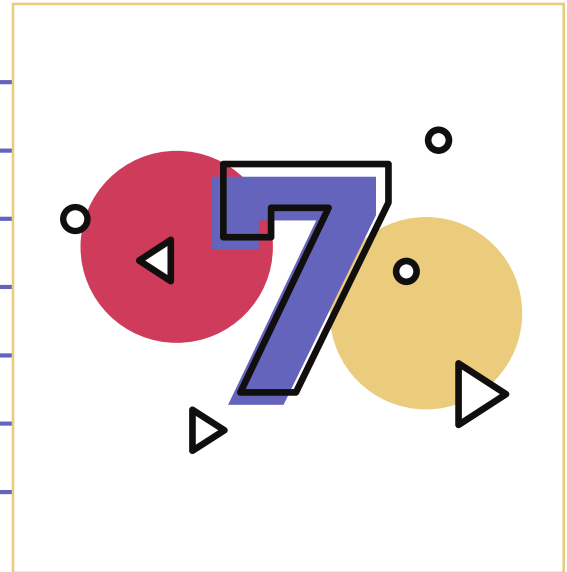
Student input

Ongoing reflection

Perceptible impacts

Continual Quality Improvement

Industrial involvement and collaboration is a bonus to SULAM activity



The following questions may assist in the development of SULAM project

What academic knowledge and skills could be included in SULAM project?

What values will the SULAM project emphasize?

How much time the SULAM project will take?

How can we obtain permission from the head of community partner to involve participants in the project?



# SULAM Experience and Students Development

SULAM experiences are designed to promote the development of students' academic, personal and career.



## Discipline/Academic Development

- Critical evaluation and understanding of discipline-based knowledge/skills
- Apply discipline knowledge to real-life situations
- Demonstrate skills and knowledge learned in solving real life issues
- Recognize problems and gaps in resources and envision solutions for the future
- Enhanced ability to engage in self-assessment and reflection



## Personal Development

- Demonstrating confidence, self-control; social skills and proper etiquette; and commitment to professionalism in future workplace (MQF2.0, 2017)
- Interpersonal development, particularly the ability to work well with others, interactive communications; relationships and collaborative skills in managing relationships in teams and within the organisations
- Develop leadership and teamwork skills needed for effective engagement
- Develop greater flexibility and adaptability in working with community issues



## Career Development

- Demonstrate complex problem-solving and critical thinking skills.
- Impact of discipline-based solutions to societal and environmental contexts
- Greater academic learning, leadership skills, and personal efficacy which lead to greater opportunity:
  - Increased competence and comfort when interacting with diverse groups
  - Strengthened ethical principles and professionalism
  - Connections with professionals in disciplines and community members for learning and career opportunities

## 2.2 Required Components in SULAM Course



Course



Course Instructor



Students



Product or Service



Community Partner

### Course

Course syllabus / proforma	<ul style="list-style-type: none"> <li>• Course learning outcomes</li> <li>• Course content</li> <li>• Credit and academic load</li> <li>• Course schedule / scheme of work</li> <li>• Textbooks, readings and course materials</li> <li>• Contact person</li> </ul>
Course approach / Learning activities	<ul style="list-style-type: none"> <li>• Introduction to service-learning: description, benefits and objectives.</li> <li>• Describe the approach e.g., collaborative works, individual and group reflections</li> <li>• Expected products e.g., portfolio, presentations.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Application of service-learning into the course e.g., course activities, assignments, presentations.</li> <li>• Important dates of course activities, submission and presentations.</li> <li>• Weightage</li> <li>• Grading Scale</li> <li>• Ongoing and critical reflection</li> </ul>

Adapted from Clarke University (n.d.)

### Course instructor

Structured experience	<ul style="list-style-type: none"> <li>• Provide clear and focused projects for students.</li> <li>• Make scheduled meetings to ensure students are on track.</li> </ul>
Provide support for students	<ul style="list-style-type: none"> <li>• Be responsive to students' questions and concerns.</li> <li>• Schedule and provide comprehensive orientation.</li> <li>• Provide ongoing supervision and constructive feedback.</li> </ul>
Assess the effectiveness	<ul style="list-style-type: none"> <li>• Prepare suitable assessments for the effectiveness of the service-learning.</li> <li>• Consider the impact on students, instructors and community partners.</li> </ul>

Adapted from Clarke University (n.d.)

## Students

Clear overview of the course	<ul style="list-style-type: none"> <li>Be sure to get clear picture of the expectations and nature of the service-learning course from instructors.</li> </ul>
Commit to the service-learning project	<ul style="list-style-type: none"> <li>Allocate time to work on the service-learning projects.</li> <li>Be sure to complete the project based on mutually agreed timeline.</li> </ul>
Reflect on the experiences	<ul style="list-style-type: none"> <li>Continuously reflect on the service-learning experiences e.g., what worked and what not, what can be done differently, what are the impact on the students and the community they serve.</li> </ul>
Be open to cultural diversity	<ul style="list-style-type: none"> <li>Be open to learn from others from different culture and populations.</li> </ul>

Adapted from Oakes (2004)

## Product or Service

Deliverables	<ul style="list-style-type: none"> <li>Identify the product, services and/or specific deliverables expected from the SULAM project.</li> </ul>
Student capabilities	<ul style="list-style-type: none"> <li>Match the expected product, services and/or specific deliverables with students' discipline, knowledge, skills and capabilities – course learning outcomes</li> </ul>
Liability management	<ul style="list-style-type: none"> <li>Consider the need for "hold harmless" agreement.</li> <li>Identify if permission or ethic clearance are required especially when working with minors.</li> <li>Check university policy on licensing products and services.</li> <li>Educate students on getting permissions to use photos, videos etc.</li> </ul>

## Community Partner

Identify suitable community partner	<ul style="list-style-type: none"> <li>Location of the community partner.</li> <li>Contact person.</li> </ul>
Identify needs/issues/problem/interest	<ul style="list-style-type: none"> <li>Identify and discuss community concern</li> </ul>
Plan for the project	<ul style="list-style-type: none"> <li>Discuss about the type, scope and deliverables of the project.</li> <li>Discuss expected roles of the community partners e.g., as information providers, co-designers, mentors, supervisors.</li> <li>Assistance needed from community partners.</li> </ul>

Adapted from Yusop & Correia (2014)

## 2.3 Course Learning Outcome

Statements on what a student should know, understand and can do upon the completion of a period of study (COPPA, 2017). It must be doable, measurable, observable and assessable. The learning outcomes may be described in the context of graduates attributes or competencies (MQF2.0, 2017)

The MQF 2.0 main cluster of learning outcomes cover five clusters:

1. Knowledge and Understanding
2. Cognitive competency
3. Functional work skills
4. Personal and entrepreneurial skill
5. Ethic and Professionalism



11 Attributes/Learning Outcomes Domain Based on MQF 2.0 that can be measured in SULAM course:



1. Knowledge
2. Problem Solving Scientific Skills
3. Practical skills
4. Interpersonal skills
5. Communication skills
6. Digital skills
7. Numeracy skills
8. Leadership, autonomy and responsibility
9. Personal
10. Entrepreneurial skills
11. Ethics and professionalism



Learning outcomes should be designed explicitly in showing how students relate their service learning experiences and academic course content. One or two course learning outcomes can be incorporating into a SULAM course.

Learning outcomes, types of assessment and SULAM activities must be constructively aligned and mapped to MQF2.0 domain. Outcomes of SULAM should be communicated to students, community and industrial partner (if any).

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

## Potential Student Learning Outcomes for SULAM (Cont'd)

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



## Examples of Course Learning Outcomes for SULAM

- Analyze the impact of (discipline based) solutions in societal and environmental contexts.
- Practice discipline-based knowledge in solving community problem or issues.
- Analyze a variety of problems that call for action.
- Apply digital/numeracy skills in solving community problem.
- Propose ethical principles and professional ethics and responsibilities and norms of (discipline-based) practice.
- Demonstrate collaborative work with community.
- Demonstrate leadership qualities.
- Demonstrate ability to manage projects in multidisciplinary environments.



## 2.4 Experiential Learning Activities in SULAM

### Kolb's Experiential Learning Theory

Experiential learning can be defined as “the process whereby knowledge is created through the transformation of experience.

Knowledge results from the combinations of grasping and transforming the experience”.



### Kolb's Experiential Learning Cycle

#### ACTIVE EXPERIMENTATION

- Testing new ideas
- Sharpening skills in a new experience

#### ABSTRACT CONCEPTUALIZATION

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



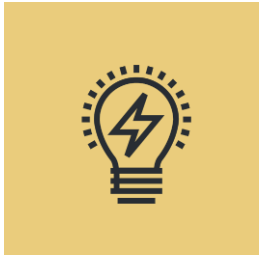
#### CONCRETE EXPERIENCE

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

#### REFLECTIVE OBSERVATION

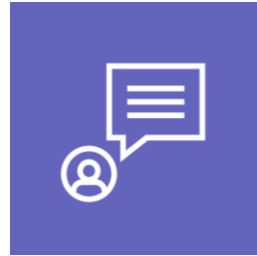
- Relating service learning experience to past experience and conceptual understanding

## 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 Approaches



## **Discipline-based**

The learning outcome is to apply technical expertise to community needs.

