



**Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Sociology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																		
Adult Education Review	6920102064	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	July 17, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator																																																			
	Silkania Swarizona, S.IP., M.IP		Refti Handini Listyani, M.Si			Dr. Agus Machfud Fauzi, M.Si.																																																			
Learning model	Case Studies																																																								
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																								
	Program Objectives (PO)																																																								
	PO - 1	Master and be able to explain the entire concept of adult education																																																							
	PLO-PO Matrix																																																								
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">P.O</td> <td colspan="6"></td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td colspan="6"></td> </tr> </table>						P.O							PO-1																																										
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PO Matrix at the end of each learning stage (Sub-PO)																																																									
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> </tr> <tr> <td style="text-align: center;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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Short Course Description	This course invites students to understand various problems in (adult/adult) society, ranging from unemployment to problems of political and health access. Education is a strategy to overcome these problems. Through a simple learning and research process, students observe how adult education is able to overcome the problems of its time.																																																								
References	Main :																																																								
	<ol style="list-style-type: none"> 1. Peter Mayo. 2013. Learning with Adults, A Reader. Rotterdam: Sense Publishers. 2. Brian Findsen and Marvin Formosa. 2011. Lifelong Learning in Later Life, A Handbook on Older Adult Learning. Rotterdam: Sense Publishers. 3. Peter Jarvis. 2004. Adult Education and Lifelong Learning, Theory and Practice. London: Routledge Premier. 4. Leona M. English and Peter Mayo. 2012. Learning with Adults, A Critical Pedagogical Introduction. Rotterdam: Sense Publishers 5. Rubenson. 2011. Adult Learning and Education 																																																								
	Supporters:																																																								
	<ol style="list-style-type: none"> 1. English and Irving. 2015. Feminism in Community, Adult Education for Transformation. 2. Clover,et.al. 2013. The Nature of Transformation, Environmental Adult Education 																																																								
Supporting lecturer	Dr. Refti Handini Listyani, S.Sos., M.Si. Silkania Swarizona, S.IP., M.IP.																																																								
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	Understand the study of adult education	Explaining the lecture contract Explaining the details of the learning process of the lecture contract Explaining the universal presentation of the sociology of adult education	Criteria: OK%3D100 Form of Assessment : Participatory Activities	Discussion and face to face 2 X 50		Material: Introduction to Older Adult Learning Library: Brian Findsen and Marvin Formosa. 2011. <i>Lifelong Learning in Later Life, A Handbook on Older Adult Learning.</i> Rotterdam: Sense Publishers.	5%
2	Understand various theoretical perspectives on adult education	Identify various theoretical perspectives on adult education	Criteria: 100 Blah Bemar Form of Assessment : Participatory Activities	Discussion 2 X 50		Material: Adult Education Theory Bibliography: Brian Findsen and Marvin Formosa. 2011. <i>Lifelong Learning in Later Life, A Handbook on Older Adult Learning.</i> Rotterdam: Sense Publishers. Material: Adult Education Theory Bibliography: Peter Jarvis. 2004. <i>Adult Education and Lifelong Learning, Theory and Practice.</i> London: Routledge Premier.	5%
3	Understanding context in adult education	Identifying Adult Education and Work Identifying Competences and Adult Learning Identifying Museums, Cultural Politics, and Adult Learning Identifying Adult Education and Social Movements Identifying Adult Education and Community Development University Continuing Education	Criteria: True=100 Form of Assessment : Participatory Activities	Discussion 2 X 50		Material: A Conceptual Framework from Adult Education to Lifelong Learning Reader: Peter Jarvis. 2004. <i>Adult Education and Lifelong Learning, Theory and Practice.</i> London: Routledge Premier.	5%
4	Understanding context in adult education	1. Identifying Competences and Adult Learning 2. Identifying Adult Education and Work 3. Identifying Adult Education and Social Movements	Criteria: True=100 Form of Assessment : Participatory Activities	Discussion 2 X 50		Material: The adult learner and adult learning Reader: Peter Jarvis. 2004. <i>Adult Education and Lifelong Learning, Theory and Practice.</i> London: Routledge Premier.	5%
5	Understanding context in adult education	1. Identifying Adult Education and Community Development University Continuing Education 2. Identifying Museums, Cultural Politics, and Adult Learning	Criteria: True=100 Form of Assessment : Participatory Activities	Discussion 2 X 50		Material: Teaching adults Reader: Peter Jarvis. 2004. <i>Adult Education and Lifelong Learning, Theory and Practice.</i> London: Routledge Premier.	5%

