	Universitas Negeri Surabaya Faculty of Education, Doctoral Study Program in Educational Management	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Diffusion and Innovation in Educational Management	8603103925	Compulsory Study Program Subjects	T=0	P=0	ECTS=0	1	August 1, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Widyo Winarso, M.Pd; Dr. Karwanto, S.Ag.,M.Pd.	Prof. Dr. Sujarwanto, M.Pd	Dr. Nunuk Hariyati, S.Pd., M.Pd.

Learning model: Project Based Learning

Program Learning Outcomes (PLO)

PLO study program which is charged to the course

Program Objectives (PO)

PO - 1	Able to internalize the character of being intelligent, religious, of noble character, independent, caring, academically ethical and tough in accordance with the roles and functions carried out inside and outside the work environment, as well as in the context of society, nation and state.
PO - 2	Have a strong conceptual knowledge base about diffusion and innovation in educational management through literature review and empirical studies to produce creative, original and tested work.
PO - 3	Able to produce theoretical conceptual knowledge and the development of diffusion and innovation in educational management through developing a research road map with an interdisciplinary, multidisciplinary and transdisciplinary approach
PO - 4	Able to solve problems in the diffusion and innovation of educational management in developing educational units/institutions and other organizations at various levels with logical, critical, systematic, creative and innovative thinking

PLO-PO Matrix

P.O
PO-1
PO-2
PO-3
PO-4

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description

The course on diffusion and innovation in educational management equips students to be able to develop knowledge and solve problems in the field of educational management by identifying issues and phenomena that occur, developing problem solving based on the results of abstracting concepts of system development, change management, organizational development and group dynamics projected through creating activities. , analyze, develop and implement the results of ideas in the form of certain strategies in a futuristic manner so as to be able to find new knowledge in the field of education management. Lectures are held in the form of giving assignments to be presented in class seminars, carried out with discussions/debates online and offline (synchronously and asynchronously) through learning platforms, either through zoom meetings, Google Meet, WA Group, presentations, discussions, assignments and reflections (p. -what things have been understood and what things have not been understood) as well as strengthening courses.

References

Main :

1. Hung, D., Lee, S.S., Toh., Y., Jamaludin, A., Wu, L. Ed. (2019). Innovations in Educational Change: Cultivating Ecologies for Schools. Singapore: Springer.
2. Keeley, L. (2013). Ten Types of Innovation. New Jersey: John Wiley & Sons, Inc.
3. OECD. (2017). The OECD Handbook for Innovative Learning Environments. Paris: OECD Publishing
4. Redmond, P., Lock, J., Danaher, P., A. (2015). Educational Innovations and Contemporary Technologies: Enhancing Teaching and Learning. British: Palgrave Macmillan
5. Rogers, E.M. (1983). Difussion of Innovation (3rd ed). New York: The Free Press, A Division of Macmillan Publishing Co, Inc.
6. Schallmo, D, R. A., Brecht, L, Ramosaj, B. (2018). Process Innovation: Enabling Change by Technology. Berlin: Springer Gabler.

Supporters:

1. Kuah, A.T.H & Dilton, R. 2021. Digital Transformation in a Post-Covid World: Sustainable, Innovation, Disruption and Change. New York: CRC Pres.
2. Mukoyama, T., 2004. Diffusion and innovation of new technologies under skill heterogeneity. Journal of Economic Growth, 9(4), pp.451-479. https://idp.springer.com/authorize/casa?redirect_uri=https://link.springer.com/content/pdf/10.1007/s10887-004-4543-4.pdf
3. Oldenburg, B. and Glanz, K., 2008. Diffusion of innovations. Health behavior and health education: Theory, research, and practice, 4, pp.313-333. https://firoozgar.iums.ac.ir/files/hshe-soh/files/beeduhe_0787996149(1).pdf#page=351
4. Pollock, K., 2020. School Leaders' Work During the COVID-19 Pandemic: A Two-Pronged Approach. International Studies in Educational Administration, 48(3), p.38. https://ir.lib.uwo.ca/edupub/268/
5. Wani, T.A. and Ali, S.W., 2015. Innovation diffusion theory. Journal of general management research, 3(2), pp.101-118. https://www.academia.edu/download/39801044/Tahir.pdf

