

Time Table Week Hours	Specific Objectives	Topics/ Learning Content	Suggested Methodology/ Strategies	Resources	Evaluation
Week 1 3 hours	1.) Introduce the students to one another and to explain to them the vision, mission and goals of the university. 2.) Explain to the students the course syllabus, its rationale, the requirements and grading system	Orientation/ Acquaintance Orientation on the Course	Buzz Sessions Games/Exercises on “Getting Know You” Lecture Discussions Buzz Sessions	<i>Student Handbook</i> <i>Syllabus/Module</i>	Name Game Simple Recall
Week 2 3 hours	<p style="text-align: center;">Module 1</p> <p>Lesson 1</p> 1.) Explain the significance of the rise of governance as a phenomenon. 2.) Comment on and criticize the meanings and implications of various definitions of governance and develop your own definition of the concept of governance; 3.) Critique on the pervasive, shared and global perception of governance as propagated by various institutions like the World Bank, ADB and United Nations.	The Concept of Governance	Semantic Mapping Inter-active Discussions	<i>Hand-outs /pamphlets/ brochures on the Concept of Governance</i> <i>Reader Volume on Governance & Development</i> <i>Multi-Media</i>	<i>Critical Thinking Assessment:</i> An essay on their own concept of governance Concept Paper
	4.) Discuss the art of governing; 5.) Identify the activities encompassed in the act of governing; and	The Art of Governing	Buzz Sessions Brainstorming Inter-active Discussions	<i>Hand-outs /pamphlets/ brochures on the Concept of Governance</i>	Reasoning Skills Assessment: Is governing an art?

				<i>Reader Volume on Governance & Development Multi-Media E-Media</i>	Why? Why not?
	<p>6.) Discuss the meaning and origin of sustainable human development;</p> <p>7.) Show the relationship between governance & Sustainable Human Development</p>	Governance & Sustainable Human Development: UNDP's Perspectives	<p>PowerPoint Presentations</p> <p>Inter-active discussions</p>	<p><i>Hand-outs /pamphlets/ brochures</i></p> <p><i>Reader Volume on Governance & Development</i></p> <p><i>Multi-Media</i></p> <p><i>E-Media</i></p>	Essay on the role of UNDP in the governance process.
	8.) Discuss the significance/essence of governance in the development process;	Governance Basics: Why Does it Matter	<p>Collage-Making</p> <p>Panel Discussion</p> <p>Informal Debate</p>	<p>Electronic Media</p> <p><i>Hand-outs /pamphlets/ brochures</i></p>	<p><i>Product-Based Assessment:</i> A poster/collage /diorama</p> <p><i>Reasoning Skills Assessment:</i> Explain why governance is important?</p>
	<p>9.) Trace the evolution of public management which led to the definition of governance;</p> <p>10.) Compare and contrast the concept of governance and new public management (NPM);</p>	Theories and Evolution of Governance	<p>Brainstorming</p> <p>Inter-Active Discussion</p> <p>PowerPoint Presentation</p>	<p><i>Hand-outs /pamphlets/ brochures</i></p> <p><i>Reader Volume on Governance & Development</i></p> <p><i>Multi-Media</i></p>	<p>• <i>Objective Assessment</i></p> <p>The students will be given a summative test based on the lecture-discussion.</p>

	11.) Synthesize the related and theoretically related concepts of governance;		Journey Wall Team-Oriented/ Cooperative Learning	<i>E-Media Hand-outs /pamphlets/ brochures Reader Volume on Governance & Development Multi-Media E-Media</i>	<i>Product Assessment:</i> Rubrics for the journey wall is provided in the module Reasoning & Critical Thinking Assessment: The teacher will assess the reasoning skills of the students based on his/her observation in the conduct of the activity in class
Week 3 3 hours	Lesson 2 1.) Identify the different actors in governance; 3.) Critically explain the role of each player in the governance process; 4.) Critique on the current efforts of these key actors in the any governance endeavors; 5.) Show and illustrate the inter-relationship of the role of the key actors in governance;	KEY ACTORS IN GOVERNANCE The State The Civil Society The Private/Business Sector	Pedagogical Activities: Multi-Media Instruction Semantic Mapping: Venn Diagram Panel discussion /Debate FGD- Focused Group Discussion. (Meta-planning)	<i>Syllabus/Module Slides, OHP, Acetate, LCD for power point presentation Meta Cards, Pen Manila Paper</i>	Reasoning Skills Assessment on the Panel Discussion/debate Essay Critical-Thinking Assessment on the Oral Presentation: (Rubrics are provided in the module) Performance-Based Assessment on the students' presentation of the role-play/