## **Problem-based**

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

## **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.

## **Service internship**

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

## **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.

## 2.5 Critical Reflections in SULAM



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

**Critical reflection is important for students to**

- Analyze their SULAM experiences,
  - Think about their decisions,
    - Draw on theory, and
  - Adjust their behaviours to newly constructed conclusions before the next experience.

### Critical Reflection

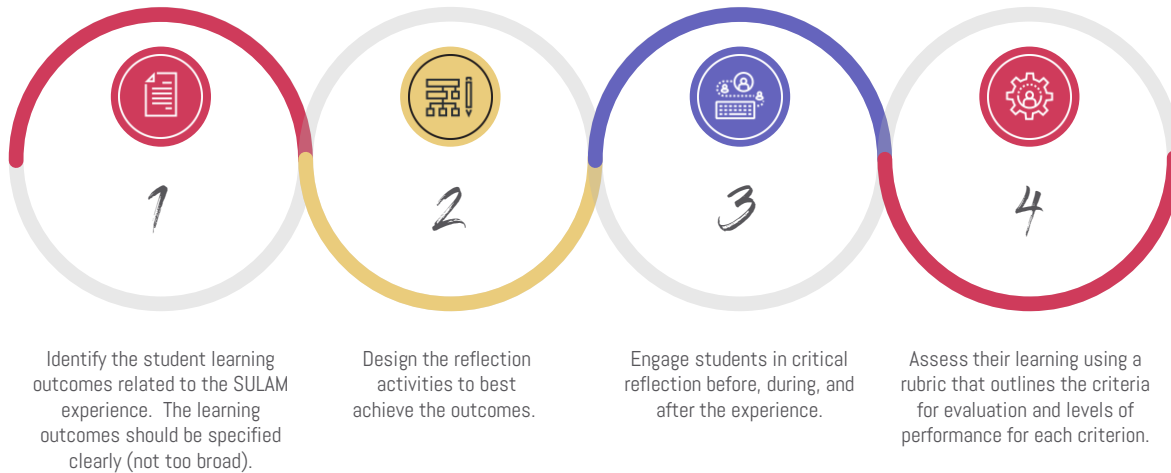
Critical reflection is a process of analysing experience to create a meaning of the experience.

Critical reflection is the key element of SULAM that connects academic content and SULAM experiences.

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

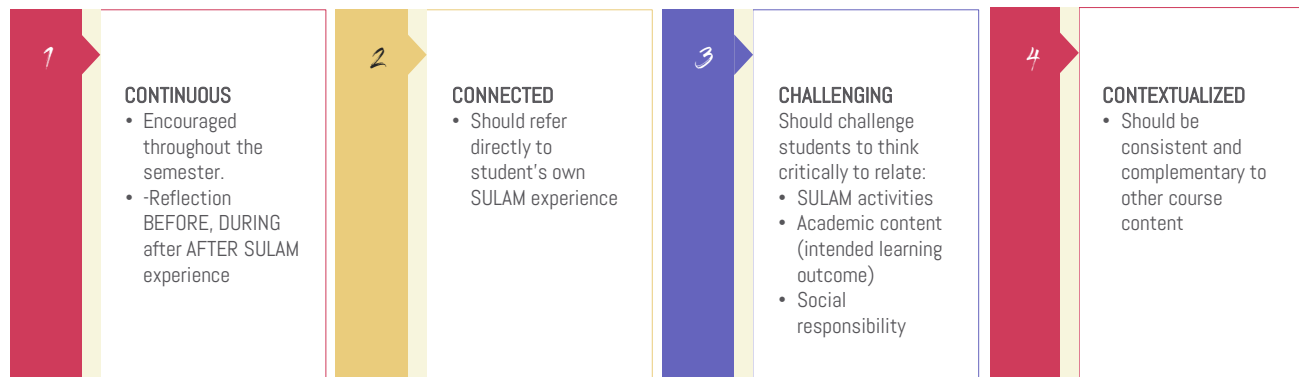


## 4 Steps to Consider in Using Critical Reflection



Think Achieve (2019)

## Best Practices for Critical Reflection (4C's)



Eyler, Giles, & Schmiede (1996)

# Critical Reflection Models

There are 4 types of critical reflection models that can be adopted in reflection assessment



Rolfe's Reflective Model

STARR

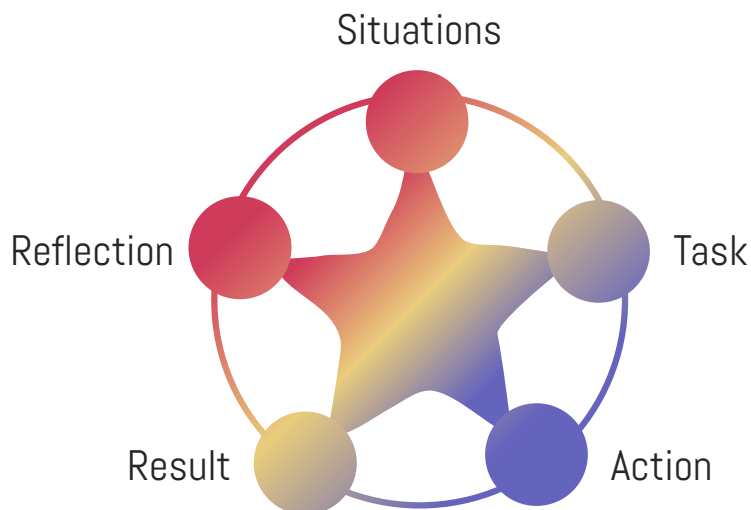
DEAL

Gibbs

## Rolfe's Reflective Model

	Description	Examples
What?	This is the description and self awareness level and all questions start with the word what	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• What did I do?</li> <li>• What did other do?</li> <li>• What was I trying to achieve?</li> <li>• What was good or bad about the experiences?</li> </ul>
So What?	This is the level of analysis and evaluation when we look deeper at what was behind the experience	<ul style="list-style-type: none"> <li>• So what is the importance of this?</li> <li>• So what more do I need to know about this?</li> <li>• So what have I learnt about this?</li> </ul>
Now What?	This is the level of synthesis. Here we build on the previous levels these questions to enable us to consider alternative courses of action and choose what we are going to do next	<ul style="list-style-type: none"> <li>• Now what could I do?</li> <li>• Now what do I need to do?</li> <li>• Now what might I do?</li> <li>• Now what might be the consequences of this action?</li> </ul>

## STARR Reflection Method



### Example of a STARR Reflection for SULAM Project

Situation	Tasks	Actions	Results	Reflection
In Semester 2, 2018/2019, I participated in a service learning project Magic Waste!	One of my tasks was to prepare a workshop module for teaching primary school children on organic waste management and composting.	I studied thoroughly relevant literatures from websites, journal articles and other resources. I also did a study visit to a community composting site to gather relevant information.	The workshop module was used during Magic Waste! Workshop for Mathematics & Science Club members in SK(A) Ibnu Khaldun. The teachers and other team members gave positive feedback and the module was once again used for Magic Waste! Workshop during the school's STEM Carnival, one month later.	When preparing the workshop module I learned to search for, collect and organize relevant information. I learned from the internet on the techniques for producing an engaging and effective workshop module for children. I learned the basics of presentation design and video editing, which I used in preparing the module. I presented the module drafts to group members and school representatives to ensure the module is relevant. I also acquired a new skill - how to communicate with clients, in this case the group members and school representatives during the module development process.



## DEAL Model (Describe, Examine, and Articulate Learning)

Engage in Service



### 1. DESCRIBE:

Experience objectively. What?  
Where? Who? When? Why?



Engage in service and  
test learning and/or  
implement goals



### 2. EXAMINE:

Experience per reflection  
prompts by category of  
learning goal



#### Personal Growth Category

Sample prompt excerpts:

- Your assumptions, strengths, weakness, etc that emerged
- Effect on service/others
- Need to change? How?



#### Civic Engagement Category

Sample prompt excerpts:

- Trying to accomplish what?
- Approaches taken?
- Need to change more systemic approach? How?



#### Academic Enhancement Category

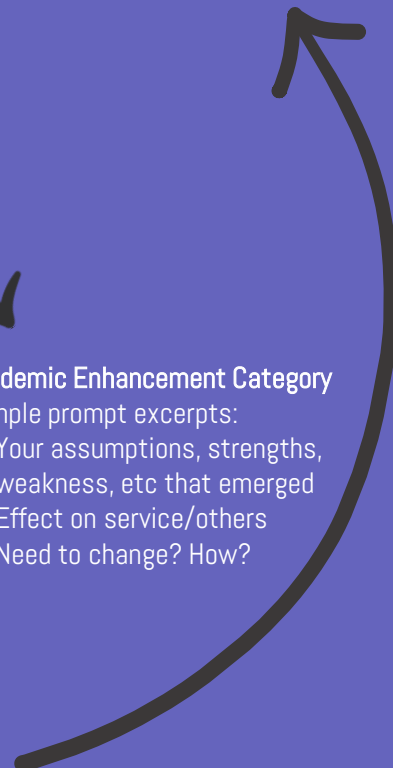
Sample prompt excerpts:

- Your assumptions, strengths, weakness, etc that emerged
- Effect on service/others
- Need to change? How?



