



**Universitas Negeri Surabaya**  
**Faculty of Mathematics and Natural Sciences**  
**Bachelor of Science Education Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date
Micro Learning	8420102181		T=0 P=0 ECTS=0	6	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator
	.....		.....		Prof. Dr. Erman, M.Pd.

<b>Learning model</b>	<b>Case Studies</b>
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**Program Learning Outcomes (PLO)** PLO study program that is charged to the course

<b>PLO-6</b>	Demonstrate religious and cultural values as well as academic ethics in carrying out their professional-related duties
<b>PLO-9</b>	Work effectively both individually and in groups, and have entrepreneurial spirit and environmental awareness
<b>PLO-10</b>	Design, implement, and evaluate science learning using ICT

**Program Objectives (PO)**

<b>PO - 1</b>	Realizing an honest and independent character related to micro teaching tasks
<b>PO - 2</b>	Have knowledge of school-based management, clinical supervision, microteaching and learning planning
<b>PO - 3</b>	Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material
<b>PO - 4</b>	Utilize learning resources and ICT to support the design and implementation of clinical supervision, micro teaching and peer teaching
<b>PO - 5</b>	Utilizing research results to develop effective learning tools.
<b>PO - 6</b>	Develop learning tools that pay attention to the diversity of students

**PLO-PO Matrix**

	P.O	PLO-6	PLO-9	PLO-10
	PO-1			
	PO-2			
	PO-3			
	PO-4			
	PO-5			
	PO-6			

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

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		<table border="1"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-6</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																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																
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<b>Short Course Description</b>	This course examines school-based management, clinical supervision through presentations and discussions, and facilitates students in developing learning tools based on the applicable curriculum, the needs and diversity of students, including those with special needs. This device is a means of preparing students to manage learning at school for microteaching courses in accordance with applicable National Education Standards through workshops and discussions. Students are required to utilize ICT and research results to produce products in the form of learning tools for primary and secondary education. Apart from that, it also equips students to have teaching skills in the form of micro teaching and peer teaching.																																																																																																																																																							
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. p&gt;</li> <li>2. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi. Jakarta: Grasindo.</li> <li>3. Mulyasa, E. 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung : PT Remaja Rosdakarya.</li> <li>4. Makawimbang, J.E. 2013. Supervisi Klinis Teori Dan Pengukurannya (Analisis di bidang Pendidikan). Bandung: Alfabeta</li> <li>5. UPT-P4 Unesa. 2014. Pedoman Pengalaman Lapangan. Surabaya: University Press.</li> <li>6. Arends, R.I. 2012. Learning to Teach. New York: McGraw-Hill International Edition.</li> <li>7. Slavin, R.E. 2011. Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT Indeks.</li> <li>8. Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker , Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</li> <li>9. Susantini, E., dkk. 2014. Panduan Microteaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press.</li> </ol> <p><b>Supporters:</b></p>																																																																																																																																																							
<b>Supporting lecturer</b>	Dra. Martini, M.Pd. Prof. Dr. Wahono Widodo, M.Si. Dr. Elok Sudibyo, S.Pd., M.Pd. Prof. Dr. Erman, M.Pd. Dr. Siti Nurul Hidayati, S.Pd., M.Pd. Dr. Mohammad Budiyo, S.Pd., M.Pd. Dr. Dyah Astriani, S.Pd., M.Pd. Dr. Hasan Subekti, S.Pd., M.Pd. Ahmad Qosyim, S.Si., M.Pd. Beni Setiawan, S.Pd., M.Pd., Ph.D. Tutut Nurita, S.Pd., M.Pd. Laily Rosdiana, S.Pd., M.Pd. An Nuril Maulida Fauziah, S.Pd., M.Pd. Enny Susiyawati, S.Si., M.Sc., M.Pd., Ph.D. Dhita Ayu Permata Sari, S.Pd., M.Pd. Aris Rudi Purnomo, S.Si., M.Pd., M.Sc. Wahyu Budi Sabtiawan, S.Si., M.Pd., M.Sc. Ernita Vika Aulia, S.Pd., M.Pd.																																																																																																																																																							
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 )																																																																																																																																																			
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1	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	<ol style="list-style-type: none"> <li>1. Explains concepts and MBS from various learning sources and ICT</li> <li>2. Explain the characteristics of schools that implement SBM</li> </ol>	<b>Criteria:</b> using an assessment rubric  <b>Form of Assessment :</b> Participatory Activities	Project Based learning 2 x 50	1 x 60	<b>Material:</b> school-based management <b>Reference:</b> Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo. 2	5%																																																																																																																																																	