	<p>6.) Critically assess the involvement of Civil Society organizations and the private sectors in governance; and</p> <p>7.) Manifest inferential, critical and creative thinking and cooperation through active participation in class activities.</p>		<p>Paper/Oral Presentation</p> <p>Role-Playing/ Simulation</p>		Simulation.
<p>Week 3 3 hours</p>	<p>Lesson 3</p> <p>1.) Critically define the meaning of good governance;</p> <p>2.) Identify and enumerate the eight characteristics of good governance according to UNDP;</p> <p>3.) Describe each element or indicators of good governance;</p> <p>4.) Determine how can these indicators be utilized in the measurement of performance of the government or assess whether these indicators are present in the government;</p> <p>5.) Illustrate the inter-linkages</p>	<p>Characteristics of Good Governance</p> <p>Good Governance Defined</p> <p>The Eight Characteristics of Good Governance According to UNDP</p> <p>The Four Basic Elements of Good Governance According to ADB</p>	<p>Multi-Media Instruction</p> <p>PowerPoint Presentation</p> <p>Inter-active Discussion</p> <p>Fieldwork</p> <p>Group Reporting</p> <p>Collage-making</p>	<p><i>Syllabus/Module</i></p> <p><i>Handouts/pamphlets/brochures</i></p> <p><i>Computer, LCD for power point presentation</i></p> <p><i>Meta Cards, Pen</i></p>	<p>Objective Assessment: True or False & Identification</p> <p>Critical Thinking Assessment <i>Essay</i></p> <p>Reasoning Skills Assessment <i>Recitation</i></p> <p>Product-based assessment on the Collage</p>

	<p>among the different elements of governance;</p> <p>6.) Present some examples of best practices in good governance; and</p>			<p><i>Charts/Pictures</i></p> <p><i>Manila Paper</i></p>	<p>(Rubrics are provided in the Module)</p>
<p>Week 4 -5</p> <p>6 hours</p>	<p>Lesson 4</p> <p>1.) Describe/discuss the processes/factors pushing for governance and the capacities needed for good governance;</p> <p>2.) Highlight some of the key issues facing policy makers as they seek to advance the growth and adoption of good governance in their domestic environment;</p> <p>3.) Identify the key issues and questions where collaboration and cooperation are needed;</p> <p>4.) Cite the different problems, challenges and issues encountered by the different actors in governance;</p> <p>5.) Discuss the trends, efforts and challenges for good governance; and</p>	<p>Factors/Processes Pushing for Governance</p> <p>Key Issues in Governance</p> <p>The Role of Institutions and Organizations</p>	<p>Panel Discussion</p> <p>Survey/ Field Interview</p> <p>Workshop Method</p> <p>Meta-Planning</p> <p>Meta Planning /Technology of Participation (TOP Method)</p> <p>Lecture Discussion</p> <p>Exercises:</p> <p>The Trim Tab</p> <p>The Tipping Point</p> <p>Keystone Species</p>	<p><i>Syllabus/Module</i></p> <p><i>Materials:</i></p> <p><i>Slides</i></p> <p><i>OHP</i></p> <p><i>Acetate</i></p> <p><i>LCD</i></p> <p><i>Meta</i></p> <p><i>Cards/Strips of Cartolina</i></p> <p><i>Pen</i></p> <p><i>Manila Paper</i></p> <p><i>Supplemental Hand-outs & Lecture Material (Reader Volume)</i></p>	<p>Critical Thinking Assessment</p> <p><i>Essay</i></p> <p>Reasoning Skills Assessment</p> <p><i>Recitation</i></p> <p>Product-based /Performance Based Assessment on the Workshop</p> <p>Portfolio Assessment on the Written Report of the Survey and Field Interview</p>