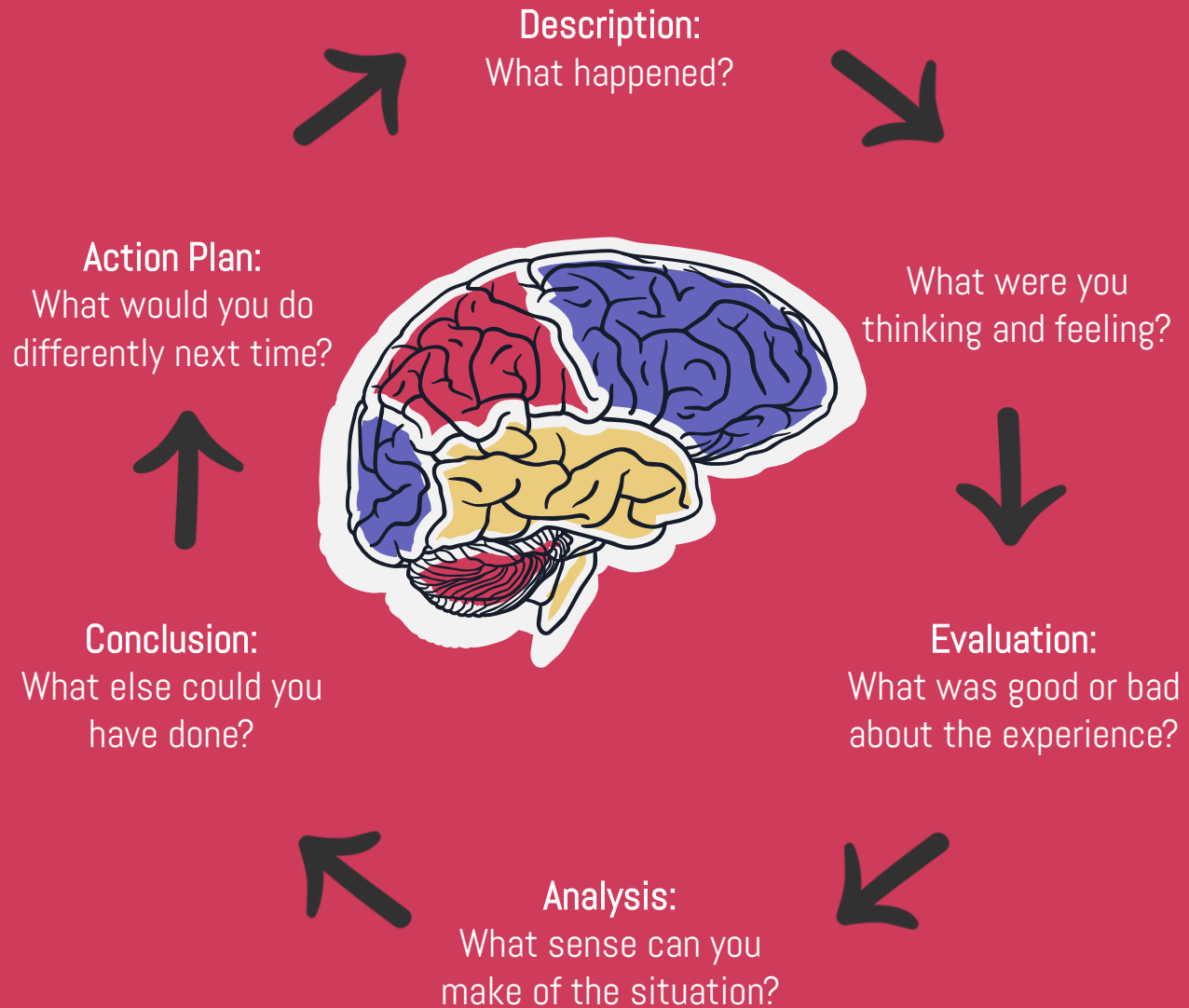
### 3. ARTICULATE:

What did I learn? How did I  
learn? Why is it important?  
What will I do because of it?



Ash & Clayton (2009)

## Gibbs' Model of Reflection



Gibbs (1988)

## 2.6 Alternative Assessment in SULAM Course



Sometimes it is difficult to monitor individual effort and contributions towards a SULAM project especially in large classes. Thus, alternative assessments are encouraged in SULAM courses. With proper assessment rubrics alternative assessment could give a better assessment on student's ability to do, instead of testing only their knowledge.

Examples of alternative assessment in SULAM course:

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<b>Presentation</b>	<b>Portfolio Based Assessment</b>	<b>Performance</b>	<b>Exhibition</b>
<ul style="list-style-type: none"><li>• <b>Providing information</b> - conducting e-waste management campaign, cybersafe awareness programme</li><li>• <b>Teaching a skill</b> – E.g. training for marketing and branding of local product, conducting composting workshop</li><li>• <b>Reporting progress</b> – E.g. weekly presentation to community partners/faculty on current progress of SULAM project</li><li>• <b>Persuading others</b> – E.g. legal clinics, health screening campaign, reduce single use of plastic campaign</li></ul>	<ul style="list-style-type: none"><li>• Students to create a portfolio containing their SULAM project related items/artifacts that are created and collected over the SULAM project period.</li><li>• 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.</li></ul> <p>Note: Reflections may be included in student portfolios in which students reflect on their growth based on the items in their portfolio.</p>	<ul style="list-style-type: none"><li>• SULAM project can include student assessment based on students' performance related to SULAM project.</li></ul>	<ul style="list-style-type: none"><li>• SULAM project in which student are assessed based on their exhibition of their work.</li></ul>

## Common Assessment Tools



- Conduct interview
- Documentary
- Training module
- Portfolio
- Peer Observation
- Exhibition/Demonstration
- Reflection Journal
- Product/service design
- Pitching session

### 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

## 2.7 Credit and Academic Load

Course Learning Outcomes (CLO)	MQF LOD	Delivery Method	ASSESSMENT METHOD (%)			
			Coaching session	Poster Presentation	Community feedback	Final Test
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 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



## 2.8 Online / e-SULAM

- Online learning is a rapidly growing pedagogical reality in higher education.
- It occurs when the instructional component, the service component, or both are conducted online.
- It can be fully online or partially onsite-partially online depending on the learning outcomes of the SULAM course.
- Online community engagement frees service-learning from place-based access or geographical constraints.
- Online or e-SULAM based project should be designed accordingly so that the students do not miss out on critical networking, organizational dynamics, and other learning experiences available to students conducting their service physically on site.
- 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
- For effective e-SULAM, communication expectations should be clearly established between or among parties.
- Therefore it is vital to have structured reflection and dialogue via asynchronous online blogs or text discussions, and via synchronous audio or video conferencing.

### Examples of e-SULAM project:

- **Example 1:** Help the community to solve social and technical issues contributing to successful online communities.
- **Example 2:** Develop crowdsourcing platform to increase socio economic status of a community.
- **Example 3:** Online marketing class in which undergraduate students developed marketing materials for a community.



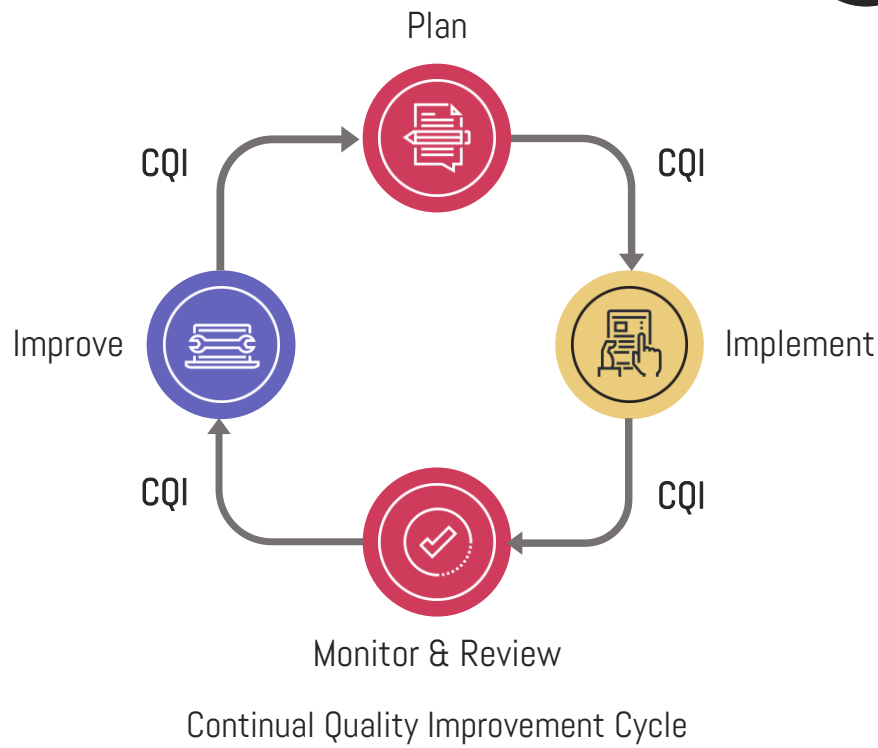
## Beginner Steps for Planning & Implementing a SULAM Course (if your institution does not have any SULAM committee/unit)

- 1 Discuss the SULAM course plans with your Head of Department and identify how SULAM can be implemented to achieved the course learning outcomes.
- 2 Determine or revise the course learning outcomes for your SULAM course, if necessary.
- 3 Identify the type of SULAM Project suitable for your course. For example, awareness programme, health campaign/screening, training, consultation, environmental conservation.
- 4 Identify one or more possible community partners who can provide experiences to students in line with your intended learning outcomes for the course.
- 5 Contact relevant organization to find out more about whether there is a good match. For example:
  - To involve school, contact the District Education Office
  - To involve village, contact the District Office
- 6 Arrange to meet the community partner in person to discuss the objectives and details of the project. Some examples on record the collaboration with community partner are:
  - Letter of intent from the community
  - Letter/memorandum of collaboration
  - Community participation certification form (Borang Pengesahan Penyertaan SULAM)
- 7 Be familiar with relevant risk management procedures related to SULAM course in your institution.
- 8 Develop structured deep reflection activities and assessments that align intended learning outcomes.
- 9 Design a process for evaluating and improving the partnership with the community partner.

