	Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Biology Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Seminar	8420502219	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	6	June 17, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Develop an independent and honest character in carrying out seminar-related tasks.
	PO - 2	Utilize learning resources and ICT to support the delivery of ideas and opinions in writing or orally in seminar forums or through other media.
	PO - 3	Have knowledge and insight about scientific meetings such as seminars, colloqiums, congresses, debates, conferences, panel discussions.
	PO - 4	Have the skills to express ideas in writing in the form of papers, posters and articles and orally through various presentation techniques as a presenter, moderator or prop in seminar forums.
	PO - 5	Have a responsible, objective attitude, pay attention to ethics in communication when delivering both verbally and in writing
	PO - 6	Have knowledge and insight about scientific meetings such as seminars, colloqiums, congresses, debates, conferences, panel discussions.
	PO - 7	Have the skills to express ideas in writing in the form of papers, posters and articles and orally through various presentation techniques as a presenter, moderator or prop in seminar forums.
	PLO-PO Matrix	

P.O
PO-1
PO-2
PO-3
PO-4
PO-5
PO-6
PO-7

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																
PO-3																
PO-4																
PO-5																
PO-6																
PO-7																

Short Course Description	Study of various forms and aspects of scientific meetings such as seminars, congresses, panel discussions, debates, colloqiums, various presentation techniques, poster development, writing articles and papers to publish research results, in theory and practice
References	**Main :**
	1. Herlina, Fitrihidajati, et al. (2021). Instrumen penilaian seminar proposal matakuliah seminar pendidikan Biologi. Jurusan Biologi, FMIPA, Unesa (unpublished)
	Supporters:
	1. Day RA, Gastel B. (2012). How to Write and Publish Scientific Paper. Seventh Edition. UK: Cambridge University Press. 2. Susantini, Endang, Et al.(2018) Using metacognitive strategy to teach learning strategies: A study of Indonesian pre-service biology teachers. New Educational Review (2018),10.15804/tner.2018.52.2.20
Supporting lecturer	Dra. Herlina Fitrihidajati, M.Si. Prof. Dr. Endang Susantini, M.Pd. Dr. Muji Sri Prastiwi, S.Pd., M.Pd. Ahmad Bashri, S.Pd., M.Si.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the nature and scope of the seminar independently and honestly	1. Explain the meaning of seminar 2. Compare various forms of forums based on their purpose 3. Demonstrate an honest and independent attitude during the learning process	**Criteria:** can participate in discussions related to the nature and scope of the seminar **Form of Assessment** : Participatory Activities	The lecturer explained that RPS Seminars and learning activities use the case method learning model to provide real experience of seminar activities in academic forums and can act as presenters, moderators and advocates. 1x50	Students prepare a practical seminar activity plan, namely a pre-thesis proposal seminar (problem preparation stage) as a presenter. 1x50	**Material:** Understanding seminars Various scientific meeting forums: panel discussions, colloqium seminars, congresses, etc. **References:** *Herlina, Fitrihidajati, et al. (2021). Biology education seminar course proposal assessment instrument. Biology Department, FMIPA, Unesa (unpublished)*	0%

2	Able to develop scientific work in the form of posters as a presentation medium independently and honestly	1. Explain the meaning of posters 2. Identify the characteristics of a posterT 3. Skilled in making posters based on research results	**Criteria:** Weight 30 **Form of Assessment** : Project Results Assessment / Product Assessment	Discussion activities, information and assignments related to the media used for presentations in 1x50 seminar activities	Students make posters as presentation media 1x50	**Material:** making a poster as a presentation medium. **Reference:** *Herlina, Fitrihidajati, et al. (2021). Biology education seminar course proposal assessment instrument. Biology Department, FMIPA, Unesa (unpublished)*	4%
3	Skilled in creating scientific work in the form of research articles	1. Explain the meaning of a scientific article 2. Explain the format of a research article 3. Explain the components of an article 4. Skilled in writing articles based on research results	**Criteria:** make posters according to the criteria **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment		Presentation, assignment 2 X 50	**Material:** - **References:** *Herlina, Fitrihidajati, et al. (2021). Biology education seminar course proposal assessment instrument. Biology Department, FMIPA, Unesa (unpublished)*	5%
4	Skilled in preparing presentation materials in seminars	Explain presentation tips	**Criteria:** create articles according to the assessment rubric **Form of Assessment** : Participatory Activities	Assignment 2 X 50	Discussion activities, information and assignments related to articles used to carry out seminar activities		5%
5	Skilled in preparing presentation materials in seminars	Explain presentation tips	**Criteria:** create articles according to the assessment rubric **Form of Assessment** : Participatory Activities	Assignment 2 X 50	Discussion activities, information and assignments related to articles used to carry out seminar activities		5%
6	Skilled in preparing presentation materials in seminars	Explain presentation tips	**Criteria:** create articles according to the assessment rubric **Form of Assessment** : Participatory Activities	Assignment 2 X 50	Discussion activities, information and assignments related to articles used to carry out seminar activities		5%
7	Skilled in preparing presentation materials in seminars	Explain presentation tips	**Criteria:** create articles according to the assessment rubric **Form of Assessment** : Participatory Activities	Assignment 2 X 50	Discussion activities, information and assignments related to articles used to carry out seminar activities		5%
8	Skilled in carrying out seminar activities	Skilled at being a moderator Skilled at being a buffer Skilled at making presentations	**Criteria:** The performance of each student in the seminar gets a weight of 30, equivalent to the UAS	8 X 50 seminar simulation			10%

