	Universitas Negeri Surabaya Faculty of Languages and Arts Master of Arts and Culture Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Sociology of Arts Education	8810902815		T=2	P=0	ECTS=4.48	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	....	....	Dr. Anik Juwariyah, M.Si.

Learning model	Case Studies

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 — CPMK1 Describe and utilize various Sociological Theories of Arts and Culture Education
	PO - 2 — CPMK2 Mastering and criticizing the Sociological Development and Expansion of Arts and Culture Education
	PO - 3 — CPMK3 Analyzing the transition from school to the world of work from a comparative perspective
	PO - 4 — CPMK4 Mastering the mesodynamics of integrating Arts and Culture Education in Village, Urban and Metropolis communities

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	Conduct studies/analyze and apply Sociology of Arts and Culture Education theory in various fields of study through research and presentations, reports in the form of papers or scientific journal articles.

References	**Main :**

1. Abrutyn., Seth (edt.), 2016, Handbook of Contemporary Sociological Theory, Memphis: Springer Baraldi., Claudio and Giancarlo Corsi, 2017, Niklas Luhmann: Education as a Social System, Modena: Springer Broadhead., Samantha and Margaret Gregson, 2018, Practical Wisdom and Democratic Education: Phronesis, Art and Non-traditional Students, UK: Palgrave McMillan Butin., Dan W. (edt.), 2005, Teaching Social Foundations of Education: Contexts, Theories, and Issues, New Jersey: Lawrence Erlbaum Associates, Publishers. Chemi., Tatiana and Lone Krogh (eds.), 2017, Co-Creation in Higher Education: Students and Educators Preparing Creatively and Collaboratively to the Challenge of the Future, Rotterdam: Sense Publishers Dillon., Michele, 2014, Introduction to Sociological Theory Theorists, Concepts, and Their Applicability to the Twenty-First Century (Second Edition), West Sussex: Wiley-Blackwell Publishing Ltd. Hallinan., Maureen T. (edt.), 2000, Handbook of the Sociology of Education (First softcover printing 2006), New York: Springer. Hall., Clare, 2018, Masculinity, Class and Music Education, Boys Performing Middle-Class Masculinities through Music, London: Palgrave Macmillan. Hanquinet., Laurie and Mike Savage (eds.), 2016, Routledge International Handbook of the Sociology of Art and Culture, London and New York: Routledge. Loxley., Diana , Marek Walisiewicz, and Christopher Westhorp (edts), 2015, The Sociology Book: Big Idea Simply Explanied, New York: Dorling Kindley Limited. Macionis., John J., 2012, Sociology (fourteenth edition), Boston: Pearson Peterson., Andrew, Robert Hattam, Michalinos Zembylas and James Arthur (eds.), 2016, The Palgrave International Handbook of Education for Citizenship and Social Justice, London: Palgrave Macmillan. Pike., Diane L. etc, 2017, The Sociology Major in the Changing Landscape of Higher Education: Curriculum, Careers, and Online Learning, Washington DC: American Sociological Association. Pillay., Daisy , Kathleen Pithouse-Morgan and Inbanathan Naicker (eds.), 2017, Object Medleys: Interpretive Possibilities for Educational Research, Rotterdam: Sense Publishers. Psaltis., Charis, Mario Carretero and Sabina Čehajić-Clancy (edts.), 2017, History Education and Confict Transformation: Social Psychological Theories, History Teaching and Reconciliation, London: Palgrave Macmillan. Royce., Edward, 2015, Classical Social Theory and Modern Society: Marx, Durkheim, Weber, London: Rowman & Littlefield. Schneider., Barbara (edt.), 2018, Handbook of the Sociology of Education in the 21st Century, Michigan: Springer. Turner., Jonathan H. 2014, Theoretical Sociology A Concise Introduction to Twelve Sociological Theories, Los Angeles: SAGE Publications Limited. Zolberg., Veral. 1997, Constructing a Sociology of the Arts, Cambridge: Cambridge University Press.

