**SD110-Life and Learning**

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| Resource Person: | Aleena Shuja |
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| Contact Hours: | 45 |
| Office Address: | 3N-10 Main Building |
| Programme: | Cohort |
| Section: | C-10 |
| Semester: | Spring 2022 |
| Course Pre-requisites: | None |
| Credit Hours: | 3 |
| Course Type: | In-Person |
| Venue/Day/Time: | Monday and Thursday | 8:00 am to 9:15 am |
| Course URL (if any): | Link already registered in your student portal. Automatic enrollment. |

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| **Course Description:** |
| The course aims to transform students' approach towards different aspects of life and the significance of learning in their success ahead. It encourages participants to magnify their learning potential through transforming, understanding and evaluating their own perceptions, thought patterns and frames of references. The course introduces contemporary knowledge and transferrable skills by focusing on emerging concepts, theoretical underpinnings, frameworks, and activities. It emphases on the self-development of students by providing them the opportunity to critically reflect on the “taken for granted assumptions” of different life phenomena. By covering multifaceted aspects of Life and Learning, it provides students with tools and techniques that would help them to truly transform themselves as humans and professionals. The aim is to identify the value and implications of using established and emerging concepts, theoretical underpinnings, frameworks, practical activities etc. for personal and professional growth and acquire strategies to develop lifelong learning habits. |

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| **Course Teaching Methodology:** |
| A mixed method pedagogy will be adopted comprising of lectures, discussions, class activities, research articles, case studies, presentations, industry reports and other formative and summative assessments. The course teaching methodology is designed in a manner that each session’s learning outcomes can be linked to the achievement of the overall course objectives and eventual program objectives. |

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| **Programme Educational Objectives (POs):** |
| PO-1 |  |
| PO-2 |  |
| PO-3 |  |
| PO-4 |  |

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| **Programme Learning Outcomes (PLOs):****After completing this degree programme, students shall be able to:** |
|  | **Mapping the PLOs with POs** |
| PLO-1 |  |  |
| PLO-2 |  |  |
| PLO-3 |  |  |
| PLO-4 |  |  |
| PLO-5 |  |  |

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| **Course Objectives (COs)** |
| CO-1 | To be able to critically reflect on and transform personal beliefs, perspectives, and experience of participants; and be able to set priorities on key life events. |
| CO-2 | Develop self by exploring meaning of one’s life & using learning as a continuous process |
| CO-3 | To facilitate personal grooming and professional development of participants. |
| CO-4 | To inculcate self-resilience and individuality resulting in high leadership capabilities. |
| CO-5 | Train them to think critically to formulate serious questions about life and its challenges by incorporating analytical skills.  |
| CO-6 | Discover the real purpose of life and align personal development goals of self-transformation |

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| **Course Learning Outcomes (CLOs):****After completing this course, students shall be able to:** |
|  | **Mapping the CLOs with PLOs** |
| CLO-1 | To sensitize students to ask critical questions that they will confront in real life. |  |
| CLO-2 | Adopting a holistic approach towards setting personal life goals by reflecting and reframing their lives' experiences  |  |
| CLO-3 | Develop critical thinking and reflection skills to make moral and ethical argumentative based decisions |  |
| CLO-4 | Take calculated risks to actualize own passions of becoming better human beings.  |  |
| CLO-5 | Be mindful about environmental concerns and adopting measures to safeguard and protect our mother earth.  |  |
| CLO-6 | To create awareness of Gender inclusion, diversity and endorsing the equity and equality amongst society |  |
| CLO-7 | To develop leadership traits and skills and be able to opt for optimal situational leadership style for different scenarios |  |

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| **Assurance of Learning and Assessment Items:***Specify Assessment Items that will assure student learning through application and achieve objectives of specific PLOs / COs / CLOs* |
| **Assessment Item** | **Application/ Objectives****PLO / CO / CLO** |
| Quizzes | [CO: 2, 3, 4, 6] & [CLO: 1, 2, 4, 5] |
| Assignments | [CO: 1, 3, 4, 6] & [CLO: 2, 3, 7] |
| Cases & Discussion Forum | [CO: 2, 5] & [CLO: 1, 6] |
| Activities | [CO: 1, 3, 4, 5] & [CLO: 1, 3, 4, 5,7] |
| Class Participation | [CO: 1, 2, 3, 4, 5, 6] & [CLO: 1, 2, 3, 4, 5, 6, 7] |
| Mid-term exam | [CO: 6] & [CLO: 1] |
| Project, Presentation & Viva | [CO: 1, 2, 4, 5, 6] & [CLO: 1, 2, 4, 5, 6] |

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| **Assessment Structure and Grading Policy\*:** |
| **Assessment Item** | **Weight (%)** | **Execution Plan** |
| Quizzes (N -1) | 20 | 5 (N-1) [All Announced]. Objective Type |
| Assignments | 10 | 3-4 (Can be Individual or Group Based). Rubrics will be shared for each Assignment along with Assignment Instructions |
| Cases & Discussion Forum  | 5 | 2 Case Analysis: Written analysis & class discussion2 Discussion Forums [LMS} |
| Activities  | 15 | 6-8 In class Hands on Individual or Group Activities  |
| Class Participation | 10 | 8-10 Classes [Please see Notes for CP requirements] |
| Mid-term exam | 10 | One-time assessment |
| Project, Presentation & Viva | 30 | One-Time assessment (Group Based) |
| Total  | 100 |  |
| **Notes – Norms and Important Class Policies:** *(such as submission guidelines, academic honesty, make-up policy, code of conduct)* Students are required to read and understand all items outlined in the participant handbook* Be On Time
* **Class Participation:** Just being present in class does not count for CP, nor does a simple Yes/No answer constitutes it. CP marks are awarded when the participant provides thoughtful, cohesive and intellectually stimulating arguments, reasoning, opinions, discussions answers etc. This can be achieved when the participant comes prepared by studying all Reading Materials [RM} in advance.
* **TURN OFF YOUR MOBILE PHONE!** It is unprofessional to be texting or otherwise
* A minimum of 80% attendance is required for a participant to be eligible to sit in the final examination. This means that 06 sessions (1 Hours 15 Minutes) each are allowed. If the participant is absent In the 7th Session, it will result in SA Grade.
* Students may withdraw from a course till the end of the 12th week of the semester
* Participants should regularly visit the course website on MOODLE Course Management system, and fully benefit from its capabilities.
* Sexual or any other harassment is prohibited and is constituted as punishable offence. Sexual or any other harassment of any participant will not be tolerated
* All assignments will be submitted electronically on their respective cutoff date and time. Make sure you view assignment details on Moodle
* All assignments/other submissions should include 1 formal title page. Sample of both have been uploaded on Moodle
* All assignments will be submitted into “turn it In’ © to check for plagiarism and similarity index. Plagiarism of xx and above and similarity index of YY and above will lead to cancellation of submission and case will be forwarded for further verdict.
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| **Weekly Sessions Plan:** |
| **Week** | **Topics / Contents** | **Activity** | **Application****/Objectives****PLO/ CO/ CLO** |
| 1 | Course Introduction* Testing The Waters
* Recourse Person Introduction
* Discussion on course vision & objectives
* Summary course outline & session topics
* Setting ground rules
* Students pledge
 | * Creating pledge Sheet
* Getting Agreements
* Signing Pledge Sheet
 | CO2CO5CLO3 |
| 2 | Transformative Learning (TBA)* Basics of Transformational Learning
* Model of Transformative Learning
* Learning Loops: Single double , triple
* Learning Disabilities
* Self-Transformative Learning
 |  | CO1, CO2CO5, CO6CLO1CLO4CLO6 |
| 3 | Self Reflection* Why do we need self-reflection?
* Undergoing process of Self Reflection
* Self-Awareness, Self-Observation, Meditation
* Introspection
* Self-Competencies, Skills and Shortcomings
 |  | CO 1CO4CO6CLO 4CLO 6 |
| 4 | Personal Goal Setting* NGH [Now-Going-How?]
* Long & Intermediate term Goals [3-5 Years]
* Short Term Goals [1 Year]
* Setting SMART Objectives & Tasks Required
* Competency Battery [Existing & To Acquire]
* Identify network of Influencers
* KPIs
* Gantt Chart
 | * Quiz 1: Topics: 2 & 3
 | CO2CO3CO4CO6CLO1CLO2CLO4  |
| 5 | Personal Development* Dressing & Attire
* Personal Grooming & Hygiene
* Etiquettes: Work, Team, Social etc.
* Impression Management
 | * Assignment #1: Due
 | CO2CO3CO6CLO4 |
| 6 | Morality & Ethics * Types of Ethics: Personal, Common, Professional
* Role of Ethics in decision making.
* 7–Step Path-Ethical Decision Making
* Moral judgments
* Major Perspectives in Moral Reasoning
 | * Quiz 2: Topic 4 & 5
* Discussion Forum 1.
 | CO2CO4CO6CLO3CLO4CLO5 |
| 7 | Critical & Reflective Thinking* What is Critical Thinking?
* The Reflective Practitioner
* Blooms Taxonomy
* Characteristics of Critical Thinkers
* Creative and Critical thinking Process
* Applying CT on daily activities
* Thinking out of the Box
 | * Case Snippet 1
 | CO1CO2CO5CO6CLO1CLO2 |
| 8 | Mid Term | * Activity Based
* Explain practical implementation
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| 9 | Communication Skills* Communication: An Art or Science?
* Basics & Importance of Communication
* Effectiveness of Communication
* Types of communication
* 7 C's Framework of Communication
* Process of Interpersonal Communication
* Barriers to Effective Communication
 | * Quiz 3: Topics 6 & 7
* Assignment # 2: Due
 | CO2CO3CO6CLO4CLO7 |
| 10 | Delivering Effective Presentations* Basics of Presentation
* Setting Presentation Goals
* Presentation Space
* Presentation Process
* Preparation [Know the Audience]
* Structuring the Presentation
* Voice Modulation, Tone and Phonics
* Body Language
* Tips to deliver effective presentation
* Common problems faced
 |  | CO2CO4CO5CO6CLO1CLO4CLO7 |
| 11 | Leadership* Leadership Described
* Learning difference between authority and leadership
* Blake and Mouton’s Leadership Grid
* The Trait Approach
* Situational Approach [Directing, Coaching, Supporting, Delegating]
 | * Quiz 4: Topics 9 & 10
* Case Snippet 2
 | CO2CO3CO4CO5CLO1CLO3CLO4CLO7 |
| 12 | Inclusion, Diversity and Intercultural sensitivity* Discrimination
* Gender Bias
* Gender Sensitivity
* Intercultural Sensitivity
* Marginatlity and Inequality
* Intersectionality
* Stereotypical Thinking & Prejudice
 | * Discussion Forum: 2
* Assignment # 3: Due
 | CO1CO2CO3CLO1CLO3CLO6 |
| 13 | Final Project Viva | * Presentations Followed by Q&A and/or Viva
 | All CO’sAll CLO’s |
| 14 | Final Project Viva | * Presentations Followed by Q&A and/or Viva
 | All CO’sAll CLO’s |
| 15 | Final Project Viva | * Presentations Followed by Q&A and/or Viva
* Quiz 5: Topics 10 & 11
 | All CO’sAll CLO’s |

