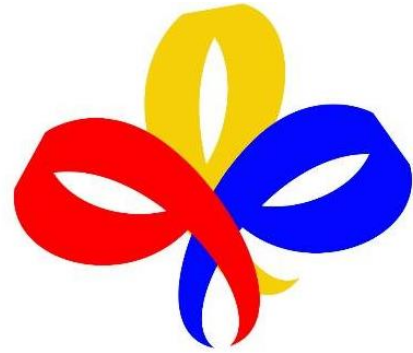




KEMENTERIAN  
PENDIDIKAN  
MALAYSIA

**JPT** | JABATAN  
PENDIDIKAN  
TINGGI



SERVICE LEARNING MALAYSIA

**SULAM**

UNIVERSITY FOR SOCIETY

# CHAPTER 1

SULAM AS COMMUNITY-ENGAGED PEDAGOGY

# CHAPTER 1

- What is SULAM?
- Approaches to SULAM
- How SULAM differs from other types of community engagement?
- Who benefits from SULAM?
- Effective Practices in SULAM?
- Examples of SULAM





# Malaysia Education Blueprint 2015-2025 (Higher Education)

## SHIFT #1

### Initiative A1 Enhancing curriculum

#### HIEPs

1. First-Year Seminars and Experiences
2. Learning Communities
3. Common Intellectual Experiences
4. Collaborative Assignments and Projects
5. Undergraduate Research
6. Writing-Intensive Courses
7. Diversity/Global Learning
- 8. Service Learning, Community-Based Learning**
9. Internships
10. Capstone Courses and Projects



## “SEKOLAH Untuk Komuniti, Universiti Untuk Masyarakat”.

Inti pati ucapan Menteri Pendidikan pada  
amanat tahun 2019.



