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 Norulhama 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
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.
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.
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

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

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

Industry: Corporates

SULAM AS COMMUNITY-ENGAGED PEDAGOGY
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
<table>
<thead>
<tr>
<th>Examples</th>
<th>Impact on Skills Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct SULAM</strong></td>
<td></td>
</tr>
<tr>
<td>• Tutoring other students and adults</td>
<td>• Caring for others</td>
</tr>
<tr>
<td>• Conducting art/music/dance lessons for younger students</td>
<td>• Dependability</td>
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<tr>
<td>• Helping other students resolve conflicts</td>
<td>• Interpersonal skills</td>
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<tr>
<td>• Creating life reviews for Hospice patients</td>
<td>• Problem-solving</td>
</tr>
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<td>• Caring for others</td>
<td>• “Big picture” learning</td>
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<td>• “Big picture” learning</td>
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<tr>
<td><strong>Indirect SULAM</strong></td>
<td></td>
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<tr>
<td>• Compiling a town history</td>
<td>• Cooperation</td>
</tr>
<tr>
<td>• Restoring historic structures or building low-income housing</td>
<td>• Teamwork skills</td>
</tr>
<tr>
<td>• Restoring ecosystems</td>
<td>• Playing different roles</td>
</tr>
<tr>
<td>• Preparing preserve areas for public use</td>
<td>• Organising</td>
</tr>
<tr>
<td>• Cooperation</td>
<td>• Prioritising</td>
</tr>
<tr>
<td>• Teamwork skills</td>
<td>• Project-specific skills</td>
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<td>• Playing different roles</td>
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<tr>
<td>• Organising</td>
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<tr>
<td>• Project-specific skills</td>
<td></td>
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<tr>
<td><strong>Advocacy SULAM</strong></td>
<td></td>
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<tr>
<td>• Planning and putting on public forums on topics of interest in the community</td>
<td>• Understanding rules</td>
</tr>
<tr>
<td>• Conducting public information campaigns on topics of interest or local needs</td>
<td>• Systems</td>
</tr>
<tr>
<td>• Working with elected officials to draft legislation to improve communities</td>
<td>• Processes</td>
</tr>
<tr>
<td>• Training the community in fire safety or disaster preparation</td>
<td>• Engaged citizenship</td>
</tr>
<tr>
<td>• Understanding rules</td>
<td>• Working with adults</td>
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<tr>
<td>• Systems</td>
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<td>• Working with adults</td>
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<tr>
<td><strong>Research-Based SULAM</strong></td>
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<tr>
<td>• Writing a guide on available community services; Translating it into Malay or other languages of new residents</td>
<td>• Learn how to learn/get answers/find information,</td>
</tr>
<tr>
<td>• Conducting longitudinal studies of local bodies of water; water testing for local residents</td>
<td>• Make discriminating judgments,</td>
</tr>
<tr>
<td>• Gathering information and creating brochures or videos for non-profit or government agencies;</td>
<td>• Work systematically,</td>
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<tr>
<td>• Mapping state lands and monitoring flora and fauna;</td>
<td>• Organizational skills</td>
</tr>
<tr>
<td>• Conducting surveys, studies, evaluations, experiments, interviews, etc</td>
<td>• How to assess,</td>
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<tr>
<td>• Learn how to learn/get answers/find information,</td>
<td>• Evaluate and test hypotheses</td>
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<tr>
<td>• Make discriminating judgments,</td>
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</tbody>
</table>
An example of protocol of the SULAM project delineating what was expected of students:

1. **Students volunteer in an underserved clinic (20 hours average throughout the semester)**

   - In-class team discussion
     - Reach consensus on one ailment/disease to focus on (10-30 min of lecture time)

2. **Identify common ailments/diseases treated at the clinic**

   - Individually research and then present to team

3. **Develop informational brochure or display for patients at clinic**

   - Present materials to entire class as an oral presentation (15 min presentations, requires 1-2 lecture meetings depending on the size of group)

   - Distribute brochure or display to clinics

**Students keep a reflective journal on their experience in the form of a blog (throughout semester)**
1.2 How is SULAM Different from Community Service?

**Distinctions Among Service programmes**

**SULAM**

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

- **Community Service**
  - Primary emphasis in 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 filed of study. Often not linked to academic learning.

- **Field Education/Work**
  - Engagement if the work of a community organization related to their academic field of study. Not fully integrated into their current coursework, limited opportunities for reflection.