2	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning	Identify the school curriculum	<p><b>Criteria:</b> using an assessment rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Project based learning 2 x 50	1 x 60	<p><b>Material:</b> school-based management</p> <p><b>Reference:</b> <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo. 2</i></p> <hr/> <p><b>Material:</b> Identification of school curriculum</p> <p><b>Reference:</b> <i>Mulyasa, E. 2004. School-Based Management: Concepts, Strategies and Implementation. Bandung: PT Teen Rosdakarya.</i></p>	5%
3	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	<p>1.Explains the concept of Clinical Supervision (SK) from various learning sources and ICT</p> <p>2.Explain the factors that influence the process of drafting a SK</p>	<p><b>Criteria:</b> using an assessment rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project based learning 2 x 50	1 x 60	<p><b>Material:</b> school-based management</p> <p><b>Reference:</b> <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo. 2</i></p> <hr/> <p><b>Material:</b> Identification of school curriculum</p> <p><b>Reference:</b> <i>Mulyasa, E. 2004. School-Based Management: Concepts, Strategies and Implementation. Bandung: PT Teen Rosdakarya.</i></p> <hr/> <p><b>Material:</b> Clinical supervision</p> <p><b>Reference:</b> <i>Makawimbang, JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alfabeta</i></p>	5%

4	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	<p>1.Explains the concept of micro teaching from various learning sources and ICT</p> <p>2.Give examples of basic teaching skills</p>	<p><b>Criteria:</b> using an assessment rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project based learning 2 x 50	1 x 60	<p><b>Material:</b> microteaching concept <b>Library:</b> <i>UPT-P4 Unesa. 2014. Field Experience Guide. Surabaya: University Press.</i></p> <hr/> <p><b>Material:</b> innovative models <b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> pedagogical concepts <b>References:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i></p> <hr/> <p><b>Material:</b> teaching and learning process <b>References:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	5%
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5	Have knowledge of school-based management, clinical supervision, micro teaching and learning planning (1)	Explains basic teaching skills scenarios	<p><b>Criteria:</b> using an assessment rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project based learning 2 x 50	1 x 60	<p><b>Material:</b> microteaching concept <b>Library:</b> <i>UPT-P4 Unesa. 2014. Field Experience Guide. Surabaya: University Press.</i></p> <hr/> <p><b>Material:</b> innovative models <b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> pedagogical concepts <b>References:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i></p> <hr/> <p><b>Material:</b> teaching and learning process <b>References:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	5%
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6	<p>1. Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material</p> <p>2. Develop learning tools that pay attention to the diversity of students, including students with special needs</p> <p>3. Utilizing research results to develop effective learning tools</p>	Develop learning tools in the form of syllabus, lesson plans and teaching materials	<p><b>Criteria:</b> assessment refers to a rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project based learning 2 x 50	1 x 60	<p><b>Material:</b> innovative models</p> <p><b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> pedagogical theory</p> <p><b>References:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i></p> <hr/> <p><b>Material:</b> teaching and learning activities</p> <p><b>References:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	5%
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7	<p>1. Make decisions about designing, implementing, evaluating learning in accordance with the characteristics of the material</p> <p>2. Develop learning tools that pay attention to the diversity of students, including students with special needs</p> <p>3. Utilizing research results to develop effective learning tools</p>	Develop assessments	<p><b>Criteria:</b> assessment refers to a rubric</p> <p><b>Form of Assessment :</b> Project Results Assessment / Product Assessment</p>	Project based learning 2 x 50	1 x 60	<p><b>Material:</b> innovative models</p> <p><b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> pedagogical theory</p> <p><b>References:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i></p> <hr/> <p><b>Material:</b> teaching and learning activities</p> <p><b>References:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	5%
8	understand school-based management material, clinical supervision, and learning planning	<p>1.1. Able to demonstrate understanding of school-based management</p> <p>2.2. Able to demonstrate understanding of clinical supervision</p> <p>3.3. Able to demonstrate understanding of basic teaching skills</p> <p>4.4. Able to compile learning tools</p>	<p><b>Criteria:</b> assessment refers to a rubric</p> <p><b>Form of Assessment :</b> Test</p>	Midterm Exam 2 x 50		<p><b>Material:</b> school-based management</p> <p><b>Reference:</b> <i>Nurkolis. 2003. School-Based Management: Theory, Models, and Applications. Jakarta: Grasindo. 2</i></p> <hr/> <p><b>Material:</b> innovative learning models</p> <p><b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> Clinical supervision</p> <p><b>Reference:</b> <i>Makawimbang, JE 2013. Clinical Supervision Theory and Measurement (Analysis in the field of Education). Bandung: Alfabeta</i></p>	10%

