**SD110-Life and Learning**

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| Resource Person: | Dr Ali Asghar |
| Email: | ali.asghar@umt.edu.pk |
| Contact Hours: | Tuesday & FridaySlot 3 (11:00 am – 12:30 noon) |
| Office Address: | Room: 4; Hall: 3N-03; Main Building |
| Programme: | Cohort |
| Section: | C-4 |
| Semester: | Spring 2024 |
| Course Pre-requisites: | Interest in lifeMotivation to add value by learning Intention to lead and teach |
| Credit Hours: | 3 |
| Course Type: | In-Person |
| Venue/Day/Time: | Room: CB1-102, Cohort BuildingTuesday & Friday Slot 6 (03:30 – 05:00 pm) both days |
| Course URL (if any): | Link already registered in your student portal. Automatic enrollment. |

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| **Course Description:** |
| This course seeks to establish a working rapport with the inner self of a person and then attempts to enact a new framework for interaction between the self and the society. A framework that helps the individual in understanding the strengths, identifying the weak areas, assessing personal opportunities and threats to develop a right strategy ensuring success as well as true happiness. It encourages participants to magnify their learning potential through transforming, understanding and evaluating their own perceptions, thought patterns and frames of references. The purpose is to involve the participants in soul searching exercise to help them direct their thoughts and actions to exploit fully the avenues of learning available to them. A good foundation work at this platform should immediately result into successful initiation of the graduate and postgraduate program. The course should be able to inculcate and institutionalize the learning capability to an extent where a participant would permanently enroll the self in the informal school of learning and live a life of learning to teach and lead. 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.  |

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| **Course Teaching Methodology:** |
| We enjoy an interactive approach to learning and we encourage student participation and reflective engagement. Discussion and independent reading are vital parts of this course. Following teaching methods will be used during course 1. Lectures
2. Team based activities
3. Case discussions
4. Videos
5. Self-assessment exercises
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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 develop self by exploring meaning of one’s life & using learning as a continuous process  |
| CO-2 | To transform personal beliefs, perspectives, and experience of participants; and be able to set priorities on key life events. |
| CO-3 | To connect learning with high performance for career and life successes |
| CO-4 | To exploit opportunities of assessment for further learning; mirror future in the present and preview past in the present |
| CO-5 | To identify supporting skills for achieving better rhythm |
| CO-6 | To discover the real purpose of life and align personal development goals of self-transformation, manage controls and incentives for self-management |
| CO-7 | To differentiate ethics and values for excellence |

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| **Course Learning Outcomes (CLOs):****After completing this course, students shall be able to:** |
|  | **Mapping the CLOs with PLOs** |
| CLO-1 | Think deeply about themselves  |  |
| CLO-2 | Adopt a holistic approach towards setting personal life goals by reflecting and reframing their lives' experiences  |  |
| CLO-3 | Develop thinking and reflection skills to make moral and ethical argumentative based decisions |  |
| CLO-4 | Actualize own passions of becoming better human beings.  |  |
| CLO-5 | Understand the importance of life, society, and its connection |  |
| CLO-6 | Be mindful about environmental concerns and adopting measures to safeguard and protect our mother earth.  |  |
| CLO-7 | Know better different supporting skills  |  |

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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: 1-6] & [CLO: 1-7] |
| Mid-term exam | [CO1-5] & [CLO 1-7] |
| Project, Presentation & Viva | [CO1-6] & [CLO 1-7] |

