PUTRA SUCCESS MODULE

Paramasivam Muthusamy
Tengku Fadilah Tengku Kamalden
Fauziah Hanim Ahmad Shaari
Che An Abd. Ghani
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Preface

The Putra Success program is a continuity of the Starting School, which have been developed as an early initiative of the Co-curriculum and Student Development Centre, Universiti Putra Malaysia (UPM) since September 2007. The program aims to assist new students to accomplish excellence and self-confidence in order to better adapt to life at the university. The program is developed based on studies carried out by the Co-curriculum and Student Development Centre by taking into account the initial problems and challenges faced by students when continuing their study at the university. Among topics to be focused on in the program are:

- Prelude : Ice-Breaker ‘# We Love Upm’
- Topic 1 : Success Putra
- Topic 2 : Study Skills
- Topic 3 : Ethics, Integrity & Culture

The Putra Success program is implemented through the approach of student-friendly concept by well-trained facilitators. The Training of Trainers (T.O.T) for facilitators comprises of 70% practical and 30% theoretical approach. Using this approach, new students will be exposed to various skill to adapt to the learning environment at the university.

All new students are encouraged not to miss the opportunity to join the Putra Success program so that they will be capable to emerge as students who are physically, emotionally, spiritually, intellectually and socially well-balanced.

Paramasivam Muthusamy
Tengku Fadilah Tengku Kamalden
Fauziah Hanim Ahmad Shaari
Che An Abd. Ghani
Serdang, 2018
# Programme Schedule

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY</th>
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</thead>
<tbody>
<tr>
<td>8.00-8.30 am</td>
<td>REGISTRATION</td>
</tr>
<tr>
<td>8.30-9.15 am</td>
<td>ICE-BREAKER ‘# WE LOVE UPM’</td>
</tr>
<tr>
<td>9.15-10.15 am</td>
<td>UNIT 1 :</td>
</tr>
<tr>
<td>10.15-10.45 am</td>
<td>COFFEE BREAK</td>
</tr>
<tr>
<td>10.45-11.15 am</td>
<td>SUCCESS PUTRA (PART 2)</td>
</tr>
<tr>
<td>11.15-12.45 pm</td>
<td>UNIT 2 :</td>
</tr>
<tr>
<td>12.45-2.00 pm</td>
<td>LUNCH BREAK</td>
</tr>
<tr>
<td>2.00-4.00 pm</td>
<td>UNIT 3 :</td>
</tr>
<tr>
<td>4.00-4.30 pm</td>
<td>DEBRIEFING &amp; PROGRAMME ASSESSMENT</td>
</tr>
</tbody>
</table>
OBJECTIVES:
The activities aim to help students feel comfortable and gain confidence interacting with each other in order to successfully participate in the activities conducted. The theme for this session is ‘#We Love UPM’.

LEARNING OUTCOMES:
Students will be able to:

1. enhance their confidence level to interact with each other,
2. work effectively in groups, and
3. form a stronger bonding towards UPM and the country in general.

CONTENTS:
The activities are designed with an aim not only to enhance students’ confidence level to work with one another, but also to create a stronger sense of belonging towards UPM, their new home. The first activity, *Who Am I?*, is to help students embrace and feel proud of their new identity as UPM students, and the second activity, *My New Home*, is to form a stronger bonding, love and respect towards UPM and the country.

TIME:
45 minutes

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Method</th>
<th>Time (minutes)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>Who Am I?</em></td>
<td>Group Work</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><em>My New Home</em></td>
<td>Group Work</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Debriefing</td>
<td>Class Discussion</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

SUPPLIES:
Mahjong Paper, Marker Pens
ACTIVITIES

ACTIVITY 1: Who Am I?

1. Facilitator starts by asking students to answer the question, ‘Who Am I?’. Students are given 2 minutes to prepare their answers.

2. Facilitator selects a few students randomly to share their answers.

*Please take note that in this activity, students are expected to introduce/identify themselves as UPM students. Answers such as

“I am XXX from YYY. I have three siblings...” or
“I am XXX. I am 18 years old. My hobbies are...”

are no longer acceptable as students are expected to proudly introduce themselves as UPM students by associating themselves with UPM or highlighting some information about UPM when introducing themselves.

“I am XXX from UPM, the best university in Malaysia.”
“I am XXX from the Faculty of Modern Languages and Communication, UPM. I am in the same faculty with Cheong Jun Hoong who won the silver medal in the 2016 Summer Olympics.”