## 2.9 Course Review and Continual Quality Improvement (CQI)

Assessing the effectiveness and doing reflection at course level are the important elements in continuous quality improvement which stated in Area 7, Code of Practice for Programme Accreditation (COPPA).

This is to ensure continual effectiveness and suitability of a course/project or activities and attainment of learning outcomes.





## Course Monitoring and Review

- Course review and monitoring should look into the impact of SULAM on students learning outcomes, community, and sustainability of a project.
- SULAM course can be assessed in two perspectives:
  - student achievement as it relates to the service experience and
  - instructor's overall evaluation of the program itself.
- Any assessment measure must take into consideration course learning outcomes.
- Effective SULAM is when students can greatly assist any community in serving their constituency and working towards their goals.

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



### 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



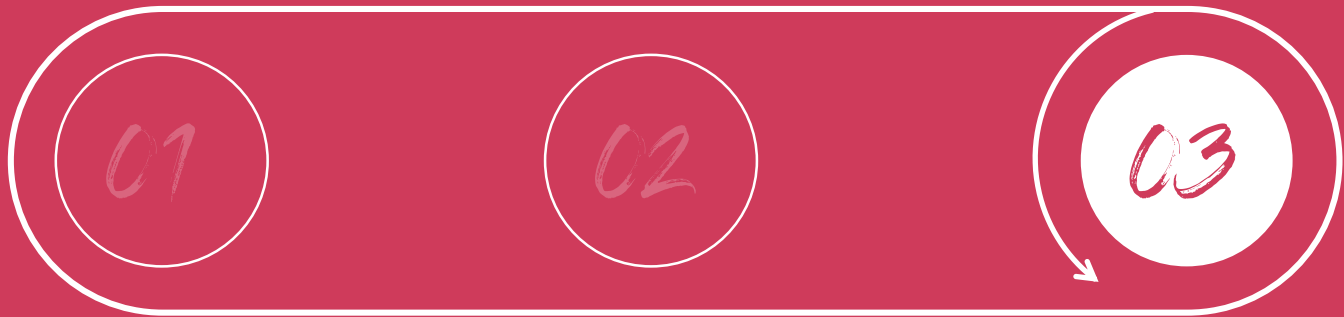
### Impact of SULAM

Impact on community and sustainability of project



# CHAPTER III

## COMMUNITY PARTNER MATCHING



3.0 Definition

3.1 Stakeholders

3.2 Management of SULAM

3.3 Flowchart to Develop Project / Program (Coordination)

3.4 Challenges

3.5 SULAM-Net



### 3.0 Definition of SULAM Community Partnership

“

Community partnership involves a collaborative effort between stakeholders to achieve a common community goals and for the students to achieve learning outcomes of the course.

”

## Principles of Partnership



- Specific purpose and agreed upon mission, values, goals, measurable outcomes and accountability
- Mutual trust, respect, genuineness and commitment
- Build on strengths and assets, builds capacity and also address needs
- Balance power and share resources
- Clear, open and accessible communication
- Agree upon roles, norms and procedures
- Ensure feedback among all stakeholders
- Share the credit
- Partnerships evolve and can dissolve

Adapted from Sarena D Seifer and Kara Connors

## Forming SULAM Partnership



- Identify your partners and know your community
- Examine history of relationship between institution and community (Eg : UCTC) \*of applicable community and industry relationship unit
- “Get to know” your partners
- Involve key decisions makers in the partnership

## Pre-planning Activities for SULAM Partnership

- Identify each partner’s skills and assets
- Identify roles of partnership members
- Foster leadership and skill development among partners
- Identify resources
- Develop a partnership agreement or memorandum



Adapted from Sarena D Seifer and Kara Connors

## A SULAM Partnership Planning Committee

Form a planning committee and once has been formed, the committee recommended:

Establish and agenda with special focus on the development of goals, objectives, and strategies.

