					Document Code
UNESA	**Universitas Negeri Surabaya** **Faculty of Social Sciences and Law,** **Social Sciences Education Undergraduate Study Program**				

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Pedagogical Communication and Edutainment	8420703077	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=4.77**	5	August 24, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dian Ayu Larasati , S.Pd., M.Sc.	Dian Ayu Larasati , S.Pd., M.Sc.	Dr. Nuansa Bayu Segara, S.Pd., M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PO - 1 — Understand the concepts, theories of pedagogical communication and entertainment and have a change in mindset which will ultimately change the learning paradigm (S2, P2, KU3, KK3).
	PO - 2 — Students are able to build solutions to contemporary issues in pedagogical communication and entertainment into a work of differentiated learning (S3, P2, KU3, KK2).
	PLO-PO Matrix

P.O
PO-1
PO-2

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																

Short Course Description	This course studies aspects of communication in the learning context. Study of the role of the teacher, the use of verbal and nonverbal symbols and the media used to achieve effective knowledge transfer, especially within the classroom. Through discussions and assignments, students can analyze and synthesize the implementation of effective learning communication.

References	**Main :**

1. Gayle, Barbara Mae, et.all. (eds.). 2006. Classroom Communication and Instructional Processes: Advances Through Meta-Analysis. New Jersey: Lawrence Erlbaum Associates
2. Farrell, Thomas S.C. 2009. Talking, Listening and Teaching: A Guide to Classroom Communication. California: Corwin
3. Naim, Ngainun. 2011. Dasar-dasar Komunikasi Pendidikan. Jogjakarta: Ar-Russ Media
4. Powell, Robert G. and Powell Dana L. 2010. Classroom Communication and Diversity: Enhancing Instructional Practice. New York: Routledge
5. Yusuf. Pawit M. 2010. Komunikasi Instruksional: Teori dan Praktek. Jakarta: Bumi Aksara

	Supporters:

Supporting lecturer	Dr. Hendri Prastiyono, M.Pd. Dian Ayu Larasati, S.Pd., M.Sc.

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, **[Estimated time]**	Learning materials	Assessment Weight (%)

(1)	(2) stage (Sub-PO)	(3) Indicator	(4) Criteria & Form	(5) Offline (offline)	(6) Online (online)	(7) [References]	(8)
1	Understand the concepts, theories and paradigms of pedagogical and entertainment communication	Students can master the concepts, theories and paradigms of pedagogical communication and entertainment	**Criteria:** Performance Rubric **Form of Assessment** : Participatory Activities, Practice/Performance	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Framework for pedagogical communication and edutainment **References:** *Naim, Ngainun. 2011. Basics of Educational Communication. Jogjakarta: Ar-Russ Media*	5%
2	Understand the concepts, theories and paradigms of pedagogical and entertainment communication	Students can explain the concept of communication, learning and learning communication. Students can explain the function of communication in learning. Students can explain the elements and models of learning communication.	**Criteria:** Product rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Concepts of pedagogical communication and edutainment **References:** *Farrell, Thomas SC 2009. Talking, Listening and Teaching: A Guide to Classroom Communication. California: Corwin*	5%
3	Understand the concepts, theories and paradigms of pedagogical and entertainment communication	Students can explain the concept of communication, learning and learning communication. Students can explain the function of communication in learning. Students can explain the elements and models of learning communication.	**Criteria:** Performance Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Challenges of pedagogical communication and edutainment **References:** *Powell, Robert G. and Powell Dana L. 2010. Classroom Communication and Diversity: Enhancing Instructional Practice. New York: Routledge*	5%
4	Understand the concepts, theories and paradigms of pedagogical and entertainment communication	Students can apply communication principles in the learning context.	**Criteria:** Performance Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** principles of communication in the learning context **References:** *Powell, Robert G. and Powell Dana L. 2010. Classroom Communication and Diversity: Enhancing Instructional Practice. New York: Routledge*	5%
5	Understand the concepts, theories and paradigms of pedagogical and entertainment communication	Students can apply communication principles in the learning context.	**Criteria:** Performance Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Communication innovation Learning **Library:** *Gayle, Barbara Mae, et.all. (eds.). 2006. Classroom Communication and Instructional Processes: Advances Through Meta-Analysis. New Jersey: Lawrence Erlbaum Associates*	5%