Source: Furco, (1996)
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)

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

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
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
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).

It should provide clarity and expectation of students engagement and commitment to the service project.

Credited course or subject is the important blueprint to guide educator and students to achieve outcomes of service learning project or activities.

Learning outcomes of the course should explicitly indicate the connection of course content or discipline with students learning experiences.

A course or subject can also be shared by other disciplines to achieve the same outcomes without compromising each discipline content (multidisciplinary project)

Community should also be involved in the development of outcomes, activities and problem that need to be solved.

A good course design will make students aware of the connection between their discipline and the importance of their role in society context.
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 syllabus / proforma | • Course learning outcomes  
• Course content  
• Credit and academic load  
• Course schedule / scheme of work  
• Textbooks, readings and course materials  
• Contact person |
|---|---|

| Course approach / Learning activities | • Introduction to service-learning: description, benefits and objectives.  
• Describe the approach e.g., collaborative works, individual and group reflections  
Expected products e.g., portfolio, presentations. |
|---|---|

| Assessment | • Application of service-learning into the course e.g., course activities, assignments, presentations.  
• Important dates of course activities, submission and presentations.  
• Weightage  
• Grading Scale  
• Ongoing and critical reflection |
|---|---|

Adapted from Clarke University (n.d.)

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### Course instructor

| Structured experience | • Provide clear and focused projects for students.  
• Make scheduled meetings to ensure students are on track. |
|---|---|

| Provide support for students | • Be responsive to students’ questions and concerns.  
• Schedule and provide comprehensive orientation.  
• Provide ongoing supervision and constructive feedback. |
|---|---|

| Assess the effectiveness | • Prepare suitable assessments for the effectiveness of the service-learning.  
• Consider the impact on students, instructors and community partners. |
|---|---|

Adapted from Clarke University (n.d.)
## Students

<table>
<thead>
<tr>
<th>Clear overview of the course</th>
<th>• Be sure to get clear picture of the expectations and nature of the service-learning course from instructors.</th>
</tr>
</thead>
</table>
| Commit to the service-learning project | • Allocate time to work on the service-learning projects.  
• Be sure to complete the project based on mutually agreed timeline. |
| Reflect on the experiences | • 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. |
| Be open to cultural diversity | • Be open to learn from others from different culture and populations. |

Adapted from Oakes (2004)

## Product or Service

<table>
<thead>
<tr>
<th>Deliverables</th>
<th>• Identify the product, services and/or specific deliverables expected from the SULAM project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student capabilities</td>
<td>• Match the expected product, services and/or specific deliverables with students’ discipline, knowledge, skills and capabilities – course learning outcomes</td>
</tr>
</tbody>
</table>
| Liability management | • Consider the need for “hold harmless” agreement.  
• Identify if permission or ethic clearance are required especially when working with minors.  
• Check university policy on licensing products and services.  
• Educate students on getting permissions to use photos, videos etc. |

## Community Partner

| Identify suitable community partner | • Location of the community partner.  
• Contact person. |
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</thead>
<tbody>
<tr>
<td>Identify needs/issues/problem/interest</td>
<td>• Identify and discuss community concern</td>
</tr>
</tbody>
</table>
| Plan for the project | • Discuss about the type, scope and deliverables of the project.  
• Discuss expected roles of the community partners e.g., as information providers, co-designers, mentors, supervisors.  
• Assistance needed from community partners. |

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

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge &amp; Understanding</td>
<td>• Enables the learners to relate prior knowledge in their discipline, relate and expand it in related field to serve community</td>
</tr>
</tbody>
</table>
| Problem Solving and Scientific Skills | • Improve students’ ability to think  
• Increase complex problem-solving ability  
• Analyse information data and concepts  
• Comprehend new information          |
| Practical Skills                      | • Ability to plan, organize, use techniques, skills, necessary for discipline practice |
| Interpersonal skills                  | • Managing relationships in teams and within the community and industrial partner (if any)  
• Networking with community of different cultures  
• Respect and appreciate different perspectives within diverse populations  
• Life-long commitment to social responsibility |
| Communication skills                  | • Develop students’ oral and/or written communication skills to a range of audience and different situations  
• Use variety of ways to articulate information (written, verbal, art, media, etc)  
• Negotiate to resolve conflict |

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SULAM PLAYBOOK 29
### Potential Student Learning Outcomes for SULAM (Cont’d)

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Digital skills</td>
<td>• Ability to use information/digital technologies to solve community problems/ address community needs or concern</td>
</tr>
<tr>
<td>Numeracy skills</td>
<td>• Apply quantitative or qualitative tools to analyze and evaluate numerical and graphical data.</td>
</tr>
</tbody>
</table>
| 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 |
The purpose of higher education is to develop in students the ability to use their deep understanding so that they can identify, clarify and provide viable solutions to issues that concern the individual, the workplace, society and the country.