9	Able to present proposal work in seminar forums objectively, honestly, independently, paying attention to ethics in communication and being responsible		**Criteria:** Performance assessment includes the roles of presenter, interpreter and moderator **Form of Assessment** : Participatory Activities	The lecturer organizes pre-proposal seminar activities, observes the role of students and occasionally provides information when students practice seminars, practice their roles as presenter, interpreter, moderator and audience (monitoring and evaluation stage of activities) and continues with the lecturer summarizing and concluding the learning results (conclusion stage) -	2x50	**Material:** Seminar Practices **Literature:** *Herlina, Fitrihidajati, et al. (2021). Biology education seminar course proposal assessment instrument. Biology Department, FMIPA, Unesa (unpublished)*	10%
10	Able to present proposal work in seminar forums objectively, honestly, independently, paying attention to ethics in communication and being responsible		**Criteria:** Performance assessment includes the roles of presenter, interpreter and moderator **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	The lecturer organizes pre-proposal seminar activities, observes the role of students and occasionally provides information when students practice seminars, practice their roles as presenter, interpreter, moderator and audience (monitoring and evaluation stage of activities) and continues with the lecturer summarizing and concluding the learning results (conclusion stage) -	2x50	**Material:** Seminar Practices **Literature:** *Herlina, Fitrihidajati, et al. (2021). Biology education seminar course proposal assessment instrument. Biology Department, FMIPA, Unesa (unpublished)*	10%

11	Able to present proposal work in seminar forums objectively, honestly, independently, paying attention to ethics in communication and being responsible		**Criteria:** Performance assessment includes the roles of presenter, interpreter and moderator **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	The lecturer organizes pre-proposal seminar activities, observes the role of students and occasionally provides information when students practice seminars, practice their roles as presenter, interpreter, moderator and audience (monitoring and evaluation stage of activities) and continues with the lecturer summarizing and concluding the learning results (conclusion stage) -	2x50	**Material:** Seminar Practices **Literature:** *Herlina, Fitrihidajati, et al. (2021). Biology education seminar course proposal assessment instrument. Biology Department, FMIPA, Unesa (unpublished)*	10%
12	Able to present proposal work in seminar forums objectively, honestly, independently, paying attention to ethics in communication and being responsible		**Criteria:** Performance assessment includes the roles of presenter, interpreter and moderator **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	The lecturer organizes pre-proposal seminar activities, observes the role of students and occasionally provides information when students practice seminars, practice their roles as presenter, interpreter, moderator and audience (monitoring and evaluation stage of activities) and continues with the lecturer summarizing and concluding the learning results (conclusion stage) -	2x50	**Material:** Seminar Practices **Literature:** *Herlina, Fitrihidajati, et al. (2021). Biology education seminar course proposal assessment instrument. Biology Department, FMIPA, Unesa (unpublished)*	10%

13	Able to present proposal work in seminar forums objectively, honestly, independently, paying attention to ethics in communication and being responsible		**Criteria:** Performance assessment includes the roles of presenter, interpreter and moderator **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	The lecturer organizes pre-proposal seminar activities, observes the role of students and occasionally provides information when students practice seminars, practice their roles as presenter, interpreter, moderator and audience (monitoring and evaluation stage of activities) and continues with the lecturer summarizing and concluding the learning results (conclusion stage) -	2x50	**Material:** Seminar Practices **Literature:** *Herlina, Fitrihidajati, et al. (2021). Biology education seminar course proposal assessment instrument. Biology Department, FMIPA, Unesa (unpublished)*	10%
14	Able to present proposal work in seminar forums objectively, honestly, independently, paying attention to ethics in communication and being responsible		**Criteria:** Performance assessment includes the roles of presenter, interpreter and moderator **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	The lecturer organizes pre-proposal seminar activities, observes the role of students and occasionally provides information when students practice seminars, practice their roles as presenter, interpreter, moderator and audience (monitoring and evaluation stage of activities) and continues with the lecturer summarizing and concluding the learning results (conclusion stage) -	2x50	**Material:** Seminar Practices **Literature:** *Herlina, Fitrihidajati, et al. (2021). Biology education seminar course proposal assessment instrument. Biology Department, FMIPA, Unesa (unpublished)*	10%

15	Able to present proposal work in seminar forums objectively, honestly, independently, paying attention to ethics in communication and being responsible		**Criteria:** Performance assessment includes the roles of presenter, interpreter and moderator **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	The lecturer organizes pre-proposal seminar activities, observes the role of students and occasionally provides information when students practice seminars, practice their roles as presenter, interpreter, moderator and audience (monitoring and evaluation stage of activities) and continues with the lecturer summarizing and concluding the learning results (conclusion stage) -	2x50	**Material:** Seminar Practices **Literature:** *Herlina, Fitrihidajati, et al. (2021). Biology education seminar course proposal assessment instrument. Biology Department, FMIPA, Unesa (unpublished)*	10%
16			**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	-			1%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	63%
2.	Project Results Assessment / Product Assessment	37%
		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.