No	Column2	Column3	Criteria / Form of Assessment	Column5	Column6	Material / References	%
6	Understand pedagogical and edutainment communication strategies, models, technology	Students can explain learning communication strategies	**Criteria:** Product rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Learning Communication Strategy **Reader:** *Yusuf. Pawit M. 2010. Instructional Communication: Theory and Practice. Jakarta: Bumi Literacy*	5%
7	Understand pedagogical and edutainment communication strategies, models, technology	Students can use technology as effective communication	**Criteria:** Product Rubric **Form of Assessment** : Participatory Activities, Portfolio Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** technology as effective communication **References:** *Powell, Robert G. and Powell Dana L. 2010. Classroom Communication and Diversity: Enhancing Instructional Practice. New York: Routledge*	5%
8	UTS	UTS	**Criteria:** Test rubric	3 X 50 test	Test 3 x 50	**Material:** UTS **Library:**	20%
9	Constructing contemporary pedagogical communication and edutainment problems	Students are able to master educational interaction communication	**Criteria:** Performance Rubric **Form of Assessment** : Participatory Activities	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Educational Interaction Communication **Bibliography:** *Gayle, Barbara Mae, et.all. (eds.). 2006. Classroom Communication and Instructional Processes: Advances Through Meta-Analysis. New Jersey: Lawrence Erlbaum Associates*	5%
10	Constructing contemporary pedagogical communication and edutainment problems	Students are able to master Educational Media Communication	**Criteria:** Performance Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Educational Media Communication **Reference:** *Farrell, Thomas SC 2009. Talking, Listening and Teaching: A Guide to Classroom Communication. California: Corwin*	5%
11	Constructing contemporary pedagogical communication and edutainment problems	Students are able to master Interactive Communication Technology	**Criteria:** Performance Rubric **Form of Assessment** : Project Results Assessment / Product Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Interactive Communication Technology **Reference:** *Farrell, Thomas SC 2009. Talking, Listening and Teaching: A Guide to Classroom Communication. California: Corwin*	5%

No							
12	Constructing contemporary pedagogical communication and edutainment problems	Students are able to apply the principles of pedagogical wellbeing	**Criteria:** Product rubric **Form of Assessment :** Project Results Assessment / Product Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Wellbeing Pedagogy **Reader:** *Yusuf. Pawit M. 2010. Instructional Communication: Theory and Practice. Jakarta: Bumi Literacy*	5%
13	Constructing solutions to contemporary pedagogical communication and edutainment issues	Students are able to produce Edutainment: IoT	**Criteria:** Product rubric **Form of Assessment :** Project Results Assessment / Product Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Edutainment: IoT **Reader:** *Gayle, Barbara Mae, et.all. (eds.). 2006. Classroom Communication and Instructional Processes: Advances Through Meta-Analysis. New Jersey: Lawrence Erlbaum Associates*	5%
14	Constructing solutions to contemporary pedagogical communication and edutainment issues	Students are able to produce Video Based Learning	**Criteria:** Product rubric **Form of Assessment :** Project Results Assessment / Product Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Edutainment: Video Based Learning **References:** *Powell, Robert G. and Powell Dana L. 2010. Classroom Communication and Diversity: Enhancing Instructional Practice. New York: Routledge*	5%
15	Constructing solutions to contemporary pedagogical communication and edutainment issues	Students are able to produce Edutainment: Ice Breaking Learning	**Criteria:** Product rubric **Form of Assessment :** Project Results Assessment / Product Assessment	Project based Learning, Questions and Answers, Small Group Discussion 3 X 50	Project based Learning, Questions and Answers, Small Group Discussion 3 x 50	**Material:** Edutainment: Ice Breaking Learning **Library:** *Yusuf. Pawit M. 2010. Instructional Communication: Theory and Practice. Jakarta: Bumi Literacy*	5%
16	UAS	UAS	**Criteria:** UAS **Form of Assessment :** Test	3 X 50 test		**Material:** UAS **Literature:**	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	55%
3.	Portfolio Assessment	2.5%
4.	Practice / Performance	2.5%
5.	Test	30%
		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.