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| **Primary Text Book (s):** |
| 1. None
* The course will be thought through multiple resources (online and hard form) to cover the diverse topics of the course along with customized course pack and multiple experiential based, hands on learning activities, case spinets
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| **Resources/Reference / Supplementary Reading (s):** |
| 1. Critical thinking and reflective reading: imagining different points of view <https://www.cambridge.org/gb/education/blog/2022/02/15/critical-thinking-reflective-reading/>
2. Dwelling On The Past: The Importance Of Self Reflection <https://www.smashingmagazine.com/2018/01/importance-self-reflection-part-2/>
3. Critical thinking for helping professionals: A skills-based workbook. 4th ed. [eBook]

<http://hozekf.oerp.ir/sites/hozekf.oerp.ir/files/kar_fanavari/manabe%20book/Thinking/CRITICAL%20THINKING%20FOR%20HELPING%20PROFESSIONALS%20_%20a%20skills-based%20workbook-OXFORD%20UNIVERSITY%20PRESS%20%282017%29.pdf>1. A Handbook of Communication [eBook]

<https://dl.uswr.ac.ir/bitstream/Hannan/141245/1/9781138219120.pdf>1. Transformative Learning [Free downloadable Workbook]

<https://www.valamis.com/hub/transformative-learning> |

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| **Useful Online / Web Resources:** |
| * <https://lms.umt.edu.pk/>
* <https://www.udemy.com/>
* <https://www.khanacademy.org/>
* <https://www.reflection.app/>
* Life is easy. Why do we make it so hard? | Jon Jandai | TEDxDoiSuthep (<https://www.youtube.com/watch?v=21j_OCNLuYg>)
* How a student changed her study habits by setting goals and managing time | Yana Savitsky | TEDxLFHS (<https://www.youtube.com/watch?v=z7e7gtU3PHY>)
* How to achieve anything in life by learning how to sell. | Rana Kordahi | TEDxCQU (<https://www.youtube.com/watch?v=lKedDUV8MO0>)
* How to Become Your Best When Life Gives You Its Worst | Peter Sage | TEDxKlagenfurt (<https://www.youtube.com/watch?v=I4svF7J6MWg>)
* Three Steps to Transform Your Life | Lena Kay | TEDxNishtiman (<https://www.youtube.com/watch?v=L51h8BBu7b8>)
* The Value of Self-Reflection | James Schmidt | TEDxUniversityofGlasgow (<https://www.youtube.com/watch?v=G1bgdwC_m-Y>)
* Learning from the self, for the self: a process of self-reflection | Emma MacDonald | TEDxUNB (<https://www.youtube.com/watch?v=DKtF6bQBmW0>)
* Critical Reflection of Our Past for a Better Future | Nishat Riaz | TEDxITU (<https://www.youtube.com/watch?v=RcADV8n5McI>)
* Personal Empowerment through Reflection and Learning | Dr. Craig Mertler | TEDxLakelandUniversity (<https://www.youtube.com/watch?v=uzDsT-25w14>)
* From Diversity and Inclusion to Belonging | Asif Sadiq | TEDxRoyalHolloway (<https://www.youtube.com/watch?v=U03ZLHbqSt8>)
* What Diversity & Inclusion is REALLY About | Simon Sinek (<https://www.youtube.com/watch?v=C2fyHNMOvjg>)
* It's (past) time to appreciate cultural diversity | Hayley Yeates | TED Institute (<https://www.youtube.com/watch?v=XisFCRrQivU>)
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