



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

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																	
Cognitive Meta	8600302011		T=2	P=0	ECTS=5.04	1	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																		
	.....		.....			Prof. Dr. Mustaji, M.Pd.																																		
<b>Learning model</b>	<b>Case Studies</b>																																							
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																							
	Program Objectives (PO)																																							
	PLO-PO Matrix																																							
	<table border="1" style="margin: auto;"> <tr> <td style="width: 10%; text-align: center;">P.O</td> <td colspan="16"></td> </tr> </table>							P.O																																
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<b>Short Course Description</b>	PO Matrix at the end of each learning stage (Sub-PO)																																							
	<table border="1" style="margin: auto;"> <tr> <td style="width: 5%; text-align: center;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>							P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																								
<b>References</b>	<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Pablo Briñol and Kenneth G. DeMarree.2012. Social metacognition. Taylor &amp; Francis Group, LLC; NY</li> <li>2. Schunk, Dale H. 2012. Learning theories : an educational perspective.Pearson:NY</li> <li>3. Levin , Daniel T. 2004. Thinking and seeing : visual metacognition in adults and children. Massachusetts Institute of Technology; Massachusetts</li> <li>4. Peña-Ayala, Alejandro. 2015. Metacognition: Fundaments, Applications, and Trends: A Profile of the Current State-Of-The-Art. Springer; NY</li> <li>5. Larkin, Shirley. 2010. Metacognition in young children. Routledge; NY</li> <li>6. Azevedo, Roger &amp; Alevén, Vincent. 2013. International Handbook of Metacognition and Learning Technologies. Springer; NY</li> </ol> <p><b>Supporters:</b></p>																																							
<b>Supporting lecturer</b>	Dr. Fajar Arianto, S.Pd., M.Pd.																																							
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																	
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																			
<b>(1)</b>	<b>(2)</b>	<b>(3)</b>	<b>(4)</b>	<b>(5)</b>	<b>(6)</b>	<b>(7)</b>	<b>(8)</b>																																	

1	Understand the theoretical basis of metacognition	<ol style="list-style-type: none"> <li>1. Describe the theoretical basis of metacognition</li> <li>2. Describe the meaning of metacognition</li> <li>3. Discussing metacognitive characteristics in learning</li> </ol>	<b>Criteria:</b> Conformity with theory	Lecture Question and answer 2 X 50			0%
2	Explain metacognitive processes	<ol style="list-style-type: none"> <li>1. Describe the elements of metacognition</li> <li>2. Describe cognitive processes in metacognition</li> <li>3. Explain the relationship between metacognition in learning</li> </ol>	<b>Criteria:</b> conformity with theory	Discussion Questions and answers 2 X 50			0%
3	Describe metacognitive skills	<ol style="list-style-type: none"> <li>1. Explain the meaning of metacognitive skills</li> <li>2. Describe the elements in metacognitive skills</li> <li>3. Explains the application of metacognitive skills in learning</li> </ol>	<b>Criteria:</b> Conformity with theory	Question and answer discussion 2 X 50			0%
4	Describing metacognition in children and adults	Clarify metacognitive and developmental stages Clarify the link between metacognitive and 4 abilities (mathematics, science, reading and writing)	<b>Criteria:</b> familiarity with theoretical studies	Discussion Questions and Answers 2 X 50			0%
5	Describe social metacognition	<ol style="list-style-type: none"> <li>1. Explain the relationship between metacognition and attitudes and decision making</li> <li>2. Explain the relationship between metacognition and self-concept</li> <li>3. Explain the relationship between metacognition and interpersonal abilities</li> </ol>	<b>Criteria:</b> conformity with theoretical studies	discussion question and answer 2 X 50			0%
6	Describe the relationship between metacognition and learning	<ol style="list-style-type: none"> <li>1. Explaining metacognition in cognitive theory</li> <li>2. Explain the relationship between metacognition and learning</li> <li>3. Explaining metacognitive variables in learning</li> </ol>	<b>Criteria:</b> conformity with theory	discussion question and answer 2 X 50			0%

7	Describe the metacognitive model	<ol style="list-style-type: none"> <li>1.Explaining metacognitive knowledge</li> <li>2.Explaining metacognitive experiences</li> <li>3.Explaining the influence of metacognitive models in learning</li> </ol>	<b>Criteria:</b> conformity with theory	question and answer discussion 2 X 50			0%
8	Describe metacognitive strategies	<p>Explaining metacognitive strategies</p> <p>Explaining the application of metacognitive strategies in learning</p>	<b>Criteria:</b> suitability to theory and depth in study	Question and answer discussion 2 X 50			0%
9	Describe the relationship between metacognition and technology in learning	<ol style="list-style-type: none"> <li>1. Clarify the use of metacognition in learning</li> <li>2. Describe the relationship between metacognition and technology</li> <li>3. Describe the impact of technology use on metacognitive abilities</li> </ol>	<b>Criteria:</b> depth of study	question and answer discussion 2 X 50			0%
10	Describe the relationship between metacognition and technology in learning	<ol style="list-style-type: none"> <li>1. Clarify the use of metacognition in learning</li> <li>2. Describe the relationship between metacognition and technology</li> <li>3. Describe the impact of technology use on metacognitive abilities</li> </ol>	<b>Criteria:</b> depth of study	question and answer discussion 2 X 50			0%
11	Describe the metacognitive relationship with visuals	<ol style="list-style-type: none"> <li>1. Clarify the use of visuals in learning</li> <li>2. Description of visual influence on metacognition</li> </ol>	<b>Criteria:</b> depth of study	discussion question and answer 2 X 50			0%
12	Describe the metacognitive relationship with audio	<ol style="list-style-type: none"> <li>1. Clarifying the use of audio in learning</li> <li>2. Description of the influence of audio on metacognition</li> </ol>	<b>Criteria:</b> depth of study	discussion question and answer 2 X 50			0%
13							0%
14							0%
15							0%
16							0%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
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#### 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.