SCHOOL OF LIBERAL ARTS & SCIENCES
CITIZENSHIP VALUES EDUCATION

PROJECT BRIEF

COMMUNITY SERVICE INITIATIVE
UCM60102U

BACHELOR OF SCIENCE (HONOURS) IN ARCHITECTURE

Prepared by:
ANN SEE PENG

MOHD ADIB RAMLI

For semester period:
04 SEPT 2017 – 17 NOV 2017

Programme   Bachelor of Science (Honours) in Architecture

Module   ARCHITECTURE, CULTURE & HISTORY 1 (ARC60103/ARC1313)
Prerequisite None
Credit Hours 3
Classification Core
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COMMUNITY SERVICE INITIATIVE PROJECT (100%)

INTRODUCTION

The traditional main method of teaching and learning in Architecture studies is learning through integrating theories with design practice. Hence, the work-integrated learning in the form of service learning in the MPU4 module of Taylor's University, the Community Service Initiative (UCM60102U) not only continues with this tradition but provides a real-life environments and problems that enable students to incorporate the theory they learned at school into real-world problems-solving. This 2-credits CSI module is offered to about 120 students of Bachelor of Science (Honours) In Architecture from School of Architecture Building and Design and it is a compulsory MPU4 subject required for the students in order to graduate. The module not only expose students to the actual everyday community life but help students to learn the values of life as well as develops positive world-views by being more sensitive, thoughtful, responsible, and acquainted with the community and its needs. CSI also offers opportunities for the students to realistically practice their knowledge, creativity, innovation and design skills in providing solutions to the community needs and problems.

Community service learning according to Parker, Myers, Higgens, Oddsson, Price & Gould, (2009) is the terminology that defines the incorporation of community service into the program of study in a manner that not just benefits a particular community or public at large but also aids the students to learn and hone the skills and life values that are relevant to their future profession. Another similar and precise definition is as follows:

> "Service learning is 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." (Jacoby 1996 p.5)

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:
At the end of this course, students should be able to:
1. Develop relevant communication skills for collaborative work with community/society.and/or to work in a career that will make contributions to society.
2. Develop a holistic awareness of the variety of problems (e.g. the environment, poverty, social discrimination) that call for action; critically analyze how such problems should be approached and how to solve them scientifically.
3. Apply information management skills and strengthen their lifelong academic learning.
4. Develop in themselves a strong sense of social responsibility and be able to portray leadership qualities and being able to work effectively as a team.

PROJECT DETAILS

The community-based services in the CSI module for SABD are to expose students to the real-community living in real-life situation. The students are to work together as a team for architectural, culture, and environmental enhancing activities in the communities of different socio-economic status and social groups. The series of community services are offered as student empowerment projects, students are given the freedom to choose and to execute the project in the best possible manner, within the budget and time constraint given.

This module will be running as student empowerment module. Lecture will be conducted only the first week to introduce the whole program. Tutorial will be conducted from time to time (tentatively once in week 5 and once between week 8 to 10) or upon student request. Student will have to communicate with respective lecturer for consultation/additional tutorial. However, students are required to update their weekly progress via a google sheet made readily available at TIMeS.

ASSESSMENT SUMMARY

Form of Assessment	Length/ Duration	Marks	Due Date	Learning Outcomes	TGCs Achieved
Personal CSI-Architecture eJournal	10 weeks	30%	Week 11	1,2 & 3	
Activity/Project (50%): • Proposal (10%) – week 5 • A0 Presentation Board (10%) • Execution (30%)	10 weeks	50%	Week 2 - 11	1,2,3 & 4	
Group Oral Presentation (in video form)	Max 5 min per group	20%	Week 11	1 & 2	
TOTAL		**100%**			

ASSESSMENT COMPONENTS

Students are required to form group of 5 per group and in group as well as individual they have to attempt and accomplish:

1.   INDIVIDUAL: PERSONAL CSI E-JOURNAL (30%)

Each student via their e-portfolio are required to create an on-line journal that records their journey throughout this module. The journal should provide detail accounts in the form of architectural documentations (sketches) and recordings (digital photograph & video) of the student's involvement in CSI activity. Students are required to update the journal with a review of their weekly CSI experience, outcomes, achievements and reflections.

2.   ACTIVITY/PROJECT (50%): PROPOSAL (10%) + A0 BOARD PRESENTATION (10%) + EXECUTION (30%)

Projects will involve at least **30 hours** of social engagement activities.

3.   VIDEO (20%)
Each group are required to collectively generates a maximum 5 mins digital self-narrative video+slide presentation of their CSI experiences and showcases their CSI achievements as detailed in the marking rubric below.

MARKING RUBRICS FOR GROUP ORAL PRESENTATION

	Weightage (20%)
Presentation – • Engaging; captures interest of audience • speaks clearly and loudly; good eye contact; appropriate body language, polished and confident • team effort • ability to capture their experiences in the areas of: i. community values/user's satisfaction survey/Interview, ii. innovation/creativity & professionalism of project handling, iii. paper article for possible publishing of project in magazine or journal and iv. most important are values to people, family, environment/sustainability, lifelong learning, education/knowledge v. exhibition/education/ research competition entry for: innovation, sustainable of community service etc.	20

RUBRICS FOR JOURNAL

	Weightage (30%)
• Journal entry is logical, effective and structured • Good Grammar, Mechanics, Spelling, and Sentence Structure • Able to observe and articulate the observations and experiences in the areas: i. community values/user's satisfaction survey/Interview, ii. innovation/creativity & professionalism of project handling, iii. paper article for possible publishing of project in magazine or journal and iv. most important are values to people, family, environment/sustainability, lifelong learning, education/knowledge v. exhibition/education/ research competition entry for: innovation, sustainable of community service etc.	30

