

Service Learning and Community Engagement Series

Courses may not be offered every semester. Please check curriculum plan in student portal, e-services on the presentation of the courses.

Students taking courses coded OEL will pay full-time student rate.

Course Code/Title	Credit Unit (CU)	Course Synopsis	Category	Available for Part-time /Full-time students
OCE165 Volunteer Resource Management	2.5	<p>Volunteers have played a significant role in building communities and remain a cornerstone in the work of the people sector and non-profit organisations. The benefits of volunteer involvement are far reaching. They help organisations expand the reach of their work and also extend their budget so that they achieve more. It is hence critical that organisations are able to effectively manage their volunteer resources as well as the resources and networks that they bring, and to do so will require a robust volunteer management framework.</p> <p>This course is set up to provide the fundamentals of such a framework. Managers of volunteers sketch and put into action, projects involving volunteers. As such, they carry a wide range of strategic and operational responsibilities. They are primarily responsible for the scoping and definition of the roles of volunteers, their deployment and scheduling, the recruitment and proper training and preparation for the volunteers' functions, and making assessments of volunteers' performances. Aside from that, secondary issues that such managers may also be involved in include fundraising, communication with organizations, budgeting,</p>	SUSS Core Unrestricted Elective/ General Elective	Both

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		volunteer retention programmes, policy making, and Public Relations. Lastly they need to have an awareness of the ethical issues surrounding volunteerism, such as issues of leadership, interpersonal relations, motivations of volunteers and organizations employing them, professional conduct, resource allocation, and communication.		
OCE151 Wetlands Conservation and Environmental Education	2.5	<p>Coastal habitats such as mangroves and seagrasses cover less than 0.5% of the sea bed but account for about 71% of all carbon storage in ocean sediments. They also perform key ecosystem functions such as goods provision (e.g. wild plant and animal resources) and services (e.g. tourism, transportation, storm protection), and offer cultural benefits. Unfortunately, mangroves around the world are highly threatened and undergo largescale deforestation. Less than 5% of original mangroves remains in Singapore. There is an urgent need to understand and communicate the importance of conserving this ecosystem.</p> <p>OCE151 Wetlands Conservation and Environmental Education provides students with the conceptual tools and learning experience to develop a deeper understanding of blue carbon and the importance of mangrove conservation vis-a-vis the United Nations' Sustainable Development Goals (SDG). The course learning outcomes will be achieved through a combination of e-learning, classroom activities and outfield, experiential learning.</p> <p>The course will expose students to mangrove ecology and the impact of human activities on the mangrove ecosystem. Working with related community partners such as the National Parks Board (NParks) on community-based projects related to mangrove</p>	SUSS Core Unrestricted Elective/ General Elective	Both

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		conservation, students will participate in and gain experience on conservation projects. They will be guided to reflect critically on the importance of mangrove conservation in Singapore and the region, and recognise the inherent challenges and emergent opportunities.		
OCE153 Community-Based Approaches to Food Security and Sustainability	2.5	<p>Singapore, a small city-state with limited resources, has ranked world number 1 in the Global Food Security index. Complementing Singapore's Food Security Roadmap, the Singapore Food Authority unveiled an ambitious '30 by 30' target – increase local food production to meet 30% of nutritional needs by 2030. At the same time, more is being understood about the extent, severity, causes and consequences of food insecurity in Singapore.</p> <p>Through service-learning with community members and organisations in an actual community-based context, students will have an opportunity to explore the complex history, present and future of food security and sustainability in Singapore, grounded in the real-time realities that communities encounter in a highly dense urban city navigating the balance of competing resource demands.</p> <p>By working alongside the people and organisations that have dedicated themselves to making food security and sustainability a reality contextualised to local communities, students will gain insight from the lived realities of individuals and collectives in their efforts to undertake community-based approaches to achieve food security and sustainability.</p>	SUSS Core Unrestricted Elective/ General Elective	Both
OCE175 Skills for Sustainable Community Change	2.5	OCE175 Skills for Sustainable Community Change aims to stimulate and foster students' interest, whether as a potential career or a personal passion project, in enabling community change. It tackles a question many changemakers ask: How do I ensure my community	SUSS Core Unrestricted Elective/ General Elective	Both