Supporting lecturer	Dr. Soedjarwo, M.S. Prof. Dr. Dra. Gunarti Dwi Lestari, M.Si. Dr. Widyo Winarso, M.Pd. Prof. Dr. Sujarwanto, M.Pd. Dr. Karwanto, S.Ag., M.Pd.

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 know each other and understand/can explain the Learning Plan/college contract and can explain the essence of Rogers' diffusion of innovation	- Student clarification regarding the clarity of the RPS, contracts and commitments	**Criteria:** Student activity in question and answer/discussion sessions **Form of Assessment** : Participatory Activities	1) Introduction, 2) Explanation of RPS/study contract/agreement, 3) Presentation of initial material, 4) Question and answer 3x50 minutes	1) Introduction, 2) Explanation of RPS/study contract/agreement, 3) Presentation of initial material, 4) Questions and answers	**Material:** Semester Learning Plan (RPS) and summary of the theory of diffusion of innovation. **Reference:** *Rogers, EM (1983). Diffusion of Innovation (3rd ed). New York: The Free Press, A Division of Macmillan Publishing Co, Inc.*	9%
2	Able to explain, analyze and evaluate: the innovation decision process & attributes of innovation and their rate of adoption	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and elaboration of actual case examples	**Criteria:** Accuracy and quality of work, 20%; presentation, 40%; participation/activity, depth, focus, criticism and relevance of discussion, 30%; ideas, actualization/elaboration of related case examples, 10%. **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Response and Seminar: 1) Introduction by the moderator, 2) Paper presentation by the speaker, 3) Response/criticism from the opposition and 4) Floor discussion/debate and conclusions/recommendations 3 x 50 minutes	**Material:** innovativeness and adopter categories & the change agent **References:** *Rogers, EM (1983). Diffusion of Innovation (3rd ed). New York: The Free Press, A Division of Macmillan Publishing Co, Inc.*	7%
3	Able to explain, implement, analyze and evaluate innovativeness and adopter categories & the change agent	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and actual case examples	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Response and Seminar: 1) Introduction by the moderator, 2) Paper presentation by the speaker, 3) Response/criticism from the opposition and 4) Floor discussion and conclusions/recommendations 3 x 50 minutes	**Material:** (a) innovativeness and adopter categories; (b) the change agent **References:** *Keeley, L. (2013). Ten Types of Innovation. New Jersey: John Wiley & Sons, Inc.*	7%
4	Able to explain, implement, analyze and evaluate rethink innovation & ten types of innovation (profit model, network, structure, process, product performance, product system, service, channel, brand, customer engagement	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and actual case examples	**Form of Assessment** : Project Results Assessment / Product Assessment		Response and Seminar: 1) Presentation of work, 2) Discussion/criticism, review, evaluation, 3) Discussion/Q&A/recommendations and Problem Based 3x 50 minutes	**Material:** (a) rethink innovation; (b) ten types of innovation (profit model, network, structure, process, product performance, product system, service, channel, brand, customer engagement **Reference:** *Keeley, L. (2013). Ten Types of Innovation. New Jersey: John Wiley & Sons, Inc.*	7%