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| **Assessment Structure and Grading Policy\*:** |
| **Assessment Item** | **Weight (%)** | **Execution Plan** |
| Quizzes (N -1) | 10 | 4 (N-1) [All Announced]. Objective Type |
| Assignments | 10 | 2 (Can be Individual or Group Based). Rubrics will be shared for each assignment along with assignment instructions |
| Activities  | 10 | 7-8 In class Hands on Individual or Group Activities  |
| Poster display  | 30 | One-time assessment (Individual) |
| Project, Presentation & Viva | 40 | 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 18% and above and similarity index of 05% 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*** Who are you? Who am I? (Knowing each other: the learners)
* Why are we here? (Finding the purpose of knowledge and its meanings to our lives)
* What do we want to learn? (Introducing the subject/course)
* How can we win and be successful? (The learning contract: setting rules of game)
* Formation of Groups, Goal Setting Difference between education and learning Basic Concepts of Learning
 | * Activity 1: Creating life goal sheet
 | CO1CO2CLO1 |
| 2 | **Knowing Thyself*** Declaring yourself as a Non-Victim
* Thoughts, values, ideas, and personality.
* Undergoing process of Self Reflection
* Dimensions of self-learning
 | * Class activity 2: Activity sheet; self-reflection
* The Value of Self-Reflection; James Schmidt (<https://www.youtube.com/watch?v=G1bgdwC_m-Y>)
* Announcement of Poster development with guidelines
 | CO 1CO2CO3CO6CLO 1, 3, 4 |
| 3 | **Creating your own experience** * Refusing to be Seduced by What is Over or Cannot be Changed
* Learning through various means
 | * Video: 5 steps to designing the life you want | Bill Burnett | TEDxStanford<https://www.youtube.com/watch?v=SemHh0n19LA>
* Class activity 3: video description
* Announcement of Assignment 1
 | CO1CO2CO4CLO 1, 2 |
| 4 | **Set your goals*** Avoiding the Comparison Trap
* Defining Goals
* Becoming Quietly Effective & Not Expecting “Them” to Understand
* Framing & Following a Strategy to Acquire your Goals
 | * Quiz 1: topics:2 & 3
* Case Snippet 1: Setting SMART Goals
* Activity 4: Goal setting
 | CO2CO3CO6CLO1, 2 |
| 5 | **Develop your personality*** Dressing & Attire
* Personal Grooming & Hygiene
* Etiquettes: Work, Team, Social etc.
* Impression Management
 | * Assignment 1 submission
* Announcement of Final project
 | CO2CO5CLO2,7 |
| 6 | **Value system*** Operating from Strength
* Identifying your Values & the Value System
* Morality and ethics
 | * Class activity 5: Value exercises
 | CO1CO2CO7CLO2, 3, 6 |
| 7 | **Expecting from others*** Teaching Others How You Want to be Treated
* Setting clear boundaries
* Defining your expectations, Expressing
* emotions empathetically
* Unacceptable situations
 | * Quiz 2: topic 4 & 5
* Activity 6: Video description

Teaching Others How to Treat You: The Art of Boundary Setting<https://www.youtube.com/watch?v=KlHKYH95AMQ>* Understanding
* Announcement of assignment 2
 | CO1CO2CO5CLO 2, 5 |
| **8** | **Poster Display** | **Display your work and explain it to your audience** | **CO1-5****CLO 1-7** |
| 9 | **Steps to Success*** Never Place Loyalty to Institutions & Things Above Loyalty to Yourself
 | * Case snippet 2: Creating Big Dreams
 | CO2CO3CO4CO6CLO 1-7 |
| 10 | **Giving importance to time** * Distinguishing between Judgments and Reality Time Management
* Being Creatively Alive in Every Situation
 | * Assignment 2 submission
* Activity 7: Time Management Task
 | CO5CO7CLO 4, 7 |
| 11 | **Your Wellbeing*** Victim or Victor? Your Present Victim-Profile Based on 100 Typical Situations
* Managing your Stresses; Avoid Burnout
 | * Quiz 3: topics 9 & 10
 | CO1CO2CO3CO6CLO 1, 2, 6 |
| 12 | **Developing your skills** * **Communication Skills**
* Basics & Importance of Communication
* Effectiveness of Communication
* Process of Interpersonal Communication
* Barriers to Effective Communication
 | * Class activity 8: Exercise on Communication Barriers and Strategies to Overcome Them
 | CO5CLO7 |
| 13 | **Developing your skills** * **Delivering Effective Presentations**
* Basics of Presentation
* Setting Presentation Goals
* Preparation [Know the Audience]
* Structuring the Presentation
* Voice Modulation, Tone and Phonics
* Body Language
* Tips to deliver effective presentation
* Common problems faced
 | * Quiz 4: topics 11 & 12
 | CO5CLO7 |
| 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 | All CO’sAll CLO’s |
| 16 | Final Project Viva | Presentations Followed by Q&A and/or VivaQuiz 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> |
| **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 | NishatRiaz | 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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