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		<p>change impact could be sustained, even after my involvement has ended? In this course, students will learn and apply community engagement skills to achieve positive community development outcomes and reflect on whether these outcomes lead to meaningful and sustainable community change. It facilitates the journey from community engagement to community development.</p> <p>The course learning outcomes will be facilitated through ground-up projects carried out by the students. Unlike typically organisation-led community programmes, ground-up projects are carried out by individuals coming together and intending to make a difference in the community. Freed of larger organisational considerations, these projects offer a wider experimental scope to address a community cause of specific interest. The format for this course follows an experiential learning framework (i.e. "learning by doing"): in groups, students will put their skills into action by designing and testing a ground-up community project, and reflect on the practical implications.</p> <p>Throughout the course, students would be exposed to community engagement skills and explore using these skills for identifying community assets. They would be introduced to the Asset-Based Community Development (ABCD) approach which presents a mindset and method for enabling sustainable community change. They would also be guided to use other tools to conceptualise, test and reflect on their ground-up projects.</p> <p>At the end of the course, they would gain community engagement skills that are useful for enabling community development, as well</p>		

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		as relevant for career opportunities in the social and community sectors or even for pursuing their own everyday efforts to make a larger, better and sustainable difference in the community.		
OEL316 Educational Opportunities and Challenges in Yunnan	5	<p>The objective of OEL316 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of the educational opportunities and challenges in Yunnan.</p> <p>The objective is achieved through a combination of service-learning, e-learning, classroom activities, and participation in an overseas trip to Yunnan, China. According to Yue, Tang, Shi, et al (2018), rural educational provision in China has improved by leaps and bounds in the past 40 years. Only a small number of children attended preschool in the 1980s, whereas more than 90 percent of rural children are now receiving formal education. After the implementation of the compulsory education policy, more students are able to complete their grade six training and move on to junior high school. However, achieving educational equity still faces many challenges in rural areas, including high dropout rate, poor learning environments, and a low quality of campus life. To deal with these problems, many non-profit organisations have tried to organise activities and teacher training programmes in order to improve upon the existing education system. This course encourages students to critically analyse the complexities facing the provision of quality education to rural residents in China. Students will work with local youth organisations to design a series of service-learning activities in a school located in a rural area of Yunnan. They will get to explore the education system in the city of Yunnan and immerse themselves in its remote areas to better understand the educational needs, challenges and opportunities from the perspective of the locals.</p>	SUSS Core Unrestricted Elective/ General Elective	Both

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		Through such comparative collaborations, students will have the opportunity to reflect on the relationships between educational challenges and opportunities and the issue of educational equity		
OEL317 Business Skills Amongst Communities in Vientiane	5	<p>The main objective of OEL317 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of how business skills can be developed amongst various Lao communities.</p> <p>This objective will be achieved through a combination of team-based experiential learning, e-learning, classroom activities, and participation in an overseas trip to Vientiane, Laos. In Singaporean tertiary institutions, students are highly encouraged to apply their values, knowledge and skills to contribute meaningfully to the community as socially responsible citizens. The practice of responsible citizenry in other countries has also grown in importance, because of unequal development that results from participating in global capitalism. As Laos attempts to modernise itself through encouraging its people to partake in non-traditional economic activities, it faces obstacles not only in improving the business skills of various Lao communities, but also in ensuring that they contribute to the progress of the nation. This course urges students to critically reflect on the balance between upgrading the business skillsets of citizens and the well-being of the nations the latter belong to. This includes addressing responsible citizenry globally, as well as corporate social responsibilities locally. Using their knowledge and skills in their business major disciplines to contribute in community-based projects in Laos and Singapore respectively, students will be able to reflect on the individual's contribution to the commercial viability of their selected</p>	SUSS Core Unrestricted Elective/ General Elective	Both

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		organisations, and analyse opportunities and challenges in exercising responsibility towards others in society.		
OEL318 Educational Opportunities and Challenges in Vientiane	5	<p>The main objective of OEL318 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of educational opportunities and challenges in Laos.</p> <p>This objective will be achieved through a combination of team-based experiential learning, e-learning, classroom activities, and participation in an overseas trip to Vientiane, Laos. As one of the 17 UN Sustainable Development Goals, an inclusive and quality education is seen to be the key to break out of the poverty cycle, and to empower people to have a more sustainable and healthy lifestyle. While the government of Lao PDR recognises the importance of education in achieving national development goals and has made significant progress in eradicating illiteracy and enhancing equity in education, there are still many challenges facing the provision of equitable educational opportunities between genders, ethnic groups and social classes. Comparatively, the Singaporean government has placed enormous resources and emphasis on education since independence, making it one of the most highly regarded in the world, but educational equity remains a challenging issue. This course urges students to critically analyse the complexity in achieving quality education in the context of Laos and Singapore, through comparing how historical, political, social and economic factors shape educational development, ideologies, and policies in both countries. By working directly on education-related projects in Laos and Singapore, students will not only learn about the challenges and opportunities in educational development in both Laos and</p>	SUSS Core Unrestricted Elective/ General Elective	Both