5	Able to explain, analyze and evaluate innovation and change from the chronological view & innovation and change from the systems view	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and actual case examples	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Response and Seminar: 1) Presentation of work, 2) Discussion/criticism, review, evaluation, 3) Discussion/Q&A/recommendations and Problem Based 3x 50 minutes	**Material:** (a) innovation and change from the chronological view; (b) innovation and change from the systems view **References:** *Hung, D., Lee, SS, Toh., Y., Jamaludin, A., Wu, L. Ed. (2019). Innovations in Educational Change: Cultivating Ecologies for Schools. Singapore: Springer.*	7%
6	Able to explain, implement, analyze and evaluate innovation and change from the school view	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and actual case examples	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Response and Seminar: 1) Presentation of work, 2) Discussion/criticism, review, evaluation, 3) Discussion/Q&A/recommendations and Problem Based 3x 50 minutes	**Material:** innovation and change from school view **References:** *Hung, D., Lee, SS, Toh., Y., Jamaludin, A., Wu, L. Ed. (2019). Innovations in Educational Change: Cultivating Ecologies for Schools. Singapore: Springer.*	7%
7	Able to explain, implement, analyze and evaluate innovation and change from the classroom and learner‘s view	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and actual case examples	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Response and Seminar: 1) Presentation of work, 2) Discussion/criticism, review, evaluation, 3) Discussion/Q&A/recommendations and Problem Based 3x 50 minutes	**Material:** innovation and change from the classroom and learner‘s view **References:** *Hung, D., Lee, SS, Toh., Y., Jamaludin, A., Wu, L. Ed. (2019). Innovations in Educational Change: Cultivating Ecologies for Schools. Singapore: Springer.*	7%
8	Able to explain, analyze and evaluate material 1-7 in a writing/article	Suitability and/or depth of format, topic, creativity, sources/references and synthesis/recommendations	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment				0%
9	Students are able to explain and evaluate educational innovation and technologies and teacher education	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and actual case examples	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Response and Seminar: 1) Presentation of work, 2) Discussion/criticism, review, evaluation, 3) Discussion/Q&A/recommendations and Problem Based 3 x 50 minutes		7%
10	Students are able to explain and evaluate "the principles of learning to design learning environments and framework for innovative learning environments	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and actual case examples	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Responses and Seminars: 1) Presentation of work, 2) Discussion/criticism, Review, Evaluation, 3) Discussion/Q&A/recommendations and Problem Based		7%
11	Students are able to explain, evaluate and apply in certain cases about "learning leadership and evaluative thinking & Transformation and change in learning	Students‘ ability to compose and present work, depth/sharpness and relevance of criticism and actual case examples	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Responses and Seminars: 1) Presentation of work, 2) Discussion/criticism, Review, Evaluation, 3) Discussion/Q&A/recommendations and Problem Based		7%
12	Students are able to explain, analyze, evaluate and apply in case examples the procedural model for process Innovation & Techniques for analyzing the business model.	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and actual case examples	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Responses and Seminars: 1) Presentation of work, 2) Discussion/criticism, Review, Evaluation, 3) Discussion/Q&A/recommendations and Problem Based		7%

13	Students are able to explain, evaluate/analyze and apply in cases regarding "techniques for creating the process management & Techniques for implementing the process innovation.	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and actual case examples	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Responses and Seminars: 1) Presentation of work, 2) Discussion/criticism, Review, Evaluation, 3) Discussion/Q&A/recommendations and Problem Based		7%
14	Students are able to explain, analyze/evaluate and apply techniques to create management processes & techniques to implement innovation processes;	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and actual case examples	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Responses and Seminars: 1) Presentation of work, 2) Discussion/criticism, Review, Evaluation, 3) Discussion/Q&A/recommendations and Problem Based		7%
15	Students are able to explain, analyze, evaluate conditions for successful innovation, organizing for creative teams; real commitment from superiors/leaders; overcoming resistance to change; and the existence of leadership to carry out innovation.	Quality of work and accuracy of presenting the work, depth and relevance of criticism/recommendations and actual case examples	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Responses and Seminars: 1) Presentation of work, 2) Discussion/criticism, Review, Evaluation, 3) Discussion/Q&A/recommendations and Problem Based		7%
16	Able to explain, analyze and evaluate the entire material/study material, provide recommendations in a paper/article		**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment				0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	51%
2.	Project Results Assessment / Product Assessment	49%
		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.