Establish governance, shared leadership and decision making structures

Establish a place for your planning committee to meet

Establish useful methods of note taking

Establish systems to evaluate the meetings

Establish methods of communication

Determine and design the partnership's planning process

Identify methods of accountability

Develop a risk management plan



Adapted from Sarena D Seifer and Kara Connors

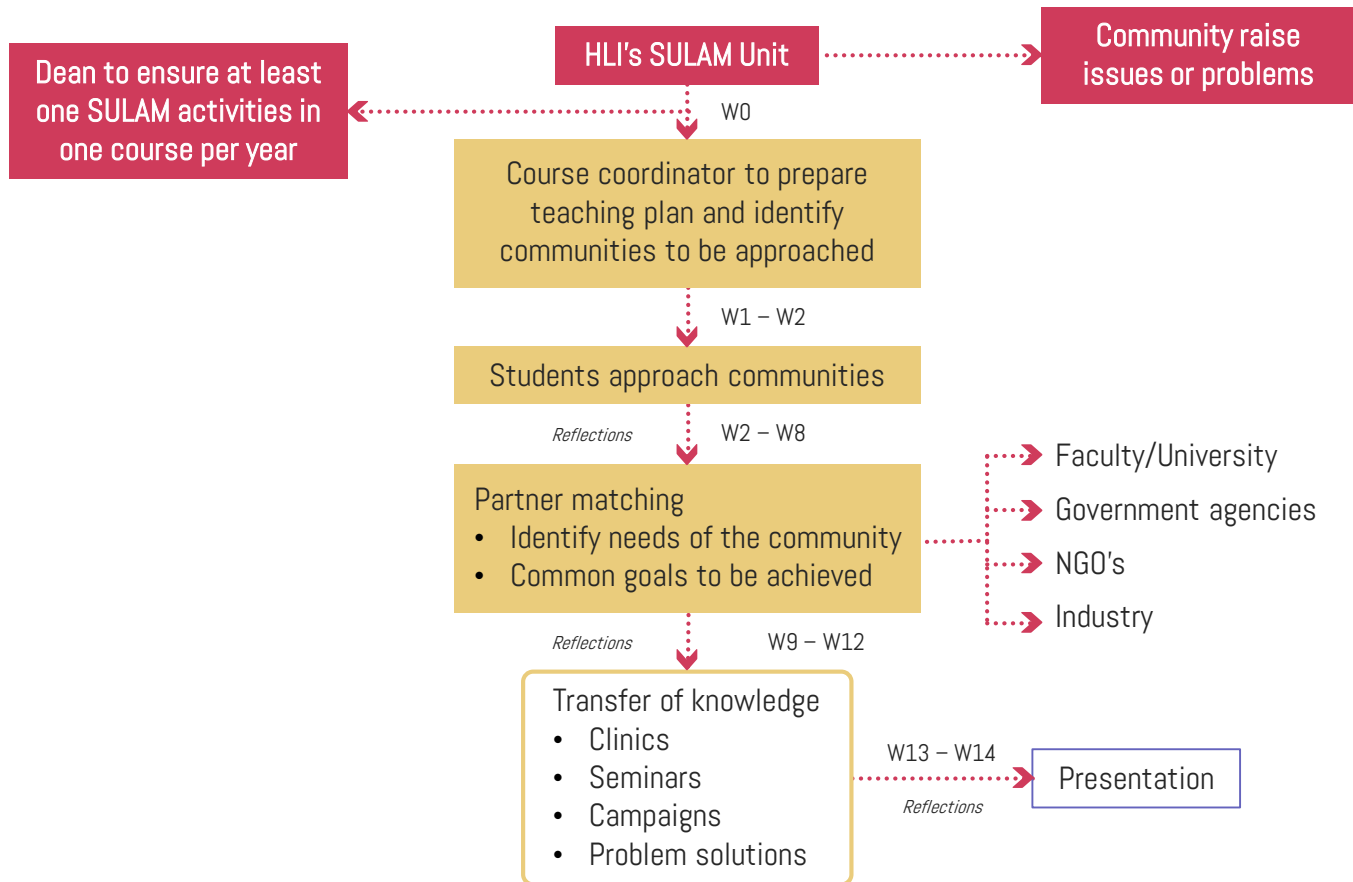
## 3.1 Stakeholders

	Stakeholders	Roles
HLIs	<ul style="list-style-type: none"> <li>Higher Learning Institutions (HLIs)</li> <li>Colleges</li> <li>Polytechnics</li> </ul>	<ul style="list-style-type: none"> <li>Provide students with structure, knowledge and guidance to process and reflect upon service-learning experiences</li> <li>Facilitate students in connecting them with the community and course learning objectives</li> <li>Assess students</li> <li>Provide a one stop center to receive community issues etc.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Local community (kampong/residential area)</li> <li>Special needs (elderly/single parents/OKU/orang asli)</li> <li>Animal shelters</li> <li>Different social background (factory workers)</li> <li>Homeless</li> <li>School children (kindergarten/primary/secondary)</li> <li>Refugees</li> </ul>	<ul style="list-style-type: none"> <li>Respective community seeking for assistance or guidance provides service-learning opportunities that are significant and/or challenging to the students, relevant to the course learning objectives and address the community problems/goals</li> <li>Provide sufficient information, responsibility in executing task, funding's (if there is any)</li> <li>Provide feedbacks and participate in evaluation process</li> <li>To provide: Logistic (if possible)</li> </ul>
Government	Government ministries/agencies	<ul style="list-style-type: none"> <li>Facilitate the process of conducting SULAM activities by institutions by providing contact person and facilities</li> <li>Finance</li> </ul>
NGO	<ul style="list-style-type: none"> <li>Yayasan SALAM</li> <li>CIMB Foundation</li> <li>WWF</li> <li>IDEAS</li> </ul>	<ul style="list-style-type: none"> <li>Project partners</li> <li>Funder</li> </ul>
Local district council	Majlis Perbandaran/ Majlis Daerah/ district officers	<ul style="list-style-type: none"> <li>To ensure the service-learning activities is in line with local development strategies and infrastructures</li> <li>Facilitate assistance in approvals, contacts, funding's and facilities</li> </ul>
Industry	GLC, SME	<ul style="list-style-type: none"> <li>Provide guidance, knowledge, partnership and funding's</li> </ul>



## 3.2 Flowchart to Develop Project / Program

SULAM initiatives can be conducted in any Higher Learning Institutions with the establishment of a SULAM unit to facilitate the course coordinator to engage with the community. SULAM unit will be the focal point for communities to approach and to seek for assistance in solving problems or improving the well-being of the society.



## Industry Point of View



1

How to engage or establish partnership with the industry?

- Prepare list of prospect partners
- Invite prospect partners to SULAM activities
- Briefing given to partners, engage partners in SULAM activities
- Value added: tax-exemption to fund donor, logo appearance in publicity material, internship, prospect staff

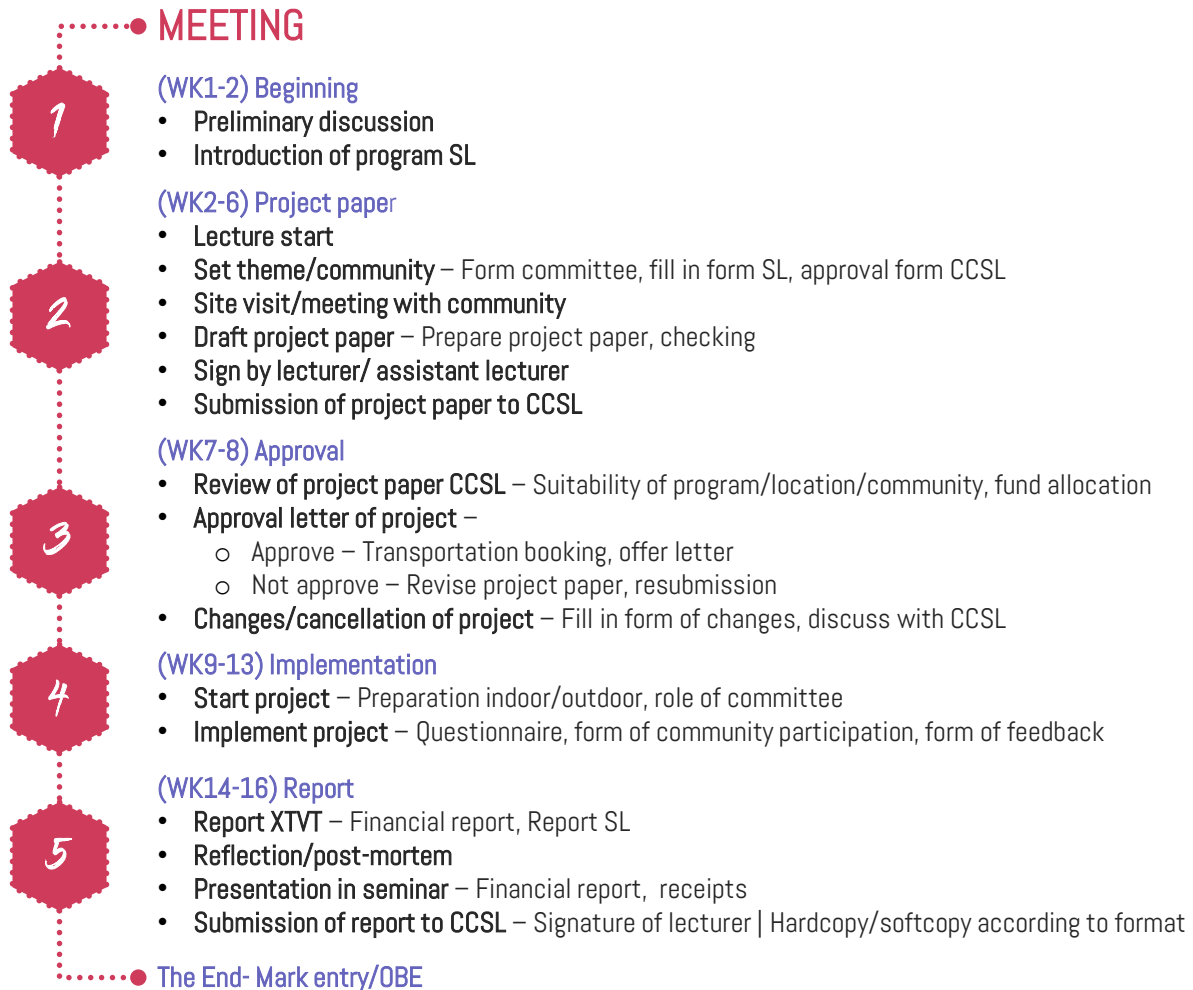
2

What can the industry offer?

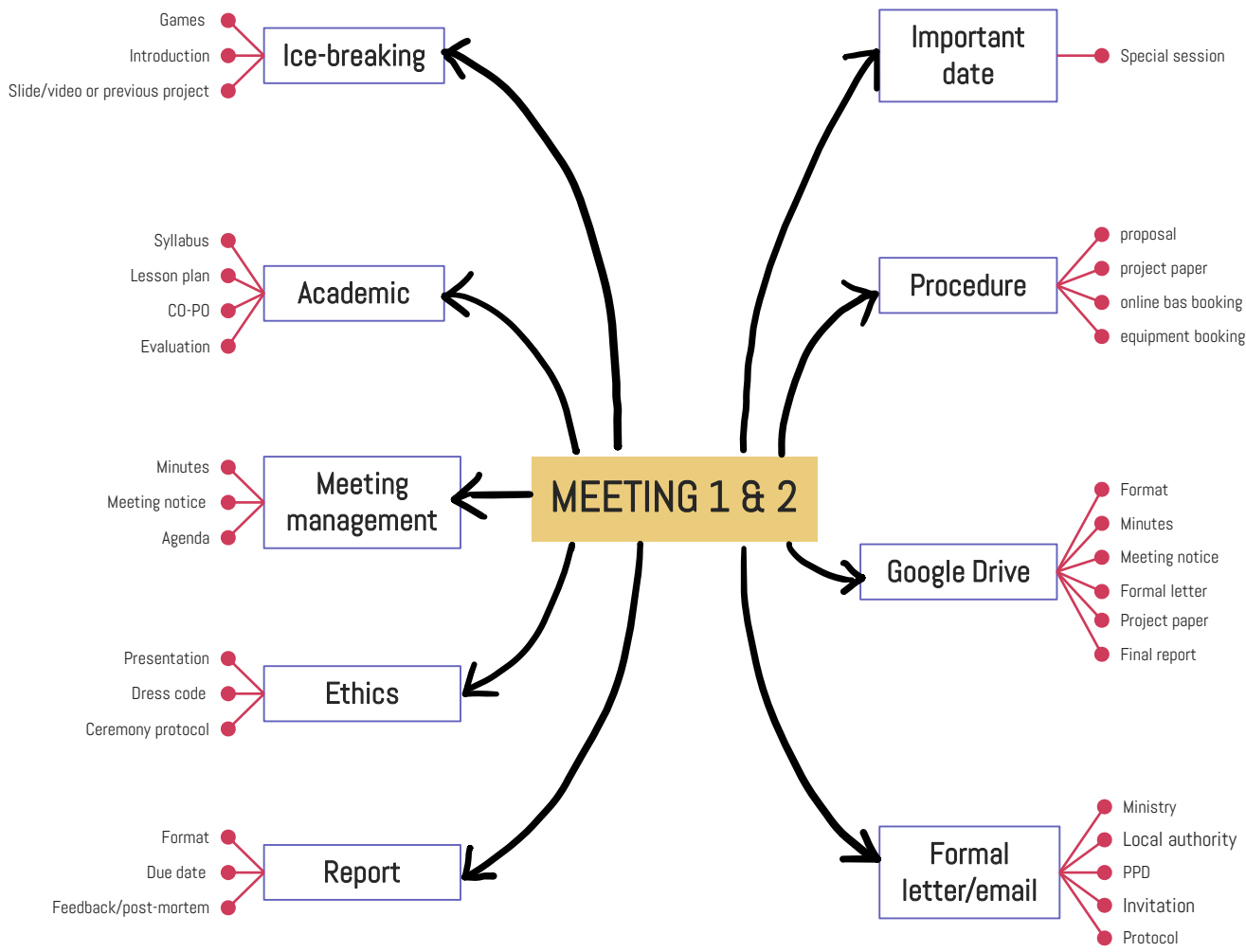
- Funding
- Knowledge and skills
- In kind sponsorship
- Networking

# Example Of Working Model From UTM (CCSL)

How to engage or establish partnership with the community?