6	Understanding Concerns in the Practice of Adult Education	<ol style="list-style-type: none"> 1.Explaining Women and Adult Education 2.Explaining Racism and Adult Education 3.Explaining Spirituality and Adult Education 4.Explaining Environmental Adult Education 5.Explaining Adult Health Education 6.Explaining Education of Older Adults 	<p>Criteria: If true=100</p> <p>Form of Assessment : Participatory Activities</p>	Discussion 2 X 50		<p>Material: understanding older adults learners and education: sociological perspective</p> <p>Bibliography: <i>Brian Findsen and Marvin Formosa. 2011. Lifelong Learning in Later Life, A Handbook on Older Adult Learning, Rotterdam: Sense Publishers.</i></p>	5%
7	Understanding Concerns in the Practice of Adult Education	<ol style="list-style-type: none"> 1.Explaining Women and Adult Education 2.Explaining Racism and Adult Education 3.Explaining Spirituality and Adult Education 4.Explaining Adult Health Education 5.Explaining Education of Older Adults 	<p>Criteria: If true=100</p> <p>Form of Assessment : Participatory Activities</p>	Discussion 2 X 50		<p>Material: Concept of Women and Adult Education</p> <p>Library: <i>English and Irving. 2015. Feminism in Community, Adult Education for Transformation.</i></p>	5%
8	UTS	UTS	<p>Criteria: UTS</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	UTS 2 X 50		<p>Material: Adult Education Concepts</p> <p>Bibliography: <i>Brian Findsen and Marvin Formosa. 2011. Lifelong Learning in Later Life, A Handbook on Older Adult Learning, Rotterdam: Sense Publishers.</i></p> <p>Material: Adult Education Theory</p> <p>Bibliography: <i>Peter Jarvis. 2004. Adult Education and Lifelong Learning, Theory and Practice. London: Routledge Premier.</i></p>	15%
9	Understanding Adult Education Learning Sites and Instruments and Learning in everyday life	Explaining Environmental Adult Education	<p>Criteria: True=100</p> <p>Form of Assessment : Participatory Activities</p>	Discussion 2 X 50		<p>Material: Concept of Environmental and adult education</p> <p>Reference: <i>Clover, et.al. 2013. The Nature of Transformation, Environmental Adult Education</i></p>	5%
10	Understanding Adult Education Learning Sites and Instruments and Learning in everyday life	Explaining Adult Education Learning Sites and Instruments (Part 3) Explaining Learning from Daily Life (Part 4)	<p>Criteria: True=100</p> <p>Form of Assessment : Participatory Activities</p>	Discussion 2 X 50		<p>Material: Distance education</p> <p>Reader: <i>Peter Jarvis. 2004. Adult Education and Lifelong Learning, Theory and Practice. London: Routledge Premier.</i></p>	5%

11	Understanding Adult Education Learning Sites and Instruments and Learning in everyday life	Explaining Adult Education Learning Sites and Instruments (Part 3) Explaining Learning from Daily Life (Part 4)	Criteria: True=100 Form of Assessment : Participatory Activities	Discussion 2 X 50		Material: assessing and evaluating Reader: Peter Jarvis. 2004. <i>Adult Education and Lifelong Learning, Theory and Practice.</i> London: Routledge Premier.	5%
12	Understanding Adult Education Learning Sites and Instruments and Learning in everyday life	1.Explains Adult Education Learning Sites and Instruments 2.Explains Learning from Daily Life	Criteria: true=100 Form of Assessment : Participatory Activities	Discussion		Material: Curriculum Theory and program planning Reader: Peter Jarvis. 2004. <i>Adult Education and Lifelong Learning, Theory and Practice.</i> London: Routledge Premier.	5%
13	Understand the andragogy learning style	Identifying adult learning styles	Criteria: true=100 Form of Assessment : Participatory Activities	Discussion		Material: Andragogy learning style Reference: Rubenson. 2011. <i>Adult Learning and Education</i>	5%
14	Understanding adult learning motivation	Identifying adult learning motivation	Criteria: true=100 Form of Assessment : Participatory Activities	Discussion		Material: Adult learning motivation Reader: Peter Mayo. 2013. <i>Learning with Adults, A Reader.</i> Rotterdam: Sense Publishers.	5%
15	Understand adult learning methods	1. ICTs AND ADULT LEARNING; RADIO, FILM/TELEVISION, LITERACY, NARRATIVES AND ADULT LEARNING IN LIBRARIES 2. TRANSFORMATIVE LEARNING ADULT LITERACY LEARNING (THROUGH) CONSUMPTION: SHOPPING AS A SITE OF ADULT EDUCATION SOCIAL CREATION	Criteria: true=100 Form of Assessment : Participatory Activities	Discussion		Material: formal and third age learning, learning in non-formal and informal contexts Bibliography: Brian Findsen and Marvin Formosa. 2011. <i>Lifelong Learning in Later Life, A Handbook on Older Adult Learning.</i> Rotterdam: Sense Publishers.	5%
16	UAS	UAS	Criteria: UAS Form of Assessment : Participatory Activities, Tests	UAS 2 X 50		Materials: All adult education materials Readers: Brian Findsen and Marvin Formosa. 2011. <i>Lifelong Learning in Later Life, A Handbook on Older Adult Learning.</i> Rotterdam: Sense Publishers.	15%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	77.5%
2.	Project Results Assessment / Product Assessment	15%

3.	Test	7.5%
		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** 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.