3. Facilitator asks students to form a group of 8-10 members and asks each group to think of the best answer to ‘Who Am I?’. Students are given 3 minutes to prepare their answers.

4. Each group is then given 2 minutes to share their answers with the class.

5. Facilitator and the class comment on the answers.

6. Facilitator plays Video 1 (UPM Management Team) which introduces the Vice Chancellor, Deputy Vice Chancellor (Academics) and the Director of the Co-Curriculum and Student Development Centre.

DEBRIEFING

Facilitator recaps important points and discusses the importance of feeling proud towards one’s university (new identity) such as having a strong sense of:

- respect that motivates one to achieve more
- respect towards the university that deters one from getting involved in immoral/untoward activities, etc.
ACTIVITY 2: My New Home

1. Facilitator asks students to form a group of 8-10 members.

2. Facilitator plays the music and throws a paper ball to one of the groups randomly. Students continue throwing the ball to other groups until the music stops. The group that has the paper ball when the music stops must perform the task assigned by the facilitator. This is an impromptu assignment, and students’ presentation should not exceed 2 minutes.
   ♦ Facilitator repeats the above step.

3. List of Possible Tasks

   a. Give a 2-minute presentation on

      • “We love UPM because ...”
      • “UPM is unique because...”
      • “UPM is the best university in Malaysia because ...”
      • 3 interesting locations in UPM that may interest visitors
      • One of the famous figures from UPM
      • The Vice Chancellor of UPM, etc.

      • Sing Putra Gemilang
      • Draw UPM logo
      • List down all the faculties in UPM
      • List down the recreational activities in UPM, etc.

DEBRIEFING

Facilitator recaps important points and stresses the importance of ‘getting up close and personal’ with the university (their new home).

• To Know UPM is to Love UPM
• Appreciating the uniqueness of UPM and its achievements makes one feel proud to be a part of UPM, etc.
SUCCESS PUTRA 1

OBJECTIVE:
This unit aims to introduce the students to life on campus and enlighten them to the many co-curriculum opportunities to enhance their soft skills as they begin academic journey in an enjoyable and meaningful manner.

LEARNING OUTCOMES:
Students will be able to:

1. understand themselves better and chart their own journey by establishing a timeline that helps them to be successful graduates,
2. identify the opportunities available in and off campus that enhance their soft skills to help them achieve their ambitions, and
3. create their own pledge on their journey.

CONTENTS:
The activities are designed to give insights on opportunities that add values to their campus life.

TIME:
1 hour

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<tr>
<th>No</th>
<th>Activity</th>
<th>Method</th>
<th>Time (minutes)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greetings UPM</td>
<td>Group Work, Role Play, Discussion, Presentation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Let’s Begin with the End in Mind</td>
<td>Group Work, Role Play, Discussion, Presentation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Debriefing</td>
<td>Class Discussion</td>
<td>10</td>
<td></td>
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</tbody>
</table>

SUPPLIES
Mahjong Paper, Markers, Personal laptops and speakers, Resource Videos
**ACTIVITY 1: Greetings UPM**

1. Facilitator asks students to form a group of 8-10 members based on
   - the first alphabet of their name
   - different coloured candies
   - month of birth
   - OR any other creative ways.

   *Note: Please encourage ideas and volunteerism.*

2. Each group must identify the uniqueness of UPM campus *(Video 2-EDU Park)*
   such as
   - golf course
   - pine plantation
   - landing strip
   - 19 gates
   - Waterfall
   - equestrian
   - and etc.

3. Facilitator plays *Video 3 (Courses Offered)* on Co-Curriculum and Student Development Centre to introduce the management team and the various courses offered by the centre.

4. After watching the video, facilitator asks students to write 3 skills that they have and 5 new skills that they would like to acquire to help them achieve their ambitions.

**DEBRIEFING**

Facilitator recaps important points.
ACTIVITY 2: Let’s Begin with the End in Mind

1. Facilitator divides students into groups of 8-10 members.

2. Facilitator provides students with A4 papers and asks them to share their vision of their future jobs.

3. Facilitator guides students in preparing a timeline to achieve their vision while they are in UPM (specific courses i.e. learning a foreign language, playing golf, taking various courses in arts, music and culture etc.)

4. Facilitator asks students to share their visions with the rest of the class.

5. Facilitator asks each student to write a personal pledge on a piece of paper e.g. “I will learn Spanish, play golf and go to at least three foreign countries before graduating from UPM.”

7. Facilitator draws a straight line across the room at the back of the classroom.

8. Facilitator asks students to fold their pledge into paper planes, and while saying the pledge out loud, they take turn to throw the paper planes with all their might to the ‘finishing line’.

DEBRIEFING

Facilitator recaps important points.
SUCCESS PUTRA 2

OBJECTIVE:
This unit aims to introduce students to life on campus and enlighten them to the many co-curricular opportunities that enhance their soft skills so that students are able to begin their academic journey in an enjoyable and meaningful manner.

LEARNING OUTCOMES:
Students will be able to:

1. identify opportunities available on and off campus to enhance their employability upon graduation, and
2. further understand the role and benefits of being a part of UPM prolific alumni.

CONTENTS:
This module contains activities that require students to plan and visualise their visions and ambitions of their future careers.

TIME:
30 minutes

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<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Method</th>
<th>Time (minutes)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Let’s See the World</td>
<td>Group Work</td>
<td>20</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Role Play</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Discussion</td>
<td></td>
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<td></td>
<td></td>
<td>Presentation</td>
<td></td>
<td></td>
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<td></td>
<td>That’s me, next!</td>
<td>Video presentation</td>
<td>5</td>
<td></td>
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<tr>
<td>2.</td>
<td>Debriefing</td>
<td>Class Discussion</td>
<td>5</td>
<td></td>
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</tbody>
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SUPPLIES:
Mahjong Papers, Marker pens, Personal laptops and speakers, Stationery, Resource Video
**ACTIVITY 1: Let’s See the World**

1. Facilitator divides students into groups of 8-10 members.

2. Facilitator plays Video 4 (Mobility Programme) on UPM mobility projects.

3. Facilitator asks students to choose a country or a university located outside of Malaysia that they would like to visit and explain their reasons.

4. Facilitator shows students the relevant support systems (the Counseling Unit, Career Development Unit, CEM etc.) available in UPM.

5. Students watch Video 5 (UPM Alumni) on prolific UPM alumni.

**DEBRIEFING**

Facilitator recaps important points.
STUDY SKILLS

OBJECTIVE:
This unit aims to equip students with the necessary skills to succeed academically.

LEARNING OUTCOMES:
Students will be able to:

1. enhance their understanding of the various learning methods on campus,
2. identify the learning methods that are suitable for them, and
3. balance their academic pursuit and personal life on campus.

CONTENTS:
The activities designed in this unit aim to promote effective study skills and a balanced lifestyle. Students are exposed to various learning methods applied in the learning and teaching activities in UPM such as SCL, Flipped classroom, Putra Blast etc. and learn ways to adapt themselves to campus life by managing their academic as well as personal life effectively.

TIME:
1 hour 30 minutes

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<th>Method</th>
<th>Time (minutes)</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Be a Survivor!</td>
<td>Group Discussion</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Let's Get a Life</td>
<td>Class Presentation</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Debriefing</td>
<td>Class Discussion</td>
<td>10</td>
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</tbody>
</table>

SUPPLIES:
Flip charts, A4 papers, masking tapes, pens, marker pens
**ACTIVITY 1: Be a Survivor!**

In this activity, students explore the different learning methods used in the teaching and learning activities in UPM.

1. Facilitator asks students to work in groups of 8-10 members.

2. Facilitator assigns one of the learning methods below to each group and asks students to prepare a 3-minute presentation to explain the method (*brief descriptions, pros and cons etc.*).

   - Student-centred learning (SCL)
   - Flipped classroom
   - Problem-based learning
   - Task-based learning
   - Project-based learning
   - Case-study
   - Blended learning

   *Alternatively, facilitators can also guide students through Putrablast using their mobile phones or laptops.*

3. Students are given 15 minutes to prepare.

**ACTIVITY 2: Let’s Get a Life**

In this activity, students discuss the challenges commonly faced by university students and identify ways to adapt themselves or overcome the challenges.

1. Facilitator asks students to work in groups of 8-10 members.

2. Facilitator assigns one of the topics from the list below to each group.

   - Developing a healthy friendship
   - Managing one’s finances
   - Overcoming stress
   - Dealing with poor time management
   - Self-discipline
   - Overcoming homesickness
   - Participating in Co-curricular activities
   - Managing assignments
3. Facilitator shows PowerPoint 1 (Financial Assistant & Others).

4. Students are given 15 minutes to prepare a 5-7 minute presentation on how the challenges can affect their studies and personal life, and the actions that they can take to overcome these challenges.

DEBRIEFING

Facilitator recaps important points.
OBJECTIVE:
This unit aims to instill ethical values, a strong sense of integrity and cultural awareness among students.

