	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
Pengm Theory and Practice. Public		8610503014	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=6.72**	2	May 7, 2023

AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Mastering the concepts, theories, approaches and practices of community development (CPL P1, P3)
	PO - 2	Able to apply a participatory and human rights-based approach in community development programs (CPL S2, S6, P3)
	PO - 3	Able to carry out social, economic and cultural mapping of the community as a basis for planning development programs (CPL S6, P3, KU3)
	PO - 4	Able to partner with stakeholders in designing, implementing and evaluating development programs (CPL KK3)
	PO - 5	Able to communicate concepts, strategic issues and innovative practices of community development (CPL KU2, KU3)
	PLO-PO Matrix	

P.O
PO-1
PO-2
PO-3
PO-4
PO-5

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																
PO-5																

Short Course Description	This course discusses concepts, theories and practices related to community development. The material studied includes understanding the concepts of community, development and community participation, as well as various development approaches such as participatory and rights-based approaches. Students also study the stages of the community development process, contemporary issues such as sustainable development, and field practice through case studies. The aim is for students to have a strong understanding of how community development concepts and theories can be applied in practice to improve community welfare and development.
References	**Main :**

1. Kenny, S. (2019). Developing communities for the future (5th Ed). Cengage Learning Australia.
2. Ife, J. & Tesoriero, F. (2006). Community development: Community-based alternatives in the age of globalisation. Pearson Education.
3. Bhattacharyya, J. (2004). Theorizing community development. Journal of the Community Development Society, 34(2), 5-34.

Supporters:	

1. Green, G.P. & Haines, A. (2015). Asset building and community development. SAGE publication.
2. Lozano, R. (2018). Sustainable development goals in municipalities. Local Governments for Sustainability ICLEI.
3. O'Leary, Z. (2004). The essential guide to doing research. SAGE Publication.
4. Kumar S. (2002). Methods for community participation: A complete guide for practitioners. Vistaar Publications.
5. Hou, J.S. (2019). Participatory and community-based policy making. Policy Design and Practice Journal, 2(4), 307-323.
6. Cronin, A. (2014). Focus groups. In J. Wright (Ed.), Research methods (2nd ed., pp. 115-134). Sage.

Supporting lecturer	Dr. Sjafiatul Mardliyah, S.Sos., M.A. 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	Students can study the background of community empowerment	Students can explain the background of community empowerment	**Form of Assessment** : Participatory Activities	Lectures, discussions 2 X 50		**Material:** Basic concepts of society & development **References:** *Kenny, S. (2019). Developing communities for the future (5th Ed). Cengage Learning Australia.*	5%
2	Students are able to understand the concept and philosophy of community empowerment	Students are able to develop concepts and philosophies of community empowerment	**Criteria:** Comparative analysis of theories, matrices **Form of Assessment** : Participatory Activities	Group discussion 2 X 50		**Material:** Community development theories & approaches **References:** *Bhattacharyya, J. (2004). Theorizing community development. Journal of the Community Development Society, 34(2), 5-34.*	5%
3	Students can understand the meaning, goals and benefits of empowerment	Students are able to develop the meaning, goals and benefits of empowerment	**Form of Assessment** : Participatory Activities	4 X 50 group project		**Material:** Participatory approach **References:** *Kumar S. (2002). Methods for community participation: A complete guide for practitioners. Vistaar Publications.*	5%

