



## **Associate Faculty and Instructors – Core Learning**

The SUSS Core provides a transformative experience for all SUSS undergraduates by focusing on educating the whole person – cognitively, socially, and creatively. SUSS has launched a new suite of core courses to equip students with a set of values, skills and knowledge to develop them into adaptive and resilient global citizens who are able to meet the challenges of the 21st century. These courses aim to enable our students to appreciate complex issues in local and global contexts, enhance their understanding of individuals, communities and relationships, and empower them to contribute meaningfully to society through interdisciplinary approaches and experiential learning.

We are looking for motivated individuals to join our team as Associate Faculties and Course Instructors. Applicants should have knowledge about and be familiar with the Singapore context and local issues. Additionally, we are seeking lecturers who can effectively guide students in applying theoretical concepts to practical situations, and who have a comprehensive knowledge of experiential learning pedagogy.

## **Living with Community**

### **Course description**

This course will introduce students to the fundamentals of living with community, including the impact of individual actions and decisions on the communities they live in. Students will engage with the concept of community through a multi-disciplinary approach that includes philosophical discourses, historical and sociological examinations, and socio-cultural representations that have and continue to inform our understanding of community. This approach will be grounded by case studies concerning Singapore and similar societies, namely the multifaceted realities of an island nation-state with a diverse community and their possible mitigations (e.g., security, multiracialism, connectivity to the global economy, utilisation of digital and smart technologies, nation-building, ESG and the Singapore Green Plan 2030, etc.).

## **Effective Writing**

### **Course description**

Effective Writing aims to equip students with the necessary writing skills in academic and professional contexts. Students will learn how to write effectively for different audiences as well as for various purposes. This course will cover a variety of writing topics such as how to write an academic essay, how to write a report, how to write a professional email, and how to synthesize ideas from external information through writing. In addition, students will learn to evaluate their writing critically and adopt the feedback provided by instructors. From the revision process, students will learn to refine their writing drafts into clear and polished papers.

## **Listen and Be Heard: Effective Communication through Storytelling**

### **Course description**

In this course, students will learn about the synergies between communication and storytelling, and learn to harness the necessary techniques and competencies for impactful and creative communication.

The module focuses on the following areas: audience and context, verbal and non-verbal communication techniques, and communication mediums. It will underscore the importance of audience and context as the basis of all forms of communication, verbal and/or non-verbal. Students will learn to engage and connect with their audience via storytelling and rhetoric by using the most appropriate techniques and mediums. They will also understand how technology has revolutionised communication and explore how stories are told via a dynamic combination of audio/visual, and/or social media.

As part of the module's assessment, students will produce their own storytelling projects on any issue and in any medium they choose. These projects can tie in with community engagement activities, overseas programmes, work attachments, or anything else they strongly believe in. This will ensure that students recognise that they can effectively apply the skills and competencies acquired in this module to their academic and professional work. They will be able to engage diverse audiences confidently in different settings, and provide clear, well-structured, well-paced and convincing reports across different mediums. In effect, they will mobilise the creative power of focused and concise storytelling arcs and rhetorical techniques in presenting themselves and their ideas, whether they are developing arguments in an academic essay, presenting their professional credentials and track records, making a sales pitch or participating in a strategic planning meeting. In addition, students can implement these competencies for self-empowerment, and for the good of others.

## **Learn to Learn, Learn for Life**

### **Course description**

The complex world we live in requires us to adapt and meet evolving needs. The acquisition of learning-to-learn competencies is a key approach for managing this challenge. While the ability to learn is intuitive - a basic component of being human - the ability to learn effectively, efficiently, and joyfully requires deeper awareness of our learning profile and the best strategies to build on our strengths and develop our weaknesses. This course aims to help students gain metacognitive awareness of their learning processes and behaviours. With the newly acquired insights, students will identify and explore study skills and learning strategies. Students will have a chance to practise and enhance these skills by applying them to learning-related tasks activities and assignments. In the process, students will reflect on how lifelong learning can be a meaningful and socially beneficial practice.

## **Work and Learning in a Changing World**

### **Course description**

Much is expected of the modern workforce and aspiring business leaders. They are expected to display 'resilience' and 'adaptability' and exhorted to upskill and reskill, and be more innovative, creative, entrepreneurial, and efficient.

This course will show students and lifelong learners that simply responding to such demands is not enough. They must also be more conscious of who is making the demands and why.

This course hopes to aid students and lifelong learners in making informed decisions by exploring the political, socio-economic, technological, and historical contexts of the demands.

A person armed with such contextual understanding will be able to see that terms like 'resilience' and 'adaptability', as well as demands along the lines of the ones listed above are value-laden rather than neutral. This means that the way in which they are used in public discussions reflects the assumptions and preferences of certain groups and thinkers about the ideal ways in which society and the economy should be organised. Learners may or may not share these assumptions and preferences. But this course hopes to show them that knowing what they are may pave the way for wiser and more satisfying decision-making in their search for professional and educational fulfilment.

