



Universitas Negeri Surabaya
Faculty of Education,
Doctoral Study Program in Educational Technology

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Dissertation	8600309030	Compulsory Study Program Subjects	T=9	P=0	ECTS=22.68	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
			Prof. Dr. Mustaji, M.Pd.	

Learning model Project Based Learning

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

Program Objectives (PO)

PLO-PO Matrix

	P.O
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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

Short Course Description

References

Main :

1. Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York
2. John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc
3. Walter Dick, Lou Carey, James O. Carey. 2015. The systematic design of instruction. Pearso: New York
4. Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York
5. Meredith D. Gall, Walter R. Borg, Joyce P. Gall. 2003. Educational Research: An Introduction . Allyn & Bacon

Supporters:

Supporting lecturer

Prof. Dr. Rusijono, M.Pd.
 Dr. H. Lamijan Hadi Susarno, M.Pd.
 Dr. H. Andi Mariono, M.Pd.
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 Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D.
 Dr. Utari Dewi, S.Sn., M.Pd.
 Dr. Andi Kristanto, 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)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Understand research in the area of educational technology	<p>1.Understand the emerging field of educational technology</p> <p>2.Identify types of development, utilization and evaluation research</p>	<p>Criteria:</p> <p>1.Accurate understanding of the field of educational technology</p> <p>2.Accuracy in identifying types of development, utilization and evaluation research</p> <p>Form of Assessment : Participatory Activities</p>	Discovery learning and Discussion 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review journal articles related to Educational Technology research 4 x 50	<p>Material: types of development, utilization and evaluation research.</p> <p>Reference: <i>John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc</i></p> <hr/> <p>Material: Fields of educational technology. Readers: <i>Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York</i></p>	5%
2	Understand research in the area of educational technology	<p>1.Understand the emerging field of educational technology</p> <p>2.Identify types of development, utilization and evaluation research</p>	<p>Criteria:</p> <p>1.Accurate understanding of the field of educational technology</p> <p>2.Accuracy in identifying types of development, utilization and evaluation research</p> <p>Form of Assessment : Participatory Activities</p>	Discovery learning 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review journal articles related to Educational Technology research 4 x 50	<p>Material: development, utilization and evaluation research.</p> <p>Reference: <i>John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc</i></p> <hr/> <p>Material: Research in the field of educational technology. References: <i>Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York</i></p>	5%

3	Determine the basic ideas of research in the field of Educational Technology	1. Identify research themes according to the field of Educational Technology 2. Identify types of research in Educational Technology	Criteria: 1. Accuracy in identifying research themes according to the field of Educational Technology 2. Accuracy of identifying types of research on Educational Technology Form of Assessment : Test	Discovery learning 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review journal articles related to Educational Technology research 4 x 50	Material: Types of Educational Technology Research Bibliography: <i>Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York</i> Material: Educational Technology Research Theme Bibliography: <i>Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York</i>	5%
4	Determine the basic ideas of research in the field of Educational Technology	1. Identify research themes according to the field of Educational Technology 2. Identify types of research in Educational Technology	Criteria: 1. Accuracy in identifying research themes according to the field of Educational Technology 2. Accuracy of identifying types of research on Educational Technology	Discovery learning 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review journal articles related to Educational Technology research 4 x 50	Material: Themes and Types of Educational Technology Research References: <i>Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York</i>	5%
5	Determine development research in the field of Educational Technology	1. Identify research themes according to the field of Educational Technology 2. Identify types of research in Educational Technology	Criteria: 1. Accuracy in identifying research themes in accordance with the field of Educational Technology 2. Accuracy of identifying types of research on Educational Technology	Project based-learning 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review journal articles related to Educational Technology research 4 x 50	Material: Themes and Types of Educational Technology Research References: <i>Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York</i>	5%