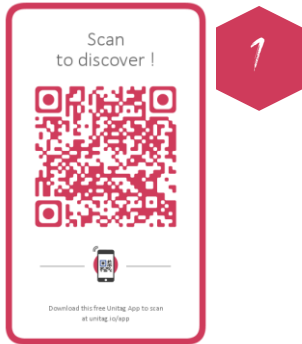


Implementation of SULAM initiatives can be conducted once courses or programmes have been identified by respective HLI's. The figure is a working model from CCSL UTM that can be adapted depending on suitability and availability of resources in each HLI's within a semester timeframe.

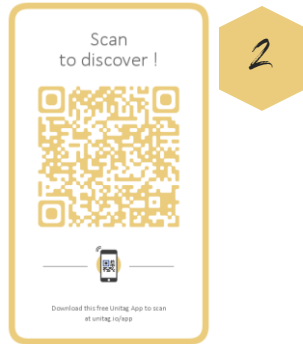


The first and second week in a SULAM initiative embedded course will begin with a list of teaching activities listed below. These activities are essential to ensure students to acquire knowledge on working with communities, planning, team work and understanding procedures.

# Examples of Documentation



UTM Proposal Template (CCSL)



KHIND's Proposal Template



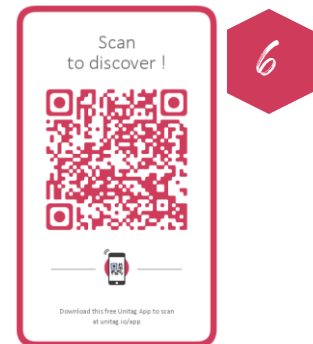
KHIND's Survey Form



KHIND's Final Report

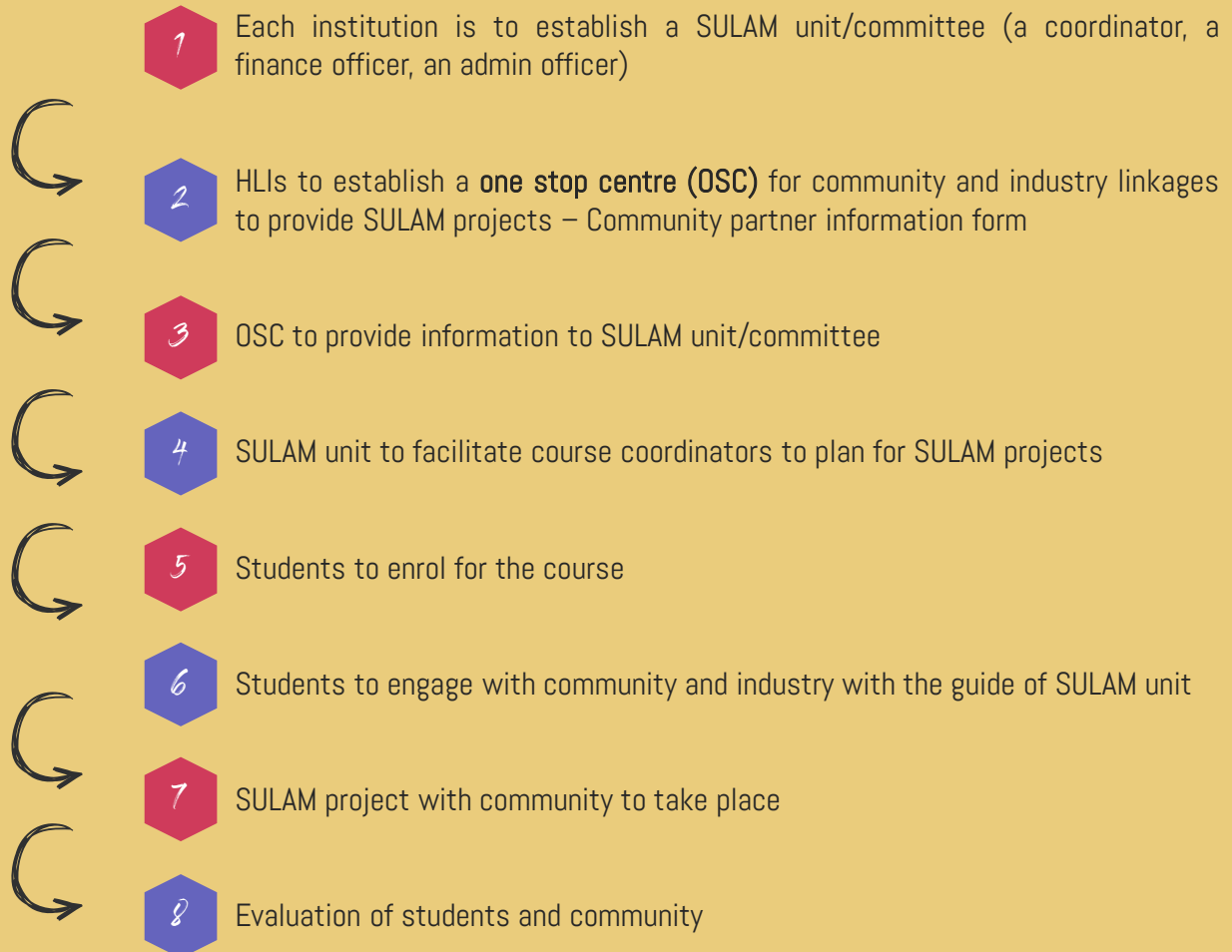


Format Laporan Projek Pembelajaran Servis



Community Engagement (CE)

### 3.3 Management of SULAM



## 3.4 Challenges

	Challenges	Strategies
Fundings	No funding's or financial support	<ul style="list-style-type: none"> <li>Institutions to allocate certain amount for SULAM courses taken from student fees</li> <li>Encourage industry and NGO's partnership to take part in funding</li> </ul>
Instructor	Difficulties to provide experienced instructor	Training of Trainers
	Time	<ul style="list-style-type: none"> <li>Careful planning, research and preparation prior to the opening of the new semester</li> <li>Identify communities issues from one stop center</li> </ul>
	<b>Integration with course content.</b> Faculty are concerned that incorporating service-learning into the curriculum will diminish the academic content covered in the course	<ul style="list-style-type: none"> <li>Careful planning and preparation. This includes clearly outlining project goals and outcomes.</li> <li>Use SULAM activity to enhance rather than to replace course/discipline content</li> </ul>
	Design delivery or activities and alternative assessment.	<ul style="list-style-type: none"> <li>Help students connect through ideas, service, reflection.</li> <li>Emphasize real world applicability to students</li> </ul>
	Project size (time constraints for project)	<ul style="list-style-type: none"> <li>Design a long term project to ensure sustainability and give impact to community. But intended outcomes can be achieved within a short term in one semester.</li> <li>Combination of face-to-face non face-to-face.</li> <li>Calculate SLT correctly to avoid burden to students</li> </ul>
Student	Time constraint	Project needs to be feasible to be achievable within the timeframe allocated (within 14 weeks)
	Ensuring student learning	Check with students on regular basis (updates/status of the project)
	Connections to learning or discipline	<ul style="list-style-type: none"> <li>Clear explanation by instructor or coordinator on the structure, outcomes and expectation</li> <li>Instructor explains transferrable skills students will learn</li> <li>Explain the connection, application and contribution of discipline based in addressing community problems or issues.</li> </ul>
	Reflection (potentially not understanding how to do it)	<ul style="list-style-type: none"> <li>Peer to peer/former student experiences o Idea exchange</li> <li>Make reflection meaningful and regular and on-going reflection</li> </ul>

	Challenges	Strategies
Community	Do not know where to seek for help (service learning context)	<ul style="list-style-type: none"> <li>Institutions to establish one stop center for community and industry</li> <li>Promoting Strategy</li> </ul>
	Community no longer proactive or no longer interested	New ideas or projects after assessment/survey from institutions
	Sustainability of community project	Motivation
Government agencies	Bureaucracy	Provide flexibility or online system, fast feedback
	Contact person	Provide list of personnel that can assist (emails/contact numbers)
NGO's	Political/religion/racial sentiment	As a higher institution, we should remain neutral and professional
Industry	Lack of interest	SULAM will have to provide information on the benefits of engaging in SULAM activities (win-win situation/CSR)

