

Code	L20
Title	Healthy Community Engagement
Tutor	Jo Murrell
School	Moorlands College
Brief description	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.
Level of study	Level 7
CAT points	15
Approved base location	Validated delivery
Prerequisites	None
Corequisites	None
Restrictions	Not applicable
Indicative syllabus	<ul style="list-style-type: none"> ● Cross-cultural team working ● Leadership and team building principles and approaches ● How change happens (complexity) ● Planning principles (and tools, e.g. Cause & Effect Tree, Force field analysis, Results Based Management, Situation Assessment) ● Principles and practices of effective dialogue education ● Participatory community engagement (practical experience using tools with community members) ● Community, identity and organisation ● Sociolinguistic, missiological and anthropological considerations in development
Learning outcomes	<p>A student passing this module should be able to:</p> <ol style="list-style-type: none"> 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; 2. demonstrate current understanding of appropriate ways of working with communities, particularly in terms of planning development initiatives; 3. use creative and appropriate communication principles to engage effectively in multicultural environments, being aware of their own communication preferences, strengths, and weaknesses; 4. demonstrate an understanding of current professional approaches to adult learning with a focus on dialogue education, especially in multicultural environments.
Learning and teaching activities	<p>Total: 150 hours Scheduled learning and teaching activities: 75 hours Guided independent study: 75 hours</p>

Assessment	A: 60%; Assignment 2700 words B: 40%; Portfolio 1800 words or equivalent
Special assessment requirements	None
Indicative resources	<p>Arts and Humanities Research Council/INTRAC. 2018. <i>Respecting communities in International Development: languages and cultural understanding</i>. University of Reading. https://www.reading.ac.uk/web/files/modern-languages-and-europeanstudies/Listening_zones_report_-EN.pdf</p> <p>Barder, O. 2012. <i>Development & Complexity</i>. http://cgdev.org.488elwb02.blackmesh.com/doc/CGDPPresentations/complexity/player.html</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>. http://www.odi.org/publications/7325-aid-development-planning-strategy-complexity</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. http://resources.wycliffe.net/pdf/Bible_Translation_Philosophy_Statement_150220_EN.pdf</p> <p>Mango. 2012. <i>Financial Management Essentials: A Handbook for NGOs</i>. http://www.mango.org.uk/guide</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 & Matthew Wisbey. 2013. <i>Signposts to Identity-Based Community Development (IBCD)</i>. https://www.leadimpact.org/identity/</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>
Date of approval	Validation approval 8/2/19
Revision dates	June 2021
External Examiner	Dr. James P. Davies, Tutor of New Testament, Trinity College, Bristol.