	Universitas Negeri Surabaya Faculty of Education, Master of Education Education Management Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning theory and Curriculum Development	8610402094		T=2	P=0	ECTS=4.48	1	July 17, 2024

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**	
	PLO-5	Able to Manifest the Character "Intelligent, Religious, Noble Character, Independent, Caring, Academic Ethics and Resilient in the Field of Work, Daily Behavior in Society and State
	PLO-6	Able to develop logical, critical, systematic, creative, productive thinking through scientific research and work practices by applying an interdisciplinary or multidisciplinary approach in making decisions as proven by performance in the field of education management
	PLO-9	Able to manage learning at all types and levels of education and demonstrate professional performance and be responsible for work in the field of education management independently
	PLO-10	Able to apply concepts, theories and practices of educational leadership, educational management, educational organizations, educational supervision using research methods, statistical concepts in various interdisciplinary and multidisciplinary environmental conditions
	Program Objectives (PO)	
	PO - 1	able to analyze curriculum development and learning systems in educational organizations
	PLO-PO Matrix	

P.O	PLO-5	PLO-6	PLO-9	PLO-10
PO-1	✔			

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																

Short Course Description	Study of: (1) learning theory which includes: introduction to the study of learning; neuroscience of learning; behaviorism, social cognitive theory, information processing theory; constructivism; cognitive learning processes; motivation; self-regulation and development; (2) curriculum development which includes: technical scientific approach (modernist perspective); non-technical non-scientific approach (post-modernist, post-constructivist perspective); enacting curriculum development; and participation in curriculum development. Lectures are carried out using a system of lectures, presentations, discussions, assignments, case studies in the field and reflections.	
References	**Main :**	

1. Schunk, Dale H.2012.Learning Theories: An Educational Perspective.Sixth Edition. Boston:Pearson.
2. Ornstein, Allan, C., Hunkins, Francis P,.2018. Curriculum: Foundations, Principles, and Issues.Sevent Edition.England: Pearson.
3. Yulianti dan Yuniasih, Nury.2016.Telaah Kurikulum dan Aplikasinya dalam Proses Belajar mengajar. Malang Media Sutra Atiga

Supporters:

	1. 4. Santrock, John W. 2011. Educational Psychology. Ed. Ke-5. USA: Mc Graw Hill 5. Dai, David Yun dan Robert J. Sternberg. 2004. Motivation, emotion, and cognition : integrative perspectives on intellectual development and functioning. New Jersey: Lawrence Erlbaum Associates 6. Haskell, Robert E. 2000. Transfer of Learning: Cognition, Instruction,and Reasoning.USA: Academic Press
Supporting lecturer	Prof. Dr. Hj. Warih Handayaningrum, M.Pd. Prof. Dr. Mustaji, M.Pd. Dr. Sri Setyowati, M.Pd. Dr. Utari Dewi, S.Sn., M.Pd. Dr. Atan Pramana, 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	1.Able to analyze basic concepts of learning, 2.apply the concepts and characteristics of learning theory, the difference between learning theory and learning theory	1.The essence of the basic concepts of learning 2.Discover the differences between learning theory and learning theory	**Criteria:** attached Depth in answering or discussing basic learning concepts **Form of Assessment** : Participatory Activities, Tests	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	2%
2	Able to analyze basic concepts of curriculum development	Understand, know and explain	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	2%
3	Able to analyze Learning and Neuroscience of LearningGroup 1 presentation	Understanding, Knowing and explaining Learning and the Neuroscience of