<p>Weeks 7-8 6 hours</p>	<p>Lesson 2 1.) Describe the nature and scope of the Millennium Declaration.</p> <p>2.) Identify the eight MDGs and understand its key targets</p> <p>3.) Verbalize the relevance and significance of the MDGs and the Millennium Declaration in relation to the changing views and concepts of social development.</p>	<p>Millennium Development Goals and Social Development</p> <p>The United Nations Millennium Declaration</p> <p>The Millennium Development Goals and Its targets</p>	<p>1.) Interactive Discussion Slide Show</p> <p>2.) Interactive Discussion Slide Show</p> <p>3.) Interactive Discussion Slide Show</p>	<p><i>Handouts Overhead Projector LCD, Laptop</i></p> <p><i>Handouts Overhead Projector LCD, Laptop</i></p> <p><i>Handouts Overhead Projector LCD, Laptop</i></p>	<p>Essay Graded Recitation</p> <p>Essay Graded Recitation</p> <p>Essay Graded Recitation</p>
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<p>Weeks 9-10</p> <p>6 hours</p>	<p>Lesson 3</p> <p>1.) Describe the nature and scope of the Rights-Based approach and its role in attaining social development.</p> <p>2.) Explain how the Rights-Based approach can be utilized as a framework for development and attainment of the MDGs.</p> <p style="text-align: center;">Module III</p>	<p style="text-align: center;">The Rights-Based Approach</p> <p style="text-align: center;">Conceptual Framework on Development and Governance in Attaining the MDGs</p>	<p>Interactive Discussion Slide Show</p> <p>Interactive Discussion Slide Show</p>	<p><i>Handouts Overhead Projector LCD, Laptop</i></p> <p><i>Handouts Overhead Projector LCD, Laptop</i></p>	<p>Essay</p> <p>Graded Recitation</p> <p>Essay</p> <p>Graded Recitation</p>
<p>Weeks 11-13</p> <p>9 hours</p>	<p>Lesson 1</p> <p>1.) Verbalize the meaning and significance of partnership and its contextual implication to Academe-Community-LGU collaboration.</p> <p>2.) Explain the "Town and Gown" approach and why service-learning is a guiding framework for partnership.</p> <p>3.) Interpret the substance and value of understanding the responsibilities of partners in order to achieve a healthy/ productive collaborative experience between participants.</p>	<p style="text-align: center;">Defining Partnership Key Elements of Partnership Activities Undertaken by Partners What is Formal Partnering?</p> <p style="text-align: center;">The Experiential Learning Cycle</p> <p style="text-align: center;">Challenges of Establishing Partnerships</p> <p style="text-align: center;">Steps to Follow in Establishing Strong</p>	<p>Interactive Discussion Slide Show Interactive Discussion Slide Show</p> <p>Interactive Discussion Slide Show</p>	<p><i>Handouts Overhead Projector LCD, Laptop</i></p> <p><i>Handouts Overhead Projector LCD, Laptop</i></p> <p><i>Handouts</i></p>	<p>Essay</p> <p>Graded Recitation</p> <p>Essay</p> <p>Graded Recitation</p> <p>Essay</p>

	<p>Lesson 2</p> <p>1.) Verbalize the operational meaning of the "Town and Gown" approach through Service-Learning.</p> <p>2.) Demonstrate the ability and skills to do organizational assessment, assess competencies of the academe and LGUs, assess LGU needs, and to formulate goals and objectives in the context of partnership.</p> <p>3.) Differentiate the various mechanisms for partnerships and collaboration in order to assess these mechanisms in case studies.</p> <p>4.) Formulate an action and resource partnership plan with a specific LGU.</p>	<p>Partnerships Academe and LGU</p> <p>Roles in the Partnerships</p> <p>What is the Town and Gown Approach? Why is Service-Learning employed as a pedagogical framework to achieve the "Town and Gown Approach"?</p> <p>Organizational Assessment Assessing the Academe Assessing Local Government Needs Negotiation and Agreement upon Goals and Objectives</p> <p>Mechanisms for Partnerships Systems or Procedures Implementation Arrangements</p> <p>Steps or Tips in Making an Action Plan Resource Plan for Case Study 1 and 2</p>	<p>Divide class to groups and identify LGU per group</p> <p>Interactive Discussion</p> <p>Interactive Discussion</p> <p>Interactive Discussion</p> <p>Interactive Discussion and Field Trip to LGU</p>	<p><i>Overhead Projector LCD, Laptop</i></p> <p><i>Handouts Overhead Projector LCD, Laptop</i></p> <p><i>Handouts Overhead Projector LCD, Laptop</i></p> <p><i>Handouts Overhead Projector LCD, Laptop</i></p> <p><i>Local Development Plan</i></p>	<p>Graded Recitation</p> <p>Essay</p> <p>Graded Recitation</p> <p>Essay</p> <p>Graded Recitation</p> <p>Essay</p> <p>Graded Recitation</p>
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<p>Weeks 14-15 6 hours</p>	<p>5.) Conduct a case study on the state of social development in a particular LGU by assessing its local development plan with the use of an evaluation and monitoring tool.</p> <p>- Submission and approval of Action and Resource Plan by class adviser and selected LGU Chief per class group</p> <p>- Continued data gathering and preparation of case study report</p>	<p>Case Study 1- LGU Development Plans and the Millennium Development</p> <p>Case Study 2 – The use of the Quality of Life Index (QLI) for Monitoring and Measuring MDG Targets</p> <p>Action and Resource Plan</p> <p>Tables for Case Study 1 – Assessment of Local Development Plans using the MDGs as Benchmarks.</p>	<p>Data Gathering at selected LGU per class group</p> <p>Adviser guidance for each group in implementing their action and resource plan</p> <p>Adviser guidance for each group in preparing their case studies</p>	<p><i>Data on under five nutrition, attended births, and elementary cohort survival rate of a selected LGU</i></p> <p><i>Discussed topics on Partnerships</i></p> <p><i>Prepared Case Study Templates</i></p>	<p>Formulation of Action and Resource Plan</p> <p>Completion of data gathering and Qualitative interpretations</p>
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