Supporters:	

1. Butin., Dan W. (edt.), 2005, Teaching Social Foundations of Education: Contexts, Theories, and Issues, New Jersey: Lawrence Erlbaum Associates, Publishers. Chemi., Tatiana and Lone Krogh (eds.), 2017, Co-Creation in Higher Education: Students and Educators Preparing Creatively and Collaboratively to the Challenge of the Future, Rotterdam: Sense Publishers

Supporting lecturer	Prof. Dr. H. Haris Supratno Dr. Sn. Retnayu Prasetyanti Sekti, M.Si. Dr. Autar Abdillah, S.Sn., M.Si.

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	Lecture Contract and RPS Socialization	1. Explain the material to be studied 2. Identify the tasks to be completed 3. Initial description of the lecture material			Online, direct learning, question and answer, brainstorming 2 x 50 minutes		0%
2	Describe and utilize various Sociological Theories of Arts and Culture Education	Creating a mapping of the Sociological Theory of Arts and Culture Education and its use in the 21st century			Online, direct learning, question and answer 2 x 50 minutes		0%
3	Describe and utilize various Sociological Theories of Arts and Culture Education	Creating a mapping of the Sociological Theory of Arts and Culture Education and its use in the 21st century			Online, direct learning, question and answer, brainstorming 2 x 50 minutes		0%

4	Confronting History and Reconciliation: A Review of Civil Society Approaches to Changing Conflict Narratives	Social Representations of the Past in Post-Conflict Societies: Adherence to Official Historical Narratives and Distrust Through Increasing Threats in Arts and Culture Education			Online, case study, brainstorming, question and answer 2 x 50 minutes		0%
5	Confronting History and Reconciliation: A Review of Civil Society Approaches to Changing Conflict Narratives	Social Representations of the Past in Post-Conflict Societies: Adherence to Official Historical Narratives and Distrust Through Increasing Threats in Arts and Culture Education			Online, case study, brainstorming, question and answer		0%
6	Mastering and criticizing the Sociological Development and Expansion of Arts and Culture Education	Able to explain styles, methods of expansion of arts and culture education and methods of sociology of arts and culture education in a changing society and technological developments that shape society			Case study, brainstorming, question and answer 2 x 50 minutes		0%
7	Mastering and criticizing the Sociological Development and Expansion of Arts and Culture Education	Able to explain styles, methods of expansion of arts and culture education and methods of sociology of arts and culture education in a changing society and technological developments that shape society			Online, case study 2 x 50 minutes		0%
8	Midterm Exam (material from meeting 1 to meeting 7)				Online, formative test in the form of a subjective test of 2 x 50 minutes		0%
9	Analyzing the transition from school to the world of work from a comparative perspective	Able to categorize the transition from school to the world of work in a comparative perspective			Online, case study, brainstorming, question and answer. 2 x 50 minutes		0%
10	Analyzing the transition from school to the world of work from a comparative perspective	Able to categorize the transition from school to the world of work in a comparative perspective			Online, case study, brainstorming, question and answer 2 x 50 minutes		0%
11	Developing a study of the transition from school to the world of work from a comparative perspective	Write a report on the transition from school to the world of work from a comparative perspective.			Online, case study, brainstorming, question and answer 2 x 50 minutes		0%

12	Developing a study of the transition from school to the world of work from a comparative perspective	Write a report on the transition from school to the world of work from a comparative perspective.			Online, case study, brainstorming, question and answer 2 x 50 minutes		0%
13	Conduct research and write scientific articles about the mesodynamics of integrating Arts and Culture Education in Village, Urban and Metropolis communities	Able to analyze and explain the mesodynamics of the integration of Arts and Culture Education in Village, Urban and Metropolis communities			Online, case study, brainstorming, question and answer 2 x 50 minutes		0%
14	Conduct research and write scientific articles about the mesodynamics of integrating Arts and Culture Education in Village, Urban and Metropolis communities	Able to analyze and explain the mesodynamics of the integration of Arts and Culture Education in Village, Urban and Metropolis communities			Online, case study, brainstorming, question and answer		0%
15		Able to analyze and explain the mesodynamics of the integration of Arts and Culture Education in Village, Urban and Metropolis communities			Online, case study, brainstorming, question and answer 2 x 50 minutes		0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.