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		Singapore, but also get to reflect critically on the relationship between such developments and educational equity.		
OEL319 Conservation and Development Practices in Lombok	5	<p>The main objective of OEL319 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of conservation practices in Lombok.</p> <p>This objective will be achieved through a combination of team-based experiential learning, e-learning, classroom activities, and participation in an overseas trip to Lombok, Indonesia. Due to subsistence activities such as dynamite fishing, the natural habitats along the coastal areas of North-East Lombok have been seriously damaged. Prime amongst the habitats are mangroves and coral reefs, which serve as essential nurseries for young fish. As a result, one of the villagers' primary food source is being threatened, leading to economic losses and hence transformation in economic practices that disrupt traditional ways of life. The conservation of aquatic food sources is also part of the United Nation's Sustainable Development Goal (SDG) 14, which focuses on the sustainable governance of oceans and coasts and which also recognises the mangroves' immense value. Restoring mangrove forests also supports the achievement of many other SDGs, including eliminating poverty and hunger (SDG 1 and SDG 2), ensuring livelihoods and economic growth (SDG 8), taking actions against climate change impacts (SDG 13) and halting biodiversity loss (SDG 15). In order to maintain harmony between the pursuit of economic development and traditional cultural practices, several NGOs have cooperated with the locals to step up the conservation of the mangrove forests and coral habitats. This course encourages students to critically analyse the complexity in achieving developmental sustainability in the</p>	SUSS Core Unrestricted Elective/ General Elective	Both

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		context of Lombok and Singapore, and how environmental, social and economic factors shape conservation practices in both countries. Through working directly on conservation-related projects in Lombok and Singapore, students will not only learn about the challenges and opportunities in environmental conservation, but also get to reflect critically on the latter's relationship to the impact of economic development on traditional ways of life.		
OEL321 Women's Empowerment in India	5	<p>The main objective of OEL321 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of women's empowerment in India.</p> <p>This objective will be achieved through a combination of team-based experiential learning, e-learning, classroom activities, and participation in an overseas trip to Kinnaur, India. Achieving the empowerment of women is seen as one of the key UN Sustainable Development Goals. While the world has progressed tremendously towards greater gender equality, women continue to be subjected to discrimination and violence in many parts of the world. While the Indian government has tried to take positive steps to address the issue of gender inequality, the long-standing cultural preference for sons continues to result in pervasive discrimination against females, resulting in unequal access to education, healthcare, work and representation in political and economic decision-making processes. Comparatively, while Singaporean women are able to attain high levels of education, female representation in top leadership positions in both businesses and politics remain small, and the phenomenon of gender wage gap persists. This course urges students to critically analyse the complexity in achieving gender equality in the context of India and Singapore, through comparing</p>	SUSS Core Unrestricted Elective/ General Elective	Both

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		<p>how cultural, religious, social and economic factors shape institutions, ideologies, and policies governing women's access to resources in both countries. By working in a community-based project related to women in India and Singapore, students will get to learn and reflect critically about the relationship between the practice of empowering women and the issue of gender equality in both India and Singapore.</p>		
OEL337 Community Empowerment Practices in Cambodia	5	<p>The objective of OEL337 is to provide students with the conceptual tools and learning experiences to develop a deeper understanding of community empowerment practices vis-a-vis United Nation's Sustainable Development Goals in Cambodia.</p> <p>This objective will be achieved through a combination of experiential learning, e-learning, classroom activities, and participation in an overseas trip to Cambodia. Cambodia is one of Asia's fastest growing economies with an average 7% growth in GDP over the last decade, and in 2016 graduated from one of the world's Least Developed Countries to a Lower Income Country. Since Cambodia's endorsement of the Sustainable Development Goals (SDGs) in 2015, it has reported good progress with many targets in its Voluntary National Review. The review also emphasised the importance of socioeconomic inclusion and environmental sustainability. This presents a good learning opportunity for students to observe how developmental strategies interact with local circumstances to engender unique social policies and community practices. This course will expose students to the complexities in trying to actualise SDGs in Cambodia.</p>	SUSS Core Unrestricted Elective/ General Elective	Both

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		Through working on a community empowerment project, students will learn about the challenges faced by locals and the country in negotiating with international bodies in the practices of ethical interventions. Through reflecting on the relationships between community empowerment practices in the local context and sustainable development ideals, students will develop an appreciation of how particular ethical conduct are shaped by global and often Eurocentric conceptions of “sustainable development”.		