No	Students can (objective)	Sub-ability	Criteria / Form of Assessment	Learning Experience		Material & References	Weight
4	Students can understand the meaning, goals and benefits of empowerment	Students are able to develop the meaning, goals and benefits of empowerment	**Criteria:** Completeness of human rights-based issues, rubric **Form of Assessment** : Participatory Activities	4 X 50 group project		**Material:** Human rights-based approach **References:** *Hou, JS (2019). Participatory and community-based policy making. Policy Design and Practice Journal, 2(4), 307-323.*	5%
5	Students can study various theories of community development and empowerment	Students can explain various theories of community development and empowerment	**Criteria:** Completeness of social map components, rubrics **Form of Assessment** : Practice / Performance	4 X 50 participatory mapping practice		**Material:** Mapping community profiles & characteristics **References:** *Green, GP & Haines, A. (2015). Asset building and community development. SAGE publications.*	5%
6	Students can study various theories of community development and empowerment	Students can explain various theories of community development and empowerment	**Form of Assessment** : Participatory Activities	4 X 50 participatory mapping practice		**Material:** Mapping the socio-economic and cultural needs of the community **Reference:** *Kenny, S. (2019). Developing communities for the future (5th Ed). Cengage Learning Australia.*	5%
7	Students can understand Alternative Development Theory (Friedman), People Centered Theory (Chambers)	Students are able to explain Alternative Development Theory (Friedman), People Centered Theory (Chambers)	**Criteria:** Feasibility & stakeholder collaboration, rubric **Form of Assessment** : Participatory Activities	2 X 50 stakeholder FGDs		**Material:** Designing collaborative community development programs **References:** *Ife, J. & Tesoriero, F. (2006). Community development: Community-based alternatives in the age of globalisation. Pearson Education.*	5%
8	UTS		**Form of Assessment** : Participatory Activities, Tests	Doing 3 X 50 Essay Questions			15%
9	Students can recognize various concepts and theories of community assistance	Students can discover concepts and Community Assistance	**Criteria:** Compliance with participatory approaches, rubrics **Form of Assessment** : Participatory Activities	4 X 50 stakeholder FGDs		**Material:** Evaluation of participatory community development programs **References:** *Cronin, A. (2014). Focus groups. In J. Wright (Ed.), Research methods (2nd ed., pp. 115-134). Sage.*	5%

10	Students can recognize various concepts and theories of community assistance	Students can discover concepts and Community Assistance	**Criteria:** Complete outline, rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Self-directed learning 3 X 50		**Material:** Study of innovative community development practices **References:** *Lozano, R. (2018). Sustainable development goals in municipalities. Local Governments for Sustainability ICLEI.*	5%
11	Students can understand Mentoring Strategies, Methods and Techniques	Students can explain mentoring strategies, methods and techniques	**Form of Assessment** : Participatory Activities	4 X 50 study counseling		**Material:** Study of innovative practices **References:** *Kenny, S. (2019). Developing communities for the future (5th Ed). Cengage Learning Australia.*	5%
12	Students can understand Mentoring Strategies, Methods and Techniques	Students can explain mentoring strategies, methods and techniques	**Criteria:** Completeness & quality of presentation materials, rubrics **Form of Assessment** : Participatory Activities	Presentation assistance 4 X 50		**Material:** Presentation of innovative practice review paper. **Reference:** *O'Leary, Z. (2004). The essential guide to doing research. SAGE Publications.*	5%
13	Students can prepare Planning Tasks and Community Empowerment Activities	Students can plan and carry out empowerment activities	**Criteria:** Accuracy of case study analysis, rubrics **Form of Assessment** : Participatory Activities	4 X 50 Case Discussion		**Material:** Case study of implementing community development **References:** *Ife, J. & Tesoriero, F. (2006). Community development: Community-based alternatives in the age of globalisation. Pearson Education.*	5%
14	Students can prepare Planning Tasks and Community Empowerment Activities	Students can plan and carry out empowerment activities	**Criteria:** Mastery of case studies, rubrics **Form of Assessment** : Participatory Activities	Group discussion 4 X 50		**Material:** Presentation & discussion of case studies implementing community development **References:** *Kenny, S. (2019). Developing communities for the future (5th Ed). Cengage Learning Australia.*	5%

| 15 | Students can prepare an evaluation of empowerment programs | Students can evaluate empowerment programs | **Criteria:** Mastery of study material Discussion and argumentation skills Neatness of presentation slides (Presentation assessment rubric)

 Form of Assessment : Participatory Activities | Student conference / scientific seminar 2 X 50 | | **Material:** Presentation of research papers on innovative community development practices by students. **References:** *Ife, J. & Tesoriero, F. (2006). Community development: Community-based alternatives in the age of globalisation. Pearson Education.*

 Material: Presentation of research papers on innovative community development practices by students. **References:** *Kenny, S. (2019). Developing communities for the future (5th Ed). Cengage Learning Australia.*

 Material: Presentation of research papers on innovative community development practices by students. **References:** *O'Leary, Z. (2004). The essential guide to doing research. SAGE Publications.* | 5% |
| 16 | | | **Form of Assessment** : Test | | | | 15% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	67.5%
2.	Project Results Assessment / Product Assessment	5%
3.	Practice / Performance	5%
4.	Test	22.5%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.