6	Determine development research in the field of Educational Technology	1. Identify development models 2. Designing development research	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy of identifying development models 2. Accuracy in designing development research <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based-learning 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review journal articles related to Educational Technology research 4 x 50	<p>Material: Research Development Design Model Bibliography: <i>Walter Dick, Lou Carey, James O. Carey. 2015. The systematic design of instruction. Pearso: New York</i></p> <hr/> <p>Material: Research Library Development: <i>Meredith D. Gall, Walter R. Borg, Joyce P. Gall. 2003. Educational Research: An Introduction. Allyn & Bacon</i></p>	10%
7	Determine development research in the field of Educational Technology	1. Identify development models 2. Designing development research	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy of identifying development models 2. Accuracy of Designing development research <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based-learning 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review journal articles related to Educational Technology research 4 x 50	<p>Material: Design of Learning System Development Models References: <i>Walter Dick, Lou Carey, James O. Carey. 2015. The systematic design of instruction. Pearso: New York</i></p> <hr/> <p>Material: Research Library Development : <i>Meredith D. Gall, Walter R. Borg, Joyce P. Gall. 2003. Educational Research: An Introduction. Allyn & Bacon</i></p>	10%
8				In class 9 x 50	-		5%
9	Defining Quantitative Research in Educational Technology	1. Determining problems in research 2. Determine the type of quantitative research 3. Designing quantitative research	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy in determining problems in research 2. Accuracy determines the type of quantitative research 3. The accuracy of designing quantitative research <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based-learning 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review journal articles related to quantitative research in Educational Technology 4 x 50	<p>Material: Quantitative Research Bibliography: <i>John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc</i></p> <hr/> <p>Material: Quantitative research Bibliography: <i>Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York</i></p>	5%

10	Defining Quantitative Research in Educational Technology	<ol style="list-style-type: none"> 1.Determining problems in research 2.Determine the type of quantitative research 3.Designing quantitative research 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Accuracy in determining problems in research 2.Accuracy determines the type of quantitative research 3.The accuracy of designing quantitative research <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based-learning 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review journal articles related to quantitative research in Educational Technology 4 x 50	<p>Material: Qualitative Research Bibliography: <i>Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York</i></p> <hr/> <p>Material: Qualitative Research Bibliography: <i>John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc</i></p>	5%
11	Defining Quantitative Research in Educational Technology	<ol style="list-style-type: none"> 1.Determining problems in research 2.Determine the type of quantitative research 3.Designing quantitative research 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Accuracy in determining problems in research 2.Determine the type of quantitative research <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based-learning 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review journal articles related to quantitative research in Educational Technology 4 x 50	<p>Material: Qualitative Research Bibliography: <i>John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc</i></p> <hr/> <p>Material: Qualitative research Bibliography: <i>Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York</i></p>	10%
12	Defining qualitative research in Educational Technology	<ol style="list-style-type: none"> 1.Determining problems in research 2.Determine the type of qualitative research 3.Designing qualitative research 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Accuracy in determining problems in research 2.Accuracy Determining the type of qualitative research 3.Appropriateness of Designing qualitative research 	Discussion and Assignment 5 x 50	Asynchronous Online Lecture: https://onlinelibrary.wiley.com/ Assignment to review journal articles related to educational technology qualitative research 4 x 50	<p>Material: Qualitative research Bibliography: <i>Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York</i></p> <hr/> <p>Material: Qualitative research Bibliography: <i>John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc</i></p>	0%

13		<ol style="list-style-type: none"> Determine the type of research instrument Develop research instruments according to the type of data needed in the research Analyzing instrument validation results 	<p>Criteria:</p> <ol style="list-style-type: none"> Accuracy in determining the type of research instrument The accuracy of compiling research instruments according to the type of data needed in the research Accuracy of analyzing instrument validation results <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based-learning 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review related journal articles Research instruments 4 x 50	<p>Material: Research instruments Bibliography: <i>Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York</i></p> <hr/> <p>Material: Research instrument Bibliography: <i>John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc</i></p>	10%
14	Determining reliable research instruments	<ol style="list-style-type: none"> Determining reliable instrument criteria Analyze reliability test results 	<p>Criteria:</p> <ol style="list-style-type: none"> Accuracy determines the criteria for a reliable instrument Accuracy of analyzing reliability test results <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 5 x 50	Asynchronous Online Lectures: https://onlinelibrary.wiley.com/ Assignment to review related journal articles Research instruments 4 x 50	<p>Material: Research instruments Bibliography: <i>Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York</i></p> <hr/> <p>Material: Research instrument Bibliography: <i>John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc</i></p>	10%
15		<ol style="list-style-type: none"> Prepare a research draft that is appropriate to the type of research Determine the research design based on the formula created Determine the instrument and its validation Determine data analysis techniques 	<p>Criteria:</p> <ol style="list-style-type: none"> The accuracy of compiling a research draft that is appropriate to the type of research The accuracy of determining the research design is based on the formulation made The accuracy of determining the instrument and its validation Accuracy in determining data analysis techniques <p>Form of Assessment : Test</p>		-	<p>Material: Data analysis Bibliography: <i>Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York</i></p> <hr/> <p>Material: Validity and Reliability of Instruments Reference: <i>John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc</i></p>	5%
16	UAS		<p>Form of Assessment : Test</p>	Class 9 x 50	-		5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	60%
3.	Test	15%
		85%

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.