GGP: Assessment, MQA 2013
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 Theory

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
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
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.
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.

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.

Guided prompts are used to assist students to focus on objectives before, during, and after their SULAM experiences, creating a more meaningful learning.
4 Steps to Consider in Using Critical Reflection

1. Identify the student learning outcomes related to the SULAM experience. The learning outcomes should be specified clearly (not too broad).

2. Design the reflection activities to best achieve the outcomes.

3. Engage students in critical reflection before, during, and after the experience.

4. Assess their learning using a rubric that outlines the criteria for evaluation and levels of performance for each criterion.

Best Practices for Critical Reflection (4C’s)

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

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

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

4. CONTEXTUALIZED
   - Should be consistent and complementary to other course content

Think Achieve (2019)

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What?</strong>&lt;br&gt;This is the description and self awareness level and all questions start with the word what</td>
<td>• What happened?&lt;br&gt;• What did I do?&lt;br&gt;• What did other do?&lt;br&gt;• What was I trying to achieve?&lt;br&gt;• What was good or bad about the experiences?</td>
</tr>
<tr>
<td><strong>So What?</strong>&lt;br&gt;This is the level of analysis and evaluation when we look deeper at what was behind the experience</td>
<td>• So what is the importance of this?&lt;br&gt;• So what more do I need to know about this?&lt;br&gt;• So what have I learnt about this?</td>
</tr>
<tr>
<td><strong>Now What?</strong>&lt;br&gt;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</td>
<td>• Now what could I do?&lt;br&gt;• Now what do I need to do?&lt;br&gt;• Now what might I do?&lt;br&gt;• Now what might be the consequences of this action?</td>
</tr>
</tbody>
</table>
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)

1. **DESCRIBE:**

2. **EXAMINE:**
   Experience per reflection prompts by category of learning goal

3. **ARTICULATE:**
   What did I learn? How did I learn? Why is it important? What will I do because of it?

**Engage in Service**
- **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?

**Engage in service and test learning and/or implement goals**

Ash & Clayton (2009)
Gibbs’ Model of Reflection

**Description:**
What happened?

**Evaluation:**
What was good or bad about the experience?

**Analysis:**
What sense can you make of the situation?

**Conclusion:**
What else could you have done?

**Action Plan:**
What would you do differently next time?

**What were you thinking and feeling?**
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:

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

<table>
<thead>
<tr>
<th>B</th>
<th>Portfolio Based Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students to create a portfolio containing their SULAM project related items/artifacts that are created and collected over the SULAM project period.</td>
<td></td>
</tr>
<tr>
<td>- 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.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>C</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>- SULAM project can include student assessment based on students’ performance related to SULAM project.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>Exhibition</th>
</tr>
</thead>
<tbody>
<tr>
<td>- SULAM project in which student are assessed based on their exhibition of their work.</td>
<td></td>
</tr>
</tbody>
</table>
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)

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

<table>
<thead>
<tr>
<th>Course Learning Outcomes (CLO)</th>
<th>MQF LOD</th>
<th>Delivery Method</th>
<th>ASSESSMENT METHOD (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize appropriate exercise and sports program according to specific conditions of the disability among participants (community)</td>
<td></td>
<td>Interpersonal, ethic and professionalism, Didactic approach, Case Study, Blended Learning, Group Project</td>
<td>Coaching session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Poster Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Final Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

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
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.

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 achieve 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.
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.