# Dasar Komuniti Negara



17 Feb 2019



# Dasar Pembangunan Luar Bandar 2030

27 Jun 2019



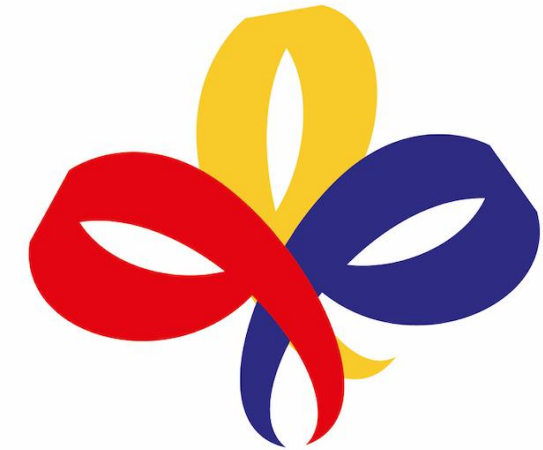
# Launching of SULAM @ 13 April 2019





# What is SULAM?

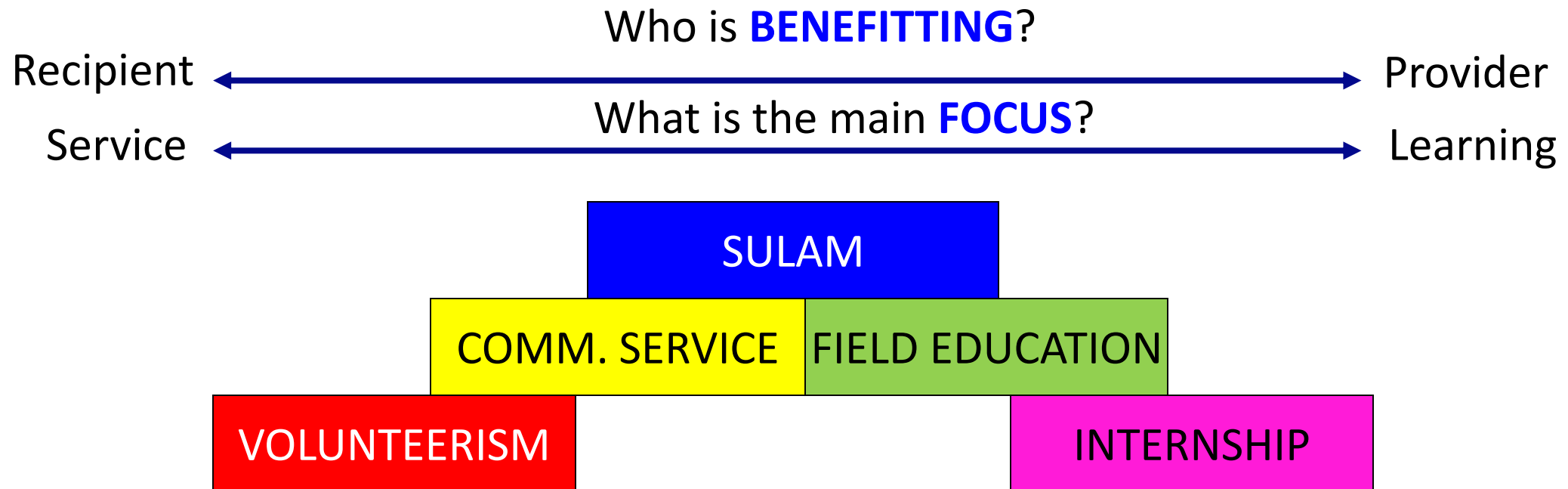
It is a **course-based, credit-bearing** educational experience in which students participate in a structured **service** activity that meets identified community needs. They will **reflect** on their service activity and experiences and relate them to the desired **learning outcomes**, in such a way they will gain deeper understanding of course content, a broader appreciation of the discipline, enhanced sense of personal values and civic responsibility.



