

Module Descriptions

A **module** is a self-contained **learning unit** within a higher education program that includes thematically related courses and is assigned a **fixed number of credits**. It follows specific **learning objectives**, includes an **assessment component**, and contributes to achieving the qualifications of a degree program. In some countries, “modules” are also named “courses”.

Please provide a module description for each module. In addition to the compulsory and elective modules, this also includes credited internships and the final thesis.

Please summarize all module descriptions in one document (Module Handbook) and create a table of contents so that the modules can be found easily.

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| Module designation | Agroforestry |
| Semester(s) in which the module is taught | Even |
| Person responsible for the module | Dr. Ir. Suhartini, MS. |
| Language | Indonesian language |
| Relation to curriculum | Elective subject |
| Teaching methods | lecture, project, case study, seminar, examination |
| Workload (incl. contact hours, self-study hours) | Total workload is 91 hours per semester which consists of 100 minutes lectures, 120 minutes structured activities, and 120 minutes individual study per week for 16 weeks. |
| Credit points | 2 SKS (3.2 ECTS) |
| Required and recommended prerequisites for joining the module | Ecology and Plant Physiology |
| Module objectives/intended learning outcomes | <ul style="list-style-type: none"> - PLO-1 - PLO-3 - PLO-4 - PLO-11 |
| Content | This course discusses the boundaries, background and development history, goals and role of agroforestry systems, agroforestry system principles in increasing land and forest productivity, agroforestry strengths and weaknesses, classification of agroforestry systems, selection of agroforestry system component types, soil aspects , economic and social agroforestry systems, and the development and application of agroforestry systems in various ecological zones. |
| Examination forms | Test, rubrics, and presentation |

| Study and examination requirements | <p>Requirements for successfully passing the module</p> <p>The final mark will be weight as follow:</p> <table><tr><th>NO</th><th>Assessment Techniques</th><th>Percentage Weight Assessment (%)</th><th>Information</th></tr><tr><td>1</td><td>Cognitive</td><td>50</td><td>Maximum assessment weight accumulation 50%</td></tr><tr><td rowspan="5"></td><td>Presence</td><td>5</td><td></td></tr><tr><td>Task</td><td>5</td><td></td></tr><tr><td>Quiz</td><td>10</td><td></td></tr><tr><td>Mid-semester exams</td><td>15</td><td></td></tr><tr><td>Final Semester Exam</td><td>20</td><td></td></tr><tr><td>2</td><td>Participatory</td><td>50</td><td>Maximum assessment weight accumulation 50%</td></tr><tr><td rowspan="3"></td><td>Case study</td><td>25</td><td></td></tr><tr><td>Team Base Project</td><td>25</td><td></td></tr><tr><td>Total</td><td>100</td><td></td></tr></table> | NO | Assessment Techniques | Percentage Weight Assessment (%) | Information | 1 | Cognitive | 50 | Maximum assessment weight accumulation 50% | | Presence | 5 | | Task | 5 | | Quiz | 10 | | Mid-semester exams | 15 | | Final Semester Exam | 20 | | 2 | Participatory | 50 | Maximum assessment weight accumulation 50% | | Case study | 25 | | Team Base Project | 25 | | Total | 100 | |
|------------------------------------|--|----------------------------------|--|----------------------------------|-------------|---|-----------|----|--|--|----------|---|--|------|---|--|------|----|--|--------------------|----|--|---------------------|----|--|---|---------------|----|--|--|------------|----|--|-------------------|----|--|--------------|------------|--|
| NO | Assessment Techniques | Percentage Weight Assessment (%) | Information | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Cognitive | 50 | Maximum assessment weight accumulation 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Presence | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Task | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Quiz | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Mid-semester exams | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Final Semester Exam | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Case study | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Team Base Project | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Total | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading list | <p>A. Nair, P. K. R., & Garrity, D. P. (2022). <i>An introduction to agroforestry: Four decades of scientific developments</i> (2nd ed.). Springer.</p> <p>B. Gold, M., Cernusca, M., & Hall, M. (Eds.). (2013). <i>Handbook for agroforestry planning and design</i>. Sustainable Agriculture Research and Education (SARE).</p> <p>C. Martin, F & Sherman, S. (1992). <i>Agroforestry principles. Revised and updated by Dr. Tim Motis, 2007</i>. ECHO Technical Note.</p> <p>D. da Fonseca, G.A.B., Harvey, C.A., Claude Gascon, C., Heraldo L. Vasconcelos, H.L., & Izac, A-M. N. (2004) <i>Agroforestry and Biodiversity Conservation in Tropical Landscapes</i>. London: Island Press</p> <p>E. Kaonga, M.L. Ed. (2012). <i>Agroforestry for Biodiversity and Ecosystem Services – Science and Practice</i>: Croatia: In Tech.</p> <p>F. Dagar, J. C., Gupta, S. R., & Sileshi, G. W. (Eds.). (2023). <i>Agroforestry for sustainable intensification of agriculture in Asia and Africa</i>. Springer Nature Singapore.</p> <p>G. Huffaker, C.B. dan Messenger, P.S. (Ed.) (1989). <i>Teori dan praktek penagendaliam biologis</i>. Jakarta: UI Press.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |