

From Experiential to Transformative: Promoting Transformative Education Through Purposeful Co-Curricular Engagement

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Abstract

Co-curricular experiences should be warranted requisite attention in higher education, particularly because these experiential learning platforms are an indispensable element of transformative education. They enable students to develop real-world employability competencies, skills and attributes (Wankel and Wankel, 2016; Peck, 2017) and a platform for them to critically reflect upon and expand their perspectives. These are crucial in developing the future-ready graduate who is equipped with the right skillsets, competencies and attributes. Yet, many students typically go from one activity to another without understanding what they are actually getting out of these activities, and how each activity connects to life after university. This has led the authors to seek to address the problem: “How might we rethink the purpose and delivery of co-curricular learning so that experiential learning can become transformative?” This paper details how Singapore Management University (SMU) has reframed the purpose and delivery of co-curricular education to render experiential education transformative.

Keywords: co-curricular, experiential, transformative, reflection, attributes, competencies, skillsets, employability, student success, transcript