**SERVICE LEARNING MALAYSIA**  
**SULAM**  
UNIVERSITY FOR SOCIETY



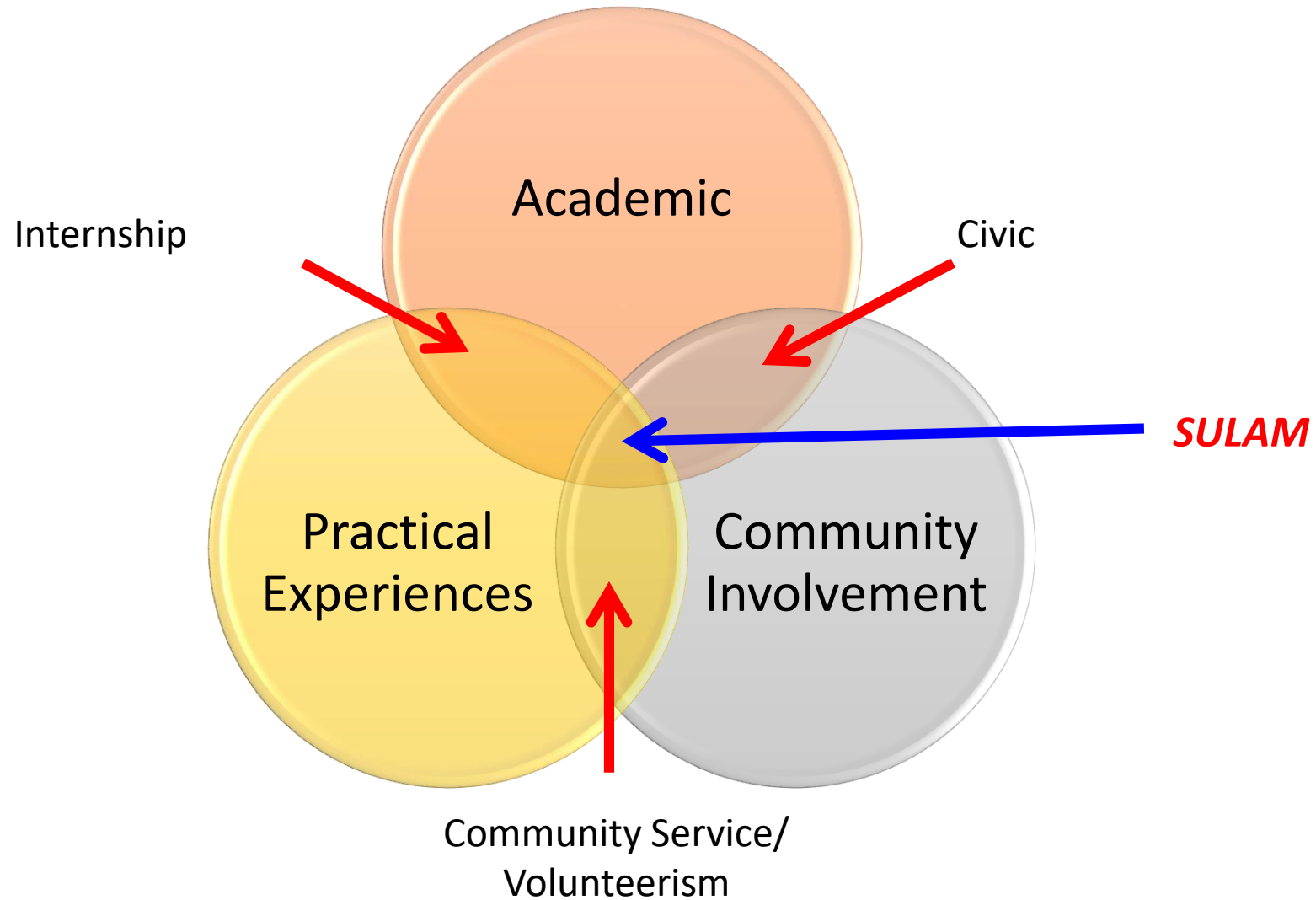
# How SULAM Differs From Others



Adapted from  
Furco, 1996



# SULAM



# Examples:

## What might each look like?

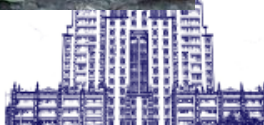
- Volunteer at hospital
- Internship at hospital
- SULAM at hospital



# Community service example

If students remove trash from a residential yard:

They are providing a **service** to the community as volunteers.



# SULAM example

- When students remove trash from a residential yard,
- analyze what they found,
- share the results and offer suggestions for the neighborhood to reduce pollution,
- and then reflect on their experience

THAT is **SULAM!**



# SULAM is:

- An element in a **course** in order to achieve a specific learning outcome
- A teaching and learning **method**
- About :
  - Enhance learning
  - Improve community
  - Transformative community engagement
  - Structured
  - Experiential learning and reflection.



# SULAM Is Not:

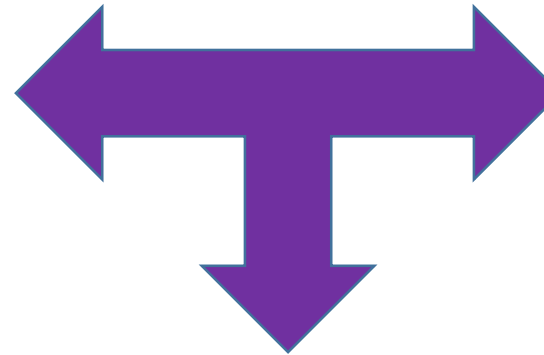
- An episodic **volunteer** program
- An **add-on** to an existing university curriculum
- Logging a set number of **community service** hours in order to graduate
- **Compensatory service** assigned as a form of punishment by the courts or by school administrators
- **One-sided**: benefiting only students or only the community





