



Universitas Negeri Surabaya
Faculty of Social and Legal Sciences
Communication Science Bachelor Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																											
Education - Entertainment	7020103010	Study Program Elective Courses	T=3 P=0 ECTS=4.77	5	July 17, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																												
		Tsuroyya, S.S., M.A.	Dr. Anam Miftakhul Huda, S.Kom., M.I.Kom.																																												
Learning model	Project Based Learning																																															
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																															
	PLO-8	Able to collaborate, develop networks and evaluate performance.																																														
	Program Objectives (PO)																																															
	PLO-PO Matrix																																															
		<table border="1" style="margin: auto;"> <tr> <td style="width: 50px;">P.O</td> <td colspan="2">PLO-8</td> </tr> </table>				P.O	PLO-8																																									
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PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 30px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>															P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																
Short Course Description	Discusses the concept of education engagement, education engagement strategies, effects and cases of education engagement that have been successfully implemented. Next, students are also encouraged to develop appropriate education and entertainment programs to solve social problems such as the environment, gender, education, health and economics.																																															
References	Main :																																															
	1. Singhal, Arvind dan Rogers, Everet M. 2011. Entertainment Education . New York: Routledge.																																															
	Supporters:																																															
Supporting lecturer	Dr. Danang Tandyonomanu, S.Sos., M.Si. Tsuroyya, S.S., M.A. Muhammad Danu Winata, S.Sos, M.A., M.Si (Han).																																															
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																									
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																											
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																									

1	Students can understand the concept of educational entertainment	Students can understand the concept of educational entertainment	Form of Assessment : Participatory Activities	Lectures, questions and answers, and discussions 3 X 50		Material: definition and scope of entertainment education Reference: <i>Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.</i>	2%
2	Students are able to understand the development of entertainment education	Students are able to explain the development of entertainment education	Form of Assessment : Participatory Activities	Lectures, questions and answers, and discussions 3 X 50		Material: history of the development of entertainment education References: <i>Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.</i>	1%
3	Students understand various educational entertainment strategies	Students can identify appropriate educational entertainment strategies for the problems they face	Form of Assessment : Participatory Activities	Lectures, questions and answers, and discussions 3 X 50		Material: entertainment education strategy References: <i>Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.</i>	2%
4	Students explain the theories underlying the development of entertainment education.	1. Students can explain theoretically the development of entertainment education 2. Students can explain theoretically the phenomenon of engagement education	Form of Assessment : Participatory Activities	Lectures, questions and answers, and discussions 3 X 50		Material: entertainment education theory Bibliography: <i>Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.</i>	2%
5	Students explain the theories underlying the development of entertainment education.	1. Students can explain theoretically the development of entertainment education 2. Students can explain theoretically the phenomenon of engagement education	Form of Assessment : Participatory Activities	Lectures, questions and answers, and discussions 3 X 50		Material: entertainment education theory Bibliography: <i>Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.</i>	2%

6	Students can understand the three entertainment education agendas	Students can explain the three entertainment education agendas	Form of Assessment : Participatory Activities	Lectures, questions and answers, and discussions 3 X 50		Material: three entertainment education agendas Bibliography: <i>Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.</i>	1%
7	Students understand the stages of entertainment education program design	Students explain the stages of entertainment education program design	Form of Assessment : Participatory Activities	Lectures, questions and answers, and discussions 3 X 50		Material: Entertainment education program design stage References: <i>Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.</i>	2%
8	Mastering week 1 - 7 material	Explains the material for weeks 1 - 7	Form of Assessment : Project Results Assessment / Product Assessment, Test	writing test		Material: Material for weeks 1 - 7 References: <i>Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.</i>	20%

9	Students are able to understand entertainment education programs on TV	Students are able to explain entertainment education programs on TV	Form of Assessment : Participatory Activities	Presentations and discussions by students		<p>Material: Turtles and peacocks: Collaboration in entertainment-education television</p> <p>Reference: <i>Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.</i></p> <hr/> <p>Material: Entertainment-education in a media-saturated environment: Examining the impact of single and multiple exposures to breast cancer storylines on two popular medical dramas</p> <p>Bibliography:</p> <hr/> <p>Material: Does entertainment-education work with Latinos in the United States? Identification and the effects of a telenovela breast cancer storyline</p> <p>Reference:</p>	2%
10	Students are able to understand entertainment education programs in new media	Students are able to explain entertainment education programs in new media	Form of Assessment : Participatory Activities	Presentations and discussions by students		<p>Material: Entertainment-Education through Digital Games</p> <p>References: <i>Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.</i></p>	2%
11	Students are able to understand the entertainment education program in the theater	Students are able to explain the entertainment education program in the theater	Criteria: 1 Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Presentations and discussions by students		<p>Material: Story of Bear for Diabetic Patients</p> <p>References: <i>Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.</i></p>	0%

12	Students are able to understand entertainment education programs in cartoons and comics	Students are able to explain entertainment education programs in cartoons and comics	Form of Assessment : Project Results Assessment / Product Assessment	Presentations and discussions by students		Material: Comic journalism Bibliography: Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge. <hr/> Material: Coco – animated film References: Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.	2%
13	Students are able to develop educational entertainment strategies and programs for sustainable development issues	Students implement educational entertainment strategies and programs for sustainable development issues	Form of Assessment : Project Results Assessment / Product Assessment	Project assignment		Material: Sustainable development issues References: Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.	15%
14	Students are able to develop educational entertainment strategies and programs for sustainable development issues	Students implement educational entertainment strategies and programs for sustainable development issues	Form of Assessment : Project Results Assessment / Product Assessment	Project assignment		Material: Sustainable development issues References: Singhal, Arvind and Rogers, Everet M. 2011. Entertainment Education. New York: Routledge.	15%

15	Students can analyze the results of the educational entertainment program developed	Students can evaluate the results of the educational entertainment program being developed	Form of Assessment : Project Results Assessment / Product Assessment	lectures, discussions and questions and answers		Material: Involved, Transported, or Emotional? Exploring the Determinants of Change in Knowledge, Attitudes, and Behavior in Entertainment-Education Bibliography: Singhal, Arvind and Rogers, Everet M. 2011. <i>Entertainment Education</i> . New York: Routledge. <hr/> Material: Audience Involvement with Entertainment-Education Programs: Explicating Processes and Outcomes References: Singhal, Arvind and Rogers, Everet M. 2011. <i>Entertainment Education</i> . New York: Routledge.	2%
16	Students master the material from weeks 9 - 15	Students understand the material from weeks 9 - 15	Form of Assessment : Project Results Assessment / Product Assessment, Test	writing test		Material: Material for weeks 9 - 15 References: Singhal, Arvind and Rogers, Everet M. 2011. <i>Entertainment Education</i> . New York: Routledge.	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	16%
2.	Project Results Assessment / Product Assessment	59%
3.	Test	25%
		100%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.

7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.