



**Universitas Negeri Surabaya
Faculty of Education Masters
Program in Out-of-School Education**

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Diffusion of Educational Innovation	8610503033	Compulsory Study Program Subjects	T=1	P=1	ECTS=4.48	1	January 30, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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	Program Objectives (PO)
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PO - 1	Demonstrate a religious attitude and live up to the values of faith in disseminating and implementing educational innovations. (S1)
PO - 2	Demonstrate an attitude of confidence and initiative in analyzing needs and planning educational innovations. (S4, S5)
PO - 3	Internalize the spirit of nationalism and contribute to the progress of education in Indonesia through the implementation and dissemination of educational innovations widely and evenly. (S5)
PO - 4	Able to design effective dissemination strategies for educational innovation at various levels (individual, school, regional, national). (KK1, KK2)
PO - 5	Able to evaluate the impact of implementing educational innovation on improving the quality and access of education. (KK2)
PO - 6	Able to establish partnerships with various stakeholders to support the implementation of educational innovation. (KK3)
PO - 7	Able to communicate ideas and findings related to educational innovation in national - international scientific forums. (KU1, KU5)

	PLO-PO Matrix
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	PO Matrix at the end of each learning stage (Sub-PO)
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Short Course Description The Diffusion of Educational Innovation course discusses the process of spreading innovation in an educational context. Students will study innovation diffusion theories, factors that influence innovation adoption, as well as strategies and evaluation of innovation implementation. Material includes theoretical analysis, case studies, and implementation of effective communication strategies, training, and stakeholder partnerships. In addition, students will analyze the impact of innovation in various educational contexts, from the school level to the national level. The aim of this course is to prepare students with the understanding and skills necessary to facilitate the process of diffusion of innovation and become effective agents of change in improving the quality of education.

References

Main :

1. Rogers, E. M. (2003). Diffusion of innovations (5th ed.). New York, NY: Free Press.

Supporters:

1. Dearing, J. W. (2009). Applying diffusion of innovation theory to intervention development. *Research on Social Work Practice*, 19(5), 503-518.
2. Rogers, E. M. (2003). Diffusion of innovations (5th ed.). New York, NY: Free Press.
3. Katz, E., Blumler, J.G., & Gurevitch, M. (1973). Uses and gratifications research. *The Public Opinion Quarterly*, 37(4), 509-523.
4. Wisniewski, M.A. (2010). Leadership and the millennials: Transforming today's technological teens into tomorrow's leaders. *Journal of Leadership Education*, 9(1), 53-68.
5. Nilson, L.B., & Goodson, L.A. (2018). Online teaching at its best: Merging instructional design with teaching and learning research. John Wiley & Sons.

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Rivo Nugroho, S.Pd., M.Pd.
Dr. Rofik Jalal Rosyanafi, 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	Reflecting the value of faith in designing educational innovation	Demonstrate a religious attitude and empathy in discussing cases of the diffusion of educational innovation	<p>Criteria: Attitude observation, attitude assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Discussion of the 3 X 50 case		<p>Material: Introduction to the Diffusion of Educational Innovations</p> <p>References: <i>Rogers, EM (2003). Diffusion of innovations (5th ed.). New York, NY: Free Press.</i></p>	5%
2	Conduct an analysis of educational innovation needs	Prepare a proposal for an analysis of educational innovation needs	<p>Criteria: Completeness and accuracy of needs analysis, proposal assessment rubric</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Project based learning 3 X 50		<p>Material: Analysis of Educational Innovation Needs</p> <p>References: <i>Katz, E., Blumler, JG, & Gurevitch, M. (1973). Uses and gratifications research. The Public Opinion Quarterly, 37(4), 509-523.</i></p>	5%

3	Designing educational innovation proposals	Prepare a draft proposal for educational innovation	<p>Criteria: Novelty, usefulness and implementation of the proposal, assessment rubric</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Project based learning 3 X 50		<p>Material: Formulating Educational Innovation Proposals</p> <p>Reference: <i>Wisniewski, MA (2010). Leadership and the millennials: Transforming today's technological teenagers into tomorrow's leaders. Journal of Leadership Education, 9(1), 53-68.</i></p>	5%
4	Designing a national level education innovation dissemination strategy	Create a road map for the dissemination of educational innovation at the national level	<p>Criteria: Feasibility and accuracy of roadmap, assessment rubric</p> <p>Form of Assessment : Participatory Activities</p>	Project based learning 3 X 50		<p>Material: Designing a National Level Educational Innovation Dissemination Strategy</p> <p>References: <i>Wisniewski, MA (2010). Leadership and the millennials: Transforming today's technological teenagers into tomorrow's leaders. Journal of Leadership Education, 9(1), 53-68.</i></p>	5%
5	Designing training strategies and mentoring for educational innovation	Designing a training program for implementing educational innovation	<p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Project based learning 3 X 50		<p>Material: Training and Mentoring Strategies</p> <p>References: <i>Wisniewski, MA (2010). Leadership and the millennials: Transforming today's technological teenagers into tomorrow's leaders. Journal of Leadership Education, 9(1), 53-68.</i></p>	5%
6	Develop an instrument for evaluating the impact of educational innovation	Designing an educational innovation impact evaluation questionnaire	<p>Criteria: Suitability, ease of use, and completeness of instruments, assessment rubrics</p> <p>Form of Assessment : Participatory Activities</p>	Project Based Learning 3 X 50		<p>Material: Developing an Instrument for Evaluation of the Impact of Educational Innovation</p> <p>References: <i>Katz, E., Blumler, JG, & Gurevitch, M. (1973). Uses and gratifications research. The Public Opinion Quarterly, 37(4), 509-523.</i></p>	5%