# SULAM Bringing Service and Learning Together

**Learning Outcome**  
COM323 students need to improve their public relations writing skills

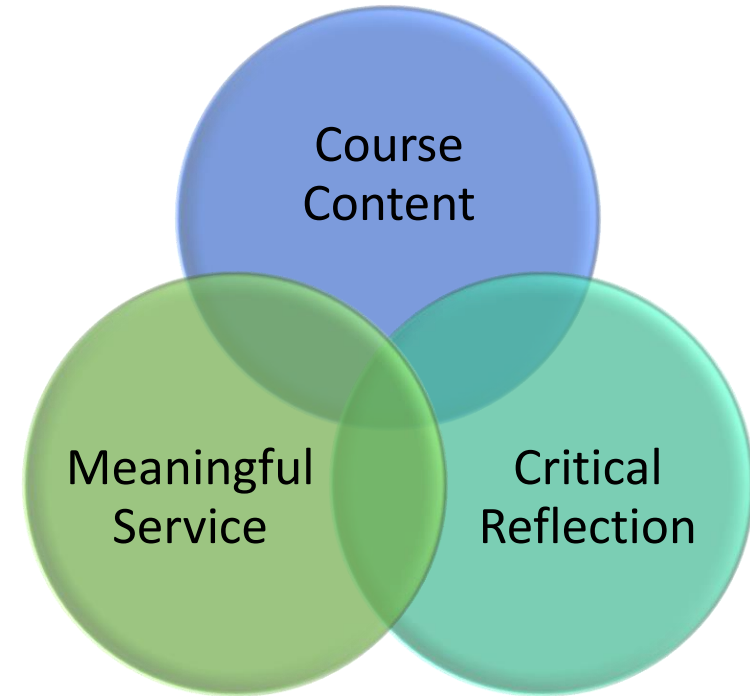
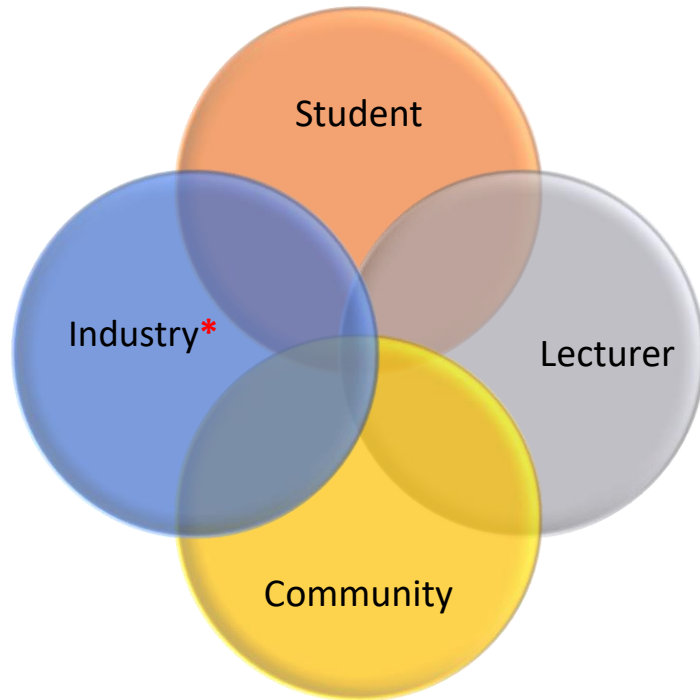


**Community Need**  
The Old Folk Home needs to develop newsletter that informs the community of the variety of programs and services they provide

**SULAM Strategy**  
Students will work at the Old Folk Home for 3 hours a week to learn about the organization. Then, after they are familiar with the organization they will produce a monthly newsletter to be distributed to the neighborhood.