RUBRICS FOR PROJECT/ACTIVITY (30%): A0 BOARD PRESENTATION (10%) & ARTICLE WRITING (10%)

	Weightage(50%)
Team Player /Leadership – • Always considers all views and helps team to arrive at a decision/solution • Provides assistance and/or encouragement to team members and mutually respects each other	50

• Communicates and shares all information with the group • Takes initiative in helping the group get organized and setting times and places to meet, assigning roles Responsible – • Does the full share of work or more e.g. research, planning and execution of tasks • Provides many ideas for the assignment Community Engagement • Demonstrates ability and commitment to *work with the* community • Able to engage with the community barring all cultural, social and racial differences. Activities Execution: i. community values/user's satisfaction survey/Interview, ii. innovation/creativity & professionalism of project handling, iii. paper article for possible publishing of project in magazine or journal and iv. most important are values to people, family, environment/sustainability, lifelong learning, education/knowledge v. exhibition presentation board + education/ research competition entry for: innovation, sustainability of community service etc.	

SCHEME OF WORK

Week	Topic	Learning Outcomes	Teaching & Learning Activities	Reading(s)	Assessment	TGC Achieved
2	Briefing of the course outline, assessments, and rubrics. Introducing the students to Service Learning, the basic concepts and theories of social problems in the community. Briefing on the the Projects categories and detail as well as what is expected of the pproject. Students are required to form a group of 8.	To understand the nature of this module and the Learning Outcomes of the module	Students will be informed about the module, its requirements, form of assessments, marking rubrics etc. Students will be provided with an insight on what is a Journal and what is required of a Group Presentation. An outline of the various projects and the groups of students doing each project will be given.	MIB		

Week	Topic	Learning Outcomes	Teaching & Learning Activities	Reading(s)	Assessment	TGC Achieved
3 & 4	Students will start executing their respective CSI Project. - Identify their site - Conduct community needs analysis to identify their needs - Brainstorming and develop ideas	1. To understand the nature of the project to be undertaken and what they will be required to do. 2. To be able to work with any type of community. 3. To understand problems faced by some types of community and help them overcome those problems 4. To work effectively as a team 5. To achieve the Learning Outcome of the module.	The project is now commencing. Students are required to start by generating the Project Timeline that detail out Project Schedule and Planning featuring: a. the research, b. project concept, & ideas, c. humanity, cultural & environmental values d. execution, installation and achievements.			
5	Project Proposal **(10%)** Location/Site Plan, SWOT analysis. CSI achievements, Spatial Design proposal, Value address, Project Timeline	1) Develop relevant communication skills for collaborative work with community/society.and/or to work in a career that will make contributions to society. 2) Develop a holistic awareness of the variety of problems (e.g. the	Project leaders or representative will explain how the project will be carried, the requirements of the community and what is expected of the group members			

Week	Topic	Learning Outcomes	Teaching & Learning Activities	Reading(s)	Assessment	TGC Achieved
		environment, poverty, social discrimination) that call for action; critically analyze how such problems should be approached and how to solve them scientifically. 3) Apply information management skills and strengthen their lifelong academic learning. 4) Develop in themselves a strong sense of social responsibility and be able to portray leadership qualities and being able to work effectively as a team.				
6 to 10	Project/ Activity Execution (30%) In between these weeks, each group must have met with their	-ditto-	Students will undertake the task as per Project Schedule and Planning		during the course of the activity,	

Week	Topic	Learning Outcomes	Teaching & Learning Activities	Reading(s)	Assessment	TGC Achieved
	respective tutor to update their progress.				they will be assessed	
11	Final submission	-ditto-	Students will be required to present group/individually their experience of the project/activity undertaken		1. Presentation board (10%) 2. Video (20%) 3. Personale journal (30%)	

Suggested Project Timeline

Date	Week	Description		
8th Sept	Week 2	Introduction to the module		
15th Sept	Week 3	Site selection & Analysis, Community's Need Analysis, Conceptual and developed proposal		
22nd Sept	Week 4		Tutorial (Compulsory)	
29th Sept	Week 5	Proposal submission	10%	Min 3 pages of powerpoint slides
6th Oct	Week 6	Community Work/Activity		
13th Oct	Week 7			
20th Oct		sem break 16th – 20th October 2017		
27th Oct	Week 8		Tutorial (Compulsory)	
3rd Nov	Week 9	Community Work/Activity		
10th Nov	Week 10			
17th Nov	Week 11	Final Submission		
		Presentation Board (A0)	10%	
		Video	20%	(max 5mins)
		Activity	30%	
		Personal E-jouurnal	30%	(Portfolio)

Proposed Budget

The following is the proposed budget for the Community Service Initiative for the September 2017 semester:

Each group project development expenses = RM80/pax X no of members

Claim procedure:
Put all the original receipts in an A4 envelope, on the envelope, write the proposal name, all group members name and contact of 2 members. Submit to Ms. Ann by hand before 24th November 2017. _The claim shall be ready by early new semester_.

References:

Dunlosky, J., Rawson, K. A., Marsh, E. J., Nathan, M. J., & Willingham, D. T. (2013). Improving students' learning with effective learning techniques promising directions from cognitive and educational psychology.*Psychological Science in the Public Interest*, *14*(1), 4-58.

Jacoby, B. (1996). *Service-Learning in Higher Education: Concepts and Practices. The Jossey-Bass Higher and Adult Education Series*. Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104.