7		Make a proposal for a partnership program for the dissemination of educational innovation	Criteria: Appropriateness of partner parties, cooperation programs, feasibility of proposals, assessment rubrics Form of Assessment : Participatory Activities	Project based learning 3 X 50		Material: Designing a Strategic Partnership Program for the Dissemination of Educational Innovations References: <i>Wisniewski, MA (2010). Leadership and the millennials: Transforming today's technological teenagers into tomorrow's leaders. Journal of Leadership Education, 9(1), 53-68.</i>	5%
8	Midterm exam	1. Understand the nature of innovation in the speed of adoption 2. Understand the effects of innovation diffusion 3. Understand over adoption	Form of Assessment : Test	3 X 50			15%
9	Write a paper on educational innovation findings	All material that has been studied	Criteria: 80% complete Form of Assessment : Participatory Activities	Brainstorming, discussion 3 X 50		Material: Preparing a Paper on Educational Innovation Findings Reference: <i>Dearing, JW (2009). Applying diffusion of innovation theory to intervention development. Research on Social Work Practice, 19(5), 503-518.</i>	5%
10	Understanding Innovation in Education	Prepare the initial draft of the educational innovation findings paper	Criteria: Completeness and depth of discussion, assessment rubric Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Brainstorming, discussion 3 X 50		Material: Compiling a Paper on Educational Innovation Findings Reference: <i>Rogers, EM (2003). Diffusion of innovations (5th ed.). New York, NY: Free Press.</i>	5%

11	Understanding Innovation in Education	Create educational innovation paper presentation materials	<p>Criteria: Completeness, neatness and design of presentation materials, assessment rubrics</p> <p>Form of Assessment : Participatory Activities</p>	Assistance in making 3 X 50 presentation materials		<p>Material: Paper Presentation on Educational Innovation Findings (1)</p> <p>References: <i>Wisniewski, MA (2010). Leadership and the millennials: Transforming today's technological teenagers into tomorrow's leaders. Journal of Leadership Education, 9(1), 53-68.</i></p>	5%
12	Understanding Innovation in Education	Create educational innovation paper presentation materials	<p>Criteria: Completeness, neatness and design of presentation materials, assessment rubrics</p> <p>Form of Assessment : Participatory Activities</p>	Scientific Seminar 3 X 50		<p>Material: Paper Presentation on Educational Innovation Findings (Continued)</p> <p>References: <i>Rogers, EM (2003). Diffusion of innovations (5th ed.). New York, NY: Free Press.</i></p>	5%
13	Reflecting on Diffusion of Educational Innovation learning	Write reflections on learning and course feedback	<p>Criteria: 80% Material completion</p> <p>Form of Assessment : Participatory Activities</p>	Brainstorming, discussion 3 X 50		<p>Material: Advanced Presentation and Reflection on Learning and Feedback</p> <p>References : <i>Nilson, LB, & Goodson, LA (2018). Online teaching at its best: Merging instructional design with teaching and learning research. John Wiley & Sons.</i></p>	5%
14	Reflecting on the learning achievements of the Diffusion of Educational Innovation course	Work on reflection questions on learning outcomes	<p>Criteria: 80% material completion</p> <p>Form of Assessment : Participatory Activities</p>	Self-assessment 3 X 50		<p>Material: Advanced Presentation and Reflection on Learning Achievements in Bibliography</p> <p>References : <i>Rogers, EM (2003). Diffusion of innovations (5th ed.). New York, NY: Free Press.</i></p>	5%

15	Evaluating learning in the Diffusion of Educational Innovation course	Work on course evaluation questions	Criteria: 80% Material completion Form of Assessment : Participatory Activities	Final Exam 3 X 50		Material: Advanced Presentation and Evaluation of the Diffusion of Educational Innovation Course References: <i>Rogers, EM (2003). Diffusion of innovations (5th ed.). New York, NY: Free Press.</i>	5%
16	Final exams	All material that has been discussed	Criteria: 80% Material completion Form of Assessment : Participatory Activities	3 X 50 Assignment Test			15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	75%
2.	Project Results Assessment / Product Assessment	2.5%
3.	Practice / Performance	7.5%
4.	Test	15%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.