LEARNING OUTCOMES:
Students will be able to:

1. understand the importance of good ethics and integrity in their daily life, and
2. enhance their understanding and respect towards the diversity of the cultures that exists in UPM.

CONTENTS:
This unit focuses on creating awareness on issues related to ethics and integrity in learning as well as in students’ personal life. It also discusses the diversity of cultures that exists in UPM and the importance of understanding and respecting them.

TIME:
2 hours

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<tr>
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<th>Activity</th>
<th>Method</th>
<th>Time (minutes)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Getting Started</td>
<td>Group Work</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Be Ethical &amp; Show Integrity</td>
<td>Group Work, Discussion, Presentation</td>
<td>50</td>
<td>Handout 1</td>
</tr>
<tr>
<td>3.</td>
<td>Be Cultured</td>
<td>Group Work, Discussion, Presentation</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Debriefing</td>
<td>Class Discussion</td>
<td>10</td>
<td></td>
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</tbody>
</table>

SUPPLIES:
A4 papers, Marker Pens

MATERIALS:
Handout 1: Be Ethical & Show Integrity
1. Getting Started (Set Induction)
   Facilitator asks students to define ‘Ethics’ and ‘Integrity’ and comments on students’ answers.

**Activity 1: Be Ethical and Show Integrity**

1. Facilitator asks students to work in groups of 8-10 members.

2. Facilitator assigns one of the topics below to each group and asks students to prepare a 3-5 minute presentation to share their views on the topic.
   - Ethics and Integrity in Learning
     *(literary theft: plagiarism in assignments, cheating in examinations, paying others to complete assignments, falsifying attendance records, fake MCs etc.)*
   - Ethics and Integrity in Social Life
     *(Interpersonal relationship, posting on social media-dissemination of false news or dissatisfaction etc.)*

3. Facilitator encourages students to use their creativity in their presentation *(talk show, interview session, sketch etc.)*.

**Activity 2: Be Cultured**

1. Facilitator instructs students to work in groups of 8-10 members.

2. Facilitator asks students to exchange interesting information or facts *(the do’s and don’ts, important festivals, daily practices etc.)* related to their own culture or other cultures.

3. Facilitator encourages the rest of the class to participate actively by adding additional information.
Definitions:

Ethics: “The study of what is morally right and wrong, or a set of beliefs about what is morally right and wrong”

Integrity: “the quality of being honest and having strong moral principles that a person refuses to change”

“Ethics is about following the rules, and integrity is about doing the right thing”

University plagiarism concern over academic essay websites - BBC news

Students ‘don’t understand’ plagiarism, research suggests- www.timeshighereducation.com

UPM duo in plagiarism scandal PETALING JAYA (Sept 13, 2009): Two Universiti Putra Malaysia (UPM) lecturers are facing career-damaging action for plagiarism.—The Sun Daily

Plagiarism among First Year University Students Using AutoCad Assignments Results of the study found that at least 25% of the students had committed plagiarism in every assignment.
(Pertanika Journal- Siti Fatin Mohd Razali, Azrul Mutalib, Noraini Hamzah and Shahrizan Baharom)

Online Purchase Of Fake MCs, How Serious Is The Problem In M'sia?— MalaysianDigest.com
UPM drive to curb cheating

“Since the year 2000, 23 students have been caught cheating in exams; this is an unacceptable act by any student,” said UPM.

Read more at http://www.thestar.com.my/news/education/2003/03/16/upm-drive-to-curb-cheating/#jOfrgMsIS8AG7yYx.99

Putra Confession Page is used by students to express themselves freely with regards to matters related to their personal life (love life, frustration etc.), studies (problems with lecturers, academic staff etc.) and UPM in general. Unfortunately, students do not understand or realise the effects of their writing on themselves and their future careers.
Facilitator recaps important points and briefly reminds students of the:

- impact that one could face for not being ethical or having little or no integrity
- importance of honesty in learning and one’s future career
- social tension and danger that could arise due to one’s failure to respect the sensitivity of other cultures
- negative impact on one’s chances of getting employed due to the posts a person made on the social media
- danger of being ‘too open’ or ‘over-expressive’ on the social media
- possibility of having to face legal actions by the police and the Malaysian Communication and Multimedia Commission (MCMC) due to the posts made in the social media etc.
NOTES
PUSAT KOKURIKULUM DAN PEMBANGUNAN PELAJAR
Universiti Putra Malaysia
43400 UPM Serdang
Selangor Darul Ehsan
Tel : 0389467279
Faks : 0389467280
Laman Web : www.pkk.upm.edu.my