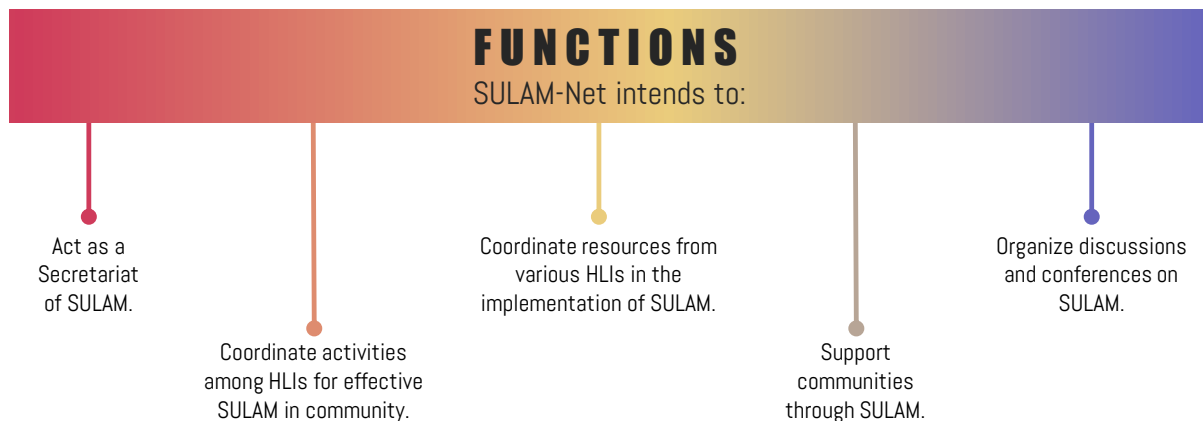
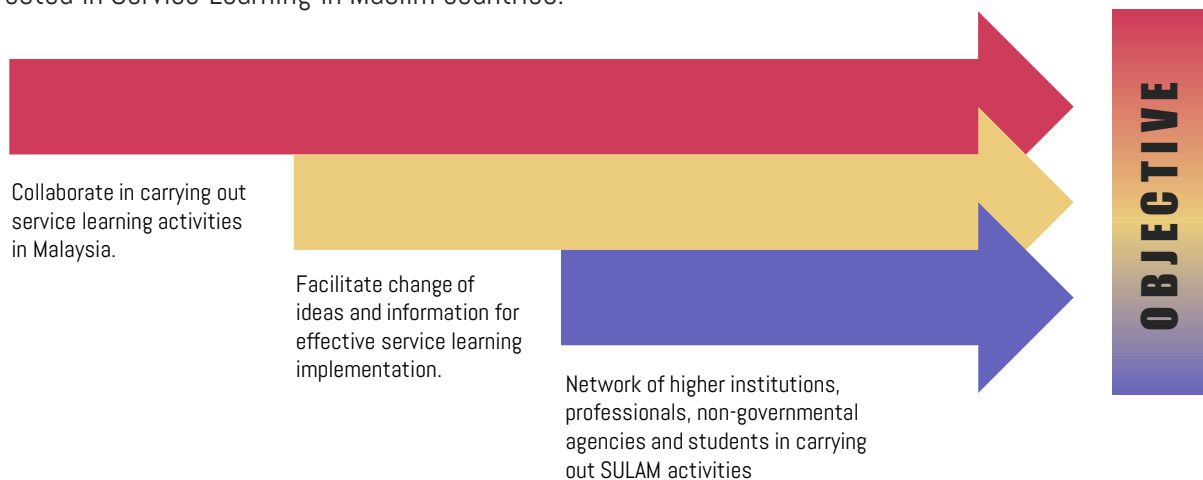
- Creating a service contract that all participants agree to. The service contract will ensure that all parties have mutually agreeable expectations and are clear on the goals of the project.
- SULAM guide students to function outside of the classroom and put theory into practice, gaining “real world” experience.



## 3.5 SULAM-Net

SULAM-Net is a consortium of educators, community partners, civic leaders, industries and non-profit organizations that offers consultation, provides resources, hosts events and more as a means of support in the SULAM community.

The purpose of SULAM-Net is to promote the common interests and networks of student exchanges, faculty research, curriculum development and program evaluation among colleges and universities interested in Service-Learning in Muslim countries.





## **FREQUENTLY ASKED QUESTIONS (FAQs)**



1

### **What is the difference between SULAM and other volunteerism programmes?**

Volunteerism comprise activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

On the other hand, SULAM is part of a university class and a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.

2

### **Can other volunteerism programmes be converted to SULAM Project?**

YES if the activities are related to specific learning outcomes of a course.

With properly designed intended course learning outcomes (combined with service) that engage student in critical reflection, any volunteerism programmes can be converted into SULAM project.

3

### Is SULAM compulsory to be implemented in every IHLs?

SULAM is an extension of Service Learning pedagogy mandated by the MOHE/MOE since January 2015 under the HIEPS (High Impact Educational Practices) initiatives. Each undergraduate programme must embed or create at least one designated course for SULAM.

4

### How can HLI engage with community to organize SULAM project?

It's best/ideal to involve community partners in the course design, such as sharing a draft of the syllabus with them to get their input on learning outcomes. Study the community needs and all the logistical issues.

The designated SULAM Office can develop relationships with community organizations and the local government.

5

### Who is the person in-charge and/or coordinator for SULAM in HLIs?

There's a need to establish a unit or a one-stop center at HLIs to coordinate SULAM. The unit serves as a bridge with the outside agencies in identifying community needs and matching with suitable SULAM partners. Eventually, the unit will be able to generate a database for SULAM projects.

6

### Is there any allocation provided / What are sources of funding available for lecturer and student to run SULAM project?

If carefully crafted, SULAM should be able to attract industry partnership as well as local agencies. However, HLIs can calibrate SULAM fee into tuition fee.

7

### Can SULAM be included in any course?

Students at any level can have successful and rich SULAM experiences. The key is to carefully select SULAM placements where students are given levels of responsibility that are appropriate to their skill levels. The SULAM program can help you identify community opportunities that should work well for your students.

8

### What are some of the challenges encountered by lecturers doing SULAM?

Some of the challenges lecturers have to manage in doing SULAM:

- How to reduce other parts of the course workload to accommodate SULAM
- How to create new assignments to facilitate students' reflections on what they learn in the community
- How to assess students' performance on those assignments
- How to build flexibility into the curriculum, so students can discuss and explore unexpected experiences in the community
- How to answer students' SULAM questions when you don't have ready answers

9

### What happened to students' grade if the SULAM project carried out was not successful?

Although the benefits to the community partner are an important component, the primary goal of SULAM is to enhance student learning.

What is more important is the learning experience & how students prepare their critical reflection on their journey. Failure should be seen as part of learning.

SULAM class should require students to discuss what they're learning from their community work, and how that connects with other course texts, lectures, and discussions.

10

### How do I make sure SULAM is well integrated into my class?

First, ensure that SULAM isn't an "add-on" to the course. For it to be as effective as possible, it should be woven into the curriculum throughout the semester. **Reflection assignments** are the most effective way to integrate SULAM into your course. Reflection helps students connect their community work to the course content.



11

## Can students choose the community partner for SULAM?

*There are pros and cons on this topic.*

### **The pros**

- Students may be more likely to have a genuine interest in the project if they self-select.
  - Students less resistant to SULAM because they can find a service site that fits into their schedules.

### **The cons**

- Run the risk of service sites that are not consistent with teaching course objectives.
  - Lecturers have a lot less control over quality of the learning.
  - Run the risk that the focus becomes more about service, less about learning.

12

## How can universities support SULAM implementation?

- Provide opportunities for the community to interact with lecturers
- Train and prepare lecturers, administrators, and students
- Offer resources to support lecturers' efforts, such as a dedicated office and staff, a database of community agencies and their needs, logistical support, policy and procedural guidance, transportation, and assessment tools.

13

In a SULAM course, should all assessments dedicated to SULAM activities?

Not compulsory. Constructive alignment mapping depends on the intended learning outcome.