9	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> assessment refers to a rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Project based learning 2 x 50	1 x 60	<p><b>Material:</b> implementation of microteaching</p> <p><b>Library:</b> <i>UPT-P4 Unesa. 2014. Field Experience Guide. Surabaya: University Press.</i></p> <hr/> <p><b>Material:</b> innovative models</p> <p><b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> pedagogical theory</p> <p><b>References:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i></p> <hr/> <p><b>Material:</b> teaching and learning activities</p> <p><b>References:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	5%
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10	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> assessment refers to a rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	Project based learning 2 x 50	1 x 60	<p><b>Material:</b> implementation of microteaching <b>Library:</b> <i>UPT-P4 Unesa. 2014. Field Experience Guide. Surabaya: University Press.</i></p> <hr/> <p><b>Material:</b> innovative models <b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> pedagogical theory <b>References:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i></p> <hr/> <p><b>Material:</b> teaching and learning activities <b>References:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	5%
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11	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> assessment refers to a rubric</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project based learning 2 x 50	1 x 60	<p><b>Material:</b> implementation of microteaching <b>Library:</b> <i>UPT-P4 Unesa. 2014. Field Experience Guide. Surabaya: University Press.</i></p> <hr/> <p><b>Material:</b> innovative models <b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> pedagogical theory <b>References:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i></p> <hr/> <p><b>Material:</b> teaching and learning activities <b>References:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	6%
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12	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> assessment refers to a rubric</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project based learning 2 x 50	1 x 60	<p><b>Material:</b> implementation of microteaching <b>Library:</b> <i>UPT-P4 Unesa. 2014. Field Experience Guide. Surabaya: University Press.</i></p> <hr/> <p><b>Material:</b> innovative models <b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> pedagogical theory <b>References:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i></p> <hr/> <p><b>Material:</b> teaching and learning activities <b>References:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	9%
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13	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> assessment refers to a rubric</p> <p><b>Form of Assessment :</b> Assessment of Project Results / Product Assessment, Practices / Performance</p>	Project based learning 2 x 50	1 x 60	<p><b>Material:</b> implementation of microteaching <b>Library:</b> <i>UPT-P4 Unesa. 2014. Field Experience Guide. Surabaya: University Press.</i></p> <hr/> <p><b>Material:</b> innovative models <b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> pedagogical theory <b>References:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i></p> <hr/> <p><b>Material:</b> teaching and learning activities <b>References:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	10%
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14	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> assessment refers to a rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	case method 2 x 50	1 x 60	<p><b>Material:</b> implementation of microteaching <b>Library:</b> <i>UPT-P4 Unesa. 2014. Field Experience Guide. Surabaya: University Press.</i></p> <hr/> <p><b>Material:</b> innovative models <b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> pedagogical theory <b>References:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i></p> <hr/> <p><b>Material:</b> teaching and learning activities <b>References:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	10%
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15	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	<ol style="list-style-type: none"> <li>1. Carrying out learning based on the tools developed</li> <li>2. Identify the advantages and disadvantages of learning tools that have been tried</li> <li>3. Develop a plan to improve learning devices</li> </ol>	<p><b>Criteria:</b> assessment refers to a rubric</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	case method 2 x 50	1 x 60	<p><b>Material:</b> implementation of microteaching <b>Library:</b> <i>UPT-P4 Unesa. 2014. Field Experience Guide. Surabaya: University Press.</i></p> <hr/> <p><b>Material:</b> innovative models <b>References:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i></p> <hr/> <p><b>Material:</b> pedagogical theory <b>References:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i></p> <hr/> <p><b>Material:</b> teaching and learning activities <b>References:</b> <i>Baroncelli, Stefania., Farneti, Roberto., Horga, Ioan., Vanhoonacker, Sophie (eds). 2014. Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer.</i></p>	10%
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16	1.Able to produce learning devices with innovative models 2.Carrying out learning based on the tools developed	1.Able to demonstrate understanding of innovative learning models 2.Able to carry out learning based on the tools developed	<b>Criteria:</b> assessment refers to a rubric  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment, Portfolio Assessment	Final Semester Exam, Project Based learning 2 x 50		<b>Material:</b> implementation of microteaching <b>Library:</b> <i>UPT-P4 Unesa. 2014. Field Experience Guide. Surabaya: University Press.</i>  <b>Material:</b> innovative learning models <b>Reference:</b> <i>Arends, RI 2012. Learning to Teach. New York: McGraw-Hill International Edition.</i>  <b>Material:</b> pedagogical theory <b>Bibliography:</b> <i>Slavin, RE 2011. Psychology of Education (Theory and Practice) (Translation). Jakarta: PT Index.</i>	0%
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#### Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	19.16%
2.	Project Results Assessment / Product Assessment	51.66%
3.	Practice / Performance	19.16%
4.	Test	10%
		99.98%

#### Notes

- 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.
- 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.
- 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.
- 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.
- Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

