

<b>Code</b>	L20
<b>Title</b>	Healthy Community Engagement
<b>Tutor</b>	Matthew Wisbey
<b>School</b>	Moorlands College
<b>Brief description</b>	This module aims to explore the challenges of working within multicultural teams, including reflection on personal preferences (personality, strengths, values); introduce planning principles and processes that encourage and prioritise community engagement; equip students to engage with adult learners in a way that enables them to be active participants in their own learning; investigate relevant missiological, sociolinguistic and anthropological issues associated with these topics.
<b>Level of study</b>	Level 7
<b>CAT points</b>	15
<b>Approved base location</b>	Validated delivery
<b>Prerequisites</b>	None
<b>Corequisites</b>	None
<b>Restrictions</b>	Not applicable
<b>Indicative syllabus</b>	<ul style="list-style-type: none"> <li>• Cross-cultural team working</li> <li>• Leadership and team building principles and approaches</li> <li>• How change happens (complexity)</li> <li>• Planning principles (and tools, e.g. Cause &amp; Effect Tree, Force field analysis, Results Based Management, Situation Assessment)</li> <li>• Principles and practices of effective dialogue education</li> <li>• Participatory community engagement (practical experience using tools with community members)</li> <li>• Community, identity and organisation</li> <li>• Sociolinguistic, missiological and anthropological considerations in development</li> </ul>
<b>Learning outcomes</b>	<p>A student passing this module should be able to:</p> <ol style="list-style-type: none"> <li>1. analyse team interactions and critically reflect on their own contribution, so as to work proactively, creatively and respectfully within multicultural teams, both as leaders and team members;</li> <li>2. demonstrate current understanding of appropriate ways of working with communities, particularly in terms of planning development initiatives;</li> <li>3. use creative and appropriate communication principles to engage effectively in multicultural environments, being aware of their own communication preferences, strengths, and weaknesses;</li> <li>4. demonstrate an understanding of current professional approaches to adult learning with a focus on dialogue education, especially in multicultural environments.</li> </ol>
<b>Learning and teaching activities</b>	<p>Total: 150 hours  Scheduled learning and teaching activities: 75 hours  Guided independent study: 75 hours</p>

<b>Assessment</b>	<p>A: 60%; Assignment 2700 words</p> <p>B: 40%; Portfolio 1800 words or equivalent</p>
<b>Special assessment requirements</b>	None
<b>Indicative resources</b>	<p>Arts and Humanities Research Council/INTRAC. 2018. <i>Respecting communities in International Development: languages and cultural understanding</i>. University of Reading. <a href="https://www.reading.ac.uk/web/files/modern-languages-and-europeanstudies/Listening_zones_report_-EN.pdf">https://www.reading.ac.uk/web/files/modern-languages-and-europeanstudies/Listening_zones_report_-EN.pdf</a></p> <p>Barder, O. 2012. <i>Development &amp; Complexity</i>. <a href="http://cgdev.org.488elwb02.blackmesh.com/doc/CGDPresentations/complexity/player.html">http://cgdev.org.488elwb02.blackmesh.com/doc/CGDPresentations/complexity/player.html</a></p> <p>Elmer, D. 2002. <i>Cross-Cultural Connections</i>. Downers Grove, IL: InterVarsity Press.</p> <p>Hummelbrunner, Richard and Harry Jones. 2013. <i>ODI Background Note: A guide for planning and strategy development in the face of complexity</i>. <a href="http://www.odi.org/publications/7325-aid-development-planning-strategy-complexity">http://www.odi.org/publications/7325-aid-development-planning-strategy-complexity</a></p> <p>Kenmonge, M. 2015. 'Community Mobilisation for Participation and Ownership: The experience of CABTAL in Cameroon', Wycliffe Global Alliance Bible Translation Programs Philosophy Statement 19-25. <a href="http://resources.wycliffe.net/pdf/Bible_Translation_Philosophy_Statement_150220_EN.pdf">http://resources.wycliffe.net/pdf/Bible_Translation_Philosophy_Statement_150220_EN.pdf</a></p> <p>Mango. 2012. <i>Financial Management Essentials: A Handbook for NGOs</i>. <a href="http://www.mango.org.uk/guide">http://www.mango.org.uk/guide</a></p> <p>Marmor, T. and Eric Bartels. 2015. <i>Managing Language Programs: Perspectives, Processes, and Practices</i>, ongoing. (eBook).</p> <p>Meyer, E. 2016. <i>The Culture Map: Decoding How People Think, Lead, and Get Things Done across Cultures</i>. New York: PublicAffairs.</p> <p>Myers, Bryant L. 2011. <i>Walking with the Poor: Principles and Practices of Transformational Development</i>. Maryknoll, NY: Orbis Books.</p> <p>Palmer, Parker J. 1998. <i>The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life</i>. 1st ed. San Francisco, CA: Jossey-Bass.</p> <p>Smith, Philip &amp; Matthew Wisbey. 2013. <i>Signposts to Identity-Based Community Development (IBCD)</i>. <a href="https://www.leadimpact.org/identity/">https://www.leadimpact.org/identity/</a></p> <p>Vella, Jane K. 2002. <i>Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults</i>. Rev. ed. San Francisco, CA: Jossey-Bass.</p> <p>Vella, Jane K. 2001. <i>Taking Learning to Task: Creative Strategies for Teaching Adults</i>. San Francisco, CA: Jossey-Bass.</p>
<b>Date of approval</b>	Validation approval 8/2/19
<b>Revision dates</b>	June 2021
<b>External Examiner</b>	Dr. James P. Davies, Tutor of New Testament, Trinity College, Bristol.