# APPENDICES



## Appendix I

### Example of Course Assessment Plan

Course Learning Outcomes	Attribute to MQF 2.0	Assessment Component	Student Learning Time (SLT)
Apply their knowledge and skills gained in the classroom and extend it to the community	Practical skills	Proposal/Reflective Journal (20%)	Lecture (20 hours)
Excel academically, have admirable character and leadership qualities	Leadership, autonomy and responsibility	Group Presentation (20%)	Field works (30 hours)
Perform practical tasks through community service and attachment	Ethics & Professionalism	Report/Portfolio (60%)	Preparation of reflective journal, presentation & report (30 hours)
<b>100%</b>			<b>80 hours</b>

## Examples of Lesson Plan/ Scheme of Work

### Scheme of work / Lesson Plan Community Engagement Activity (20 Hours)

Week	Topic	Teaching and Learning Activity	Hour(s)
1	<ul style="list-style-type: none"> <li>Briefing on the course outline, assessment breakdown and important dates</li> <li>Formation of students' group</li> </ul>	Lecture	1
2	Preparation of Proposal - date, venue, community, committee, objective, activity/event, problem	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group discussion</li> </ul>	1
3	<ul style="list-style-type: none"> <li>Pre-event preparation</li> <li>Submission of proposal</li> </ul>	<ul style="list-style-type: none"> <li>Students submit their proposal to their respective instructor</li> <li>Liaise with targeted community/school/faculty</li> </ul>	1
4	Pre-event preparation	<ul style="list-style-type: none"> <li>Students do the preparation for their event/project</li> <li>Liaise with targeted community/school/faculty</li> </ul>	2
5	Project/Activity	Students conduct project/event with selected community	3
6	Project/Activity	Students conduct project/event with selected community	3
7	Project/Activity	Students conduct project/event with selected community	3
8	Preparation of report and presentation	Students prepare for group presentation, report and reflective journal	2
9	Oral presentation	Students present on their event/project	2
10	Submission of report/portfolio	Students submit their report/portfolio/ Reflective journal	2

## Appendix II

### Example of Assessment and Weightage

Type of Assessment	Marks (100%)
Proposal	10
Reflective Journal	15
Presentation	35
Report/Portfolio	40

#### *Example 1*

Type of Assessment	Marks (100%)
Proposal	15
Reflective Journal	15
Presentation	35
Report/Portfolio	35

#### *Example 2*



## Appendix III

### Examples of SULAM Course by Field of Studies/ Disciplines



#### Arts Discipline

1. Students apply their knowledge of document photography as a tool for exploring public education in low income areas
2. Documentary film course focusing on the production of advocacy videos for social change
3. Students apply learned design and sketch techniques to create a wall mural for a local community
4. Music students perfect their craft through academics and provide lessons and free recitals to low income school aged children



#### Business Discipline

1. Business students will work to improve communication with a local company and its clients by conducting a work-flow analyses, collecting data on the production of the company and using business process reengineering techniques referred to in class.
2. Business students will design an employee handbook and develop an HR framework tailored to meet the specific needs of a small local boutique
3. Students will conduct a personal money management class for the residents of a local homeless shelter



#### Education Discipline

1. Students will work in teams to create literacy kits for local childcare centers
2. Students will tutor local grade school and high school students
3. Students will teach classes in an after school program at the local school or nursing home



#### Health Discipline

1. Business students will work to improve communication with a local company and its clients by conducting a work-flow analyses, collecting data on the production of the company and using business process reengineering techniques referred to in class.
2. Business students will design an employee handbook and develop an HR framework tailored to meet the specific needs of a small local boutique
3. Students will conduct a personal money management class for the residents of a local homeless shelter



## Humanities Discipline

1. Art history students serve as a docent at a local art museum
2. History students interview members of the community who participated in the civil rights movement and create a cohesive document of their experiences which will then be presented to children at the local grade school as they learn about the civil rights movement
3. English students undergo extensive training and use their applied knowledge to help tutor ESL students in English
4. Dance majors conduct free classes at the local grade school



## Law Discipline

1. Students are introduced to the key theory of practicing human rights. They will utilize this knowledge to put together an immigration court-ready document for a detainee or asylum seeking being presented by a local law firm
2. Students learn about the necessary skills for a career in natural resource management and apply their knowledge to develop a "Conservation and Legal Guidebook" to be published next year



## Social Sciences Discipline

1. Students learn about the psychological changes girls undergo as they transition from childhood to adolescence. Students will apply this knowledge while serving as mentors to local middle school girls.
2. Political science students help with local voter registration for mid-term elections.
3. Sociology students learning about poverty will volunteer at a local soup kitchen 4 hours each week
4. Students in a women's studies course will volunteer at the local women's shelter



## Science, Technology, Engineering and Math (STEM) Discipline

1. Engineering students help to design safe playgrounds for community parks
2. Math students at Ferris State University used their applied knowledge to gather numerical data from a local health center to determine the most frequently used services along with their cost and benefits. The report will be presented to the health center to be used while creating the budget for the upcoming year.
3. Students in the technology course at Siena College created computer animations for a nonprofit organization to be used on their website
4. Chemistry students will join with community partners in helping to identify neighborhood homes that have an unsafe level of lead contaminants within them.

## Examples of SULAM Project

### Example of SULAM Project (UNIMAS)

**Course** : Technopreneurship  
**Module** : Logo & label design workshop - to improve local product packaging and to promote local product.  
**Author** : Dr. Fatimah Ramli



## Example of SULAM Project (UNIMAS)

Course : Technopreneurship (FCSIT)  
SULAM Project : CyberSafe  
Community Partner : Kampung Pulau Salak  
Author : Dr. Sze San Nah

### Participants:

15 adults from Kg Pulau Salak and 35 school children from SK Salak. The community was provided free WiFi service as of 2018 from Sacofa Sdn. Bhd.

### Objective:

To provide awareness and knowledge to the community on the threats and danger that comes from the usage of the Internet.



## Example of SULAM Project (UNIMAS)

**Course** : Environmental Chemistry 2  
**SULAM Project** : Waste Separation Workshop  
**Community Partner** : Kota Samarahan City Council (MPKS),  
Worning Up and Farley Supermarket.  
**Author** : Dr. Rafeah Wahi & Dr. Devagi Kanakaraju

**Objective of Workshop:** To train Farley's selected staff on conducting proper organic waste separation from the wet market section, for the purpose of composting.

This is a part of a long-term community composting project in Kota Samarahan.



## Example of SULAM Project (UTM)

**Course** : Professional Practice 1 Landscape Architecture and Introduction of Landscape Architecture  
**SULAM Project** : Sustainable Community Development  
**Community Partner** : Flat Taman Plentong Utama, Johor Bahru  
**Author** : Assoc. Prof. Ts. Dr. Mohd Hisyam bin Rasidi

This is a successive SULAM projects conducted by students from the Faculty of Built Environment and Survey. The objective of the project is to redesign the unattended flat courtyard with an edible garden concept. Students and community worked together to select and plant the suitable plants and vegetables and constructed the walkway. The community together has successfully maintained and looked after the courtyard even after the project was completed in 2015.



## Example of SULAM Project (UTM)

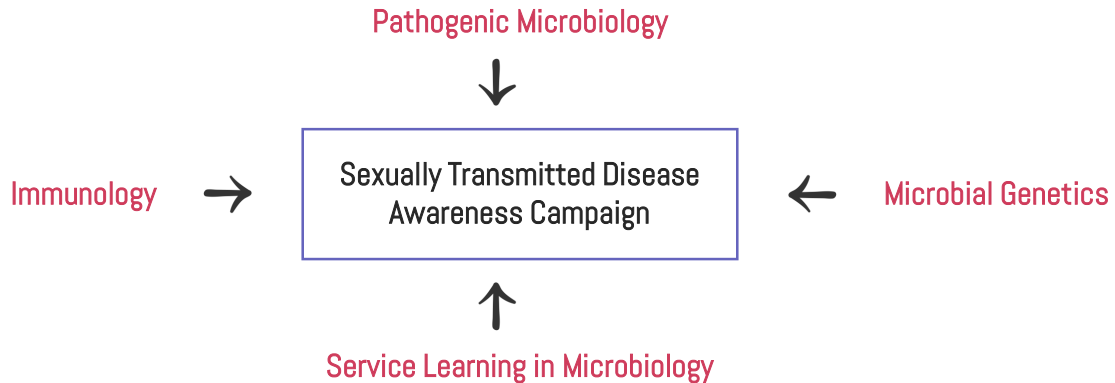
**Course** : Measured Drawing Architecture  
**SULAM Project** : Jejak Warisan Dato' Penggawa Timur  
**Community Partner** : Community of Pulau Tanjung Surat, Kota Tinggi  
**Author** : Assoc. Prof. Ts. Dr. Mohd Hisyam bin Rasidi

Pulau Tanjung Surat is an island located at the mouth of the Johor River which was once an important place during the reign of Sultan Abu Bakar ibn Temenggung Ibrahim. Tanjung Surat became the administrative centre of Dato' Penggawa Timur, Dato' Wan Jaafar bin Wan Nong Yahya. He became the Deputy Chief of Sultan Abu Bakar to rule the eastern part of Johor including tax collection. Students and community were trying to reconstruct the ruin of the Dato' Penggawa Timur administrative office in order to make it as an interesting spot for eco-tourism.



## Example of SULAM Project (UPM)

Courses Involved:



**SULAM Project** : Putting STD into STDs  
**Community Partner** : Sekolah Berasrama Penuh Integrasi Gombak (INTEGOMB)  
**Author** : Chia Suet Lin, Saila Ismail, Adelene Song Ai Lian, Wan Zuhainis Saad, Asilah Ahmad Tajuddin, Mohd Termizi Yusof

This is a SULAM projects conducted by students from the Department of Microbiology, Faculty of Biotechnology and Biomolecular Sciences. This project encouraged holistic learning as students have to study a common topic combining knowledge from three different subjects and then become teachers themselves to high school students to enhance learning whilst providing community service by creating awareness about sexually transmitted disease (STD). This project was aimed to Share, Transform and Disseminate knowledge.





## Example of SULAM Project (Taylor's University)

Community Service Initiative  
Highly Immersive Program for English Enhancement Project  
**Author** : Chandra Sakaran Khalid

Highly Immersive Programme (HIP) is the project by Malaysian Ministry of Education and PEMANDU which aims to enhance students' English proficiency through sharing, learning, and support practices in order to attain positive behavior change as well as create an immersive English environment.



<https://fionakoh98.wixsite.com/mycsisite/blog/community-service-initiative>



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