Continual Quality Improvement Cycle

- Plan
- Improve
- Implement
- Monitor & Review

Course Review & CQI
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

Impact of SULAM
Impact on community and sustainability of project

Curriculum content:
To what extend knowledge and skill contributed on the 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
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 decision 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 an 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

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Roles</th>
</tr>
</thead>
</table>
| **HLIs**     | - Provide students with structure, knowledge and guidance to process and reflect upon service-learning experiences  
               - Facilitate students in connecting them with the community and course learning objectives  
               - Assess students  
               - Provide a one stop center to receive community issues etc. |
| **Community**| - 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  
               - Provide sufficient information, responsibility in executing task, funding’s (if there is any)  
               - Provide feedbacks and participate in evaluation process  
               - To provide: Logistic (if possible) |
| **Government** | - Facilitate the process of conducting SULAM activities by institutions by providing contact person and facilities  
               - Finance |
| **NGO**      | - Project partners  
               - Funder |
| **Local district council** | - To ensure the service-learning activities is in line with local development strategies and infrastructures  
               - Facilitate assistance in approvals, contacts, funding’s and facilities |
| **Industry** | - Provide guidance, knowledge, partnership and funding’s |

**Community Partner Matching**
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.

- **Dean to ensure at least one SULAM activities in one course per year**
- **HLI’s SULAM Unit**
  - W0
  - Course coordinator to prepare teaching plan and identify communities to be approached
  - W1 - W2
  - Students approach communities
    - Reflections W2 - W8
    - Partner matching
      - Identify needs of the community
      - Common goals to be achieved
    - Reflections W9 - W12
    - Transfer of knowledge
      - Clinics
      - Seminars
      - Campaigns
      - Problem solutions
      - W13 - W14
    - Presentation

- **Community raise issues or problems**
- **Faculty/University**
- **Government agencies**
- **NGO’s**
- **Industry**
How to engage or establish partnership with the industry?

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

What can the industry offer?

1. Funding
2. Knowledge and skills
3. In kind sponsorship
4. Networking
Example Of Working Model From UTM (CCSL)

How to engage or establish partnership with the community?

1. **MEETING**
   - **(WK1-2) Beginning**
     - Preliminary discussion
     - Introduction of program SL
   - **(WK2-6) Project paper**
     - Lecture start
     - Set theme/community – Form committee, fill in form SL, approval form CCSL
     - Site visit/meeting with community
     - Draft project paper – Prepare project paper, checking
     - Sign by lecturer/ assistant lecturer
     - Submission of project paper to CCSL
   - **(WK7-8) Approval**
     - Review of project paper CCSL – Suitability of program/location/community, fund allocation
     - Approval letter of project –
       - Approve – Transportation booking, offer letter
       - Not approve – Revise project paper, resubmission
     - Changes/cancellation of project – Fill in form of changes, discuss with CCSL
   - **(WK9-13) Implementation**
     - Start project – Preparation indoor/outdoor, role of committee
     - Implement project – Questionnaire, form of community participation, form of feedback
   - **(WK14-16) Report**
     - Reflection/post-mortem
     - Presentation in seminar – Financial report, receipts
     - Submission of report to CCSL – Signature of lecturer | Hardcopy/softcopy according to format

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

1. UTM Proposal Template (CCSL)
2. KHIND’s Proposal Template
3. KHIND’s Survey Form
4. KHIND’s Final Report
5. Format Laporan Projek Pembelajaran Servis
6. Community Engagement (CE)
3.3 Management of SULAM

1. Each institution is to establish a SULAM unit/committee (a coordinator, a finance officer, an admin officer)
2. HLIs to establish a one stop centre (OSC) for community and industry linkages to provide SULAM projects – Community partner information form
3. OSC to provide information to SULAM unit/committee
4. SULAM unit to facilitate course coordinators to plan for SULAM projects
5. Students to enrol for the course
6. Students to engage with community and industry with the guide of SULAM unit
7. SULAM project with community to take place
8. Evaluation of students and community
## 3.4 Challenges