## **Peak Performance**

### **Course description**

How do some people manage to achieve success in life? In this course, we examine the strategies that successful people use to stay motivated and consistently perform at their very best, overcoming challenges and stressful situations to succeed. By understanding why it is important to win and lose in life, students will learn about the biopsychosocial approach of peak performance, understand mental, physical, and emotional strategies to manage their behaviours, and improve their interactions with the people around them. Drawing upon the multidisciplinary field of performance, this course empowers students with practical strategies as they learn to adopt a growth mindset and apply the habits of high performers to their everyday lives to cope with challenges, achieve their goals, and be resilient in life.

## **Teamwork in the Modern Workplace**

### **Course description**

Working in teams is ultimately about understanding and relating to people: finding ways to communicate, motivate, and empathise in pursuit of important goals. This course is designed to prepare students for effective teamwork and leadership in environments shaped by emerging technologies, particularly generative AI. Students will develop core transferrable skills in collaboration and leadership, understanding and enacting practices that help teams work more cohesively and effectively, while acknowledging the ability of digital technologies to both augment and disrupt these processes. The course stresses the critical need to retain vital capacities for empathy, deep learning, and critical thinking, while leveraging the benefits that technological development brings.

## **Critical Thinking and Problem Solving**

### **Course description**

In this course, students use a reasoned process to achieve intended goals by executing a problem-solving framework on a problem of their choice. The framework consists of defining the problem, identifying possible solutions, evaluating the possible solutions and implementing the solution. Problem-solving functions as a vehicle for teaching students critical thinking tools like argument, awareness of cognitive biases and informal fallacies, ethical reasoning and monitoring solutions. They help students to question, make good analyses, inferences and evaluations. At the end of the course, students are assessed on both problem solving and critical thinking.

## **User-Centred Design: Human Factors and Design Thinking**

### **Course description**

User-Centred Design is a key differentiator in the success of products or services for human use. It leads to solutions that better address user needs and provide good user experiences. This course aims to inculcate in students the importance and benefits of User-Centred Design for solutions they develop in their different disciplines and how to achieve it. The course aims to create an awareness of human strengths and limitations through the study of Human Factors, together with user research and design skills from the practice of Design Thinking. Through this course, students will learn to consider scientific knowledge about humans, combined with contextual understanding of user activities and needs, when designing, prototyping and testing new or improved products or services.

## **Data Interpretation and Social Analytics**

### **Course description**

This course will provide a foundation for students to understand and navigate the complex elements that make up the digital landscape, including online sources, social media platforms, digital analytics and the collection and deployment of big data. Students will explore how advancements in digital communication affect public discourses, and in turn how such discourses influence and establish dominant perceptions in a world increasingly shaped by digital technologies. Working individually and together in teams, students will identify and investigate perceptions or misperceptions on topics related to their course of study. Student teams will then design and create a digital product/resource for public engagement and education. In doing so, students will develop fundamental digital literacy skills and awareness, i.e., their ability to evaluate online sources, conduct original research, analyse discourse and media sources, complete complex collaborative projects, and use digital media to assist with decision making and problem solving. By producing their own original digital media asset, students will flex their creative and analytical skills. In addition, the production process will require students to consider issues of ownership, integrity, and digital management.

Finally, central to this course is an attention to the learning cycle and individual learning style and team intelligence. As students complete the different components of the project, they will reflect on their own capacities and contributions as well as gain an appreciation of the different learning styles among their teammates.

## The 'Smart City' and Society

### Course description

The 'smart city' paradigm is increasingly popular across the globe as the world continues to urbanise. Many societies seem to uphold a common understanding that a 'smart city' exploits information and communication technologies (ICT) for more efficient service delivery. Yet, there is little consensus on the definition of a 'smart city', and the pragmatic push to use the technologies provides little room for critical examinations on existing and potential societal consequences. The social, cultural, and political enablers and impacts of the 'smart city' implementation may vary across local and regional contexts. While advancements of ICT open opportunities for addressing challenges on managing services, spaces, and infrastructures of urbanising populations, critical questions on the impacts of technology-driven development linger in many societies. What is the emerging social and cultural life of societies in 'smart cities'? To what extent do conceptual understandings of the 'smart city' and its contexts (dis-) allow citizens to shape their societies? This course enables students to critically explore the 'smart city' as a concept and a challenge in contemporary societies and to apply those conceptual understandings. Students will have opportunities to reflect on these critical lenses and conceptual explorations on observations of real-life examples ranging from everyday experiences to practices in industry partners and policy-making. Through this course, students will be equipped with basic understanding to conceptually assess the impact of technologies in the everyday life of a 'smart city,' and with basic skills to navigate the challenges of rapidly changing information societies.