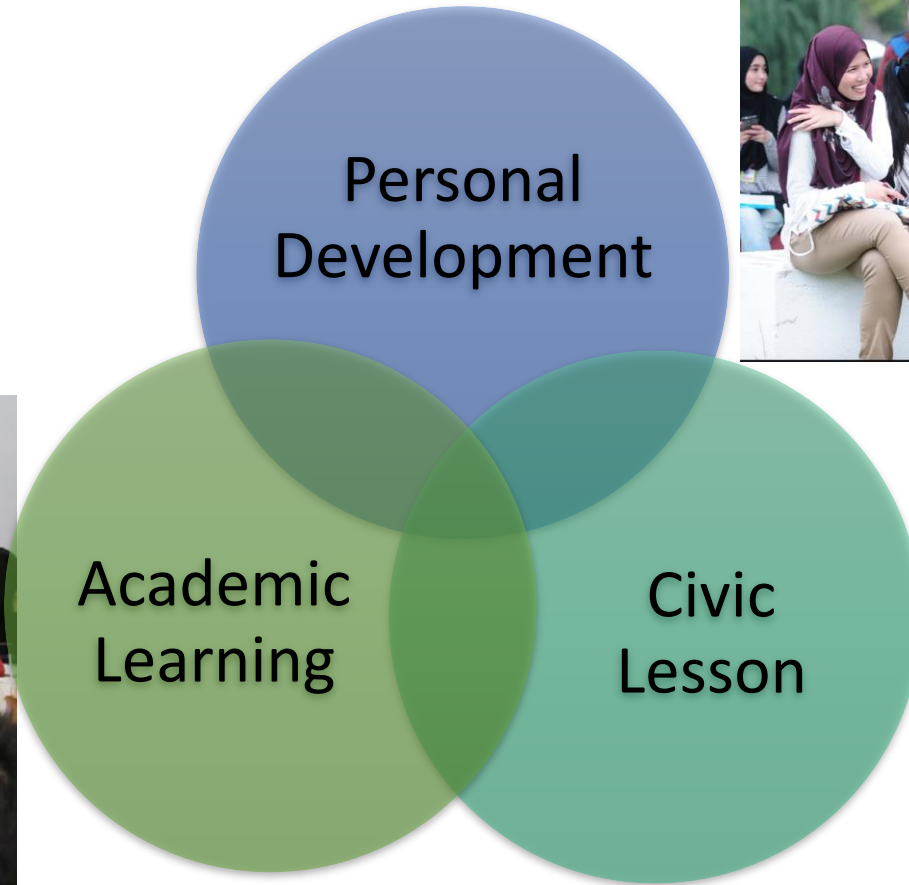
# Key Components of SULAM



**\* Highly Recommended**



# Learning Categories in SULAM



# OBJECTIVES OF SULAM

- improve student learning by **integrating** theory with practice in the real world.
- increase **soft skills** and **civic engagement** among students
- meet the **needs** of the community through volunteerism by using students' 'expertise'.
- creating a **collaborative** environment between students, lecturers and communities.
- providing **opportunities** for agencies, corporate and NGOs to contribute to the community through volunteering.
- University's **third mission** – University for Society



# Effective Practices in SULAM

1. The assignment is connected to Student Learning Outcomes (SLOs)
2. The assignment 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 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 component of the course



# SULAM Benefits

## Student

- Deep learning
- Personal and interpersonal development
- Civic engagement
- Tolerance of diversity

## Lecturer

- New ways of teaching
- Interaction with community
- Direct impact of teaching in community
- New opportunity for research

## University

- Enhanced teaching, research and outreach
- Preparation of graduates
- Positive community relationships

## Community

- Participate in student learning
- Access to HLI resources
- New ideas & energy

# APPROACHES TO SULAM



## I. Direct SULAM

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

## II. Indirect SULAM

Working on broad issues, environmental projects

## III. Advocacy SULAM

Educating others about topics of public interest

## IV. Research-based SULAM

Gathering and presenting information on areas of interest and need



# I. Direct SULAM

## Examples

- Tutoring other students and adults
- Conducting art/music/dance lessons for younger students
- Helping other students resolve conflicts
- Creating life reviews for Hospice patients

## Impact on Skills Practices

- Caring for others
- Dependability
- Interpersonal skills
- Problem-solving
- “Big picture” learning





## II. Indirect SULAM

### Examples

- Compiling a town history
- Restoring historic structures or building low-income housing
- Restoring ecosystems
- Preparing preserve areas for public use

### Impact on Skills Practices

- Cooperation
- Teamwork skills
- Playing different roles
- Organising
- Prioritising
- Project-specific skills



## III. Advocacy SULAM

### Examples

- 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

### Impact on Skills Practices

- Understanding rules
- Systems
- Processes
- Engaged citizenship
- Working with adults



# IV. Research-based SULAM

## Examples

- 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

## Impact on Skills Practices

- Learn how to learn/get answers/find information,
- Make discriminating judgments,
- Work systematically,
- Organizational skills,
- How to assess,
- Evaluate and test hypotheses