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundings</strong></td>
<td>No funding’s or financial support • Institutions to allocate certain amount for SULAM courses taken from student fees • Encourage industry and NGO’s partnership to take part in funding</td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
<td>Difficulties to provide experienced instructor • Training of Trainers</td>
</tr>
<tr>
<td><strong>Integration with course content</strong></td>
<td>Faculty are concerned that incorporating service-learning into the curriculum will diminish the academic content covered in the course • Careful planning and preparation. This includes clearly outlining project goals and outcomes. • Use SULAM activity to enhance rather than to replace course/discipline content</td>
</tr>
<tr>
<td></td>
<td>Time • Careful planning, research and preparation prior to the opening of the new semester • Identify communities issues from one stop center</td>
</tr>
<tr>
<td></td>
<td>Design delivery or activities and alternative assessment. • Help students connect through ideas, service, reflection. • Emphasize real world applicability to students</td>
</tr>
<tr>
<td></td>
<td>Project size (time constraints for project) • 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. • Combination of face-to-face non face-to-face. • Calculate SLT correctly to avoid burden to students</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>Time constraint Project needs to be feasible to be achievable within the timeframe allocated (within 14 weeks)</td>
</tr>
<tr>
<td></td>
<td>Ensuring student learning Check with students on regular basis (updates/status of the project)</td>
</tr>
<tr>
<td></td>
<td>Connections to learning or discipline • Clear explanation by instructor or coordinator on the structure, outcomes and expectation • Instructor explains transferrable skills students will learn • Explain the connection, application and contribution of discipline based in addressing community problems or issues.</td>
</tr>
<tr>
<td></td>
<td>Reflection (potentially not understanding how to do it) • Peer to peer/former student experiences o Idea exchange • Make reflection meaningful and regular and on-going reflection</td>
</tr>
<tr>
<td>Community</td>
<td>Challenges</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Do not know where to seek for help (service learning context)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community no longer proactive or no longer interested</td>
</tr>
<tr>
<td></td>
<td>Sustainability of community project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Government agencies</th>
<th>Bureaucracy</th>
<th>Provide flexibility or online system, fast feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact person</td>
<td></td>
<td>Provide list of personnel that can assist (emails/contact numbers)</td>
</tr>
</tbody>
</table>

| 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.
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.

**OBJECTIVE**

Collaborate in carrying out service learning activities in Malaysia.

Facilitate change of ideas and information for effective service learning implementation.

Network of higher institutions, professionals, non-governmental agencies and students in carrying out SULAM activities.

**FUNCTIONS**

SULAM-Net intends to:

- Act as a Secretariat of SULAM.
- Coordinate activities among HLIs for effective SULAM in community.
- Coordinate resources from various HLIs in the implementation of SULAM.
- Support communities through SULAM.
- Organize discussions and conferences on SULAM.
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.

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.
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.

How can HLIs 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.
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.

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.
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.

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
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.

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.
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.

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

Not compulsory. Constructive alignment mapping depends on the intended learning outcome.
## Example of Course Assessment Plan

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

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Teaching and Learning Activity</th>
<th>Hour(s)</th>
</tr>
</thead>
</table>
| 1    | • Briefing on the course outline, assessment breakdown and important dates  
      • Formation of students' group | Lecture | 1 |
| 2    | Preparation of Proposal - date, venue, community, committee, objective, activity/event, problem | • Lecture  
      • Group discussion | 1 |
| 3    | • Pre-event preparation  
      • Submission of proposal | • Students submit their proposal to their respective instructor  
      • Liaise with targeted community/school/faculty | 1 |
| 4    | Pre-event preparation | • Students do the preparation for their event/project  
      • Liaise with targeted community/school/faculty | 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 |
## Example of Assessment and Weightage

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Marks (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>10</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>15</td>
</tr>
<tr>
<td>Presentation</td>
<td>35</td>
</tr>
<tr>
<td>Report/Portfolio</td>
<td>40</td>
</tr>
</tbody>
</table>

*Example 1*

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Marks (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>15</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>15</td>
</tr>
<tr>
<td>Presentation</td>
<td>35</td>
</tr>
<tr>
<td>Report/Portfolio</td>
<td>35</td>
</tr>
</tbody>
</table>

*Example 2*
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
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

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

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. Fatihah 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), Worming 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.
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:

Pathogenic Microbiology

Immunology → Sexually Transmitted Disease Awareness Campaign ← Microbial Genetics

Service Learning in Microbiology

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 project 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


• Bandy, J. What is Service Learning or Community Engagement? https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/


• Michigan Journal of Community Service Learning Fall 1995, pp. 112-122 A Service-Learning Curriculum for Faculty Robert G. Bringle and Julie A. Hatcher Indiana University Purdue University Indianapolis


• The Center for Service and Community Engaged Learning (2011) JSU Faculty Brown Bag Series, Division of Student Life, J. L. REDDIX HALL


• https://csl.ku.edu/reflection-models#deal

• https://www.utc.edu/think-achieve/critical-reflection.php

• https://www.niu.edu/engagedlearning/_pdfs/service-learning-example-courses-syllabi.pdf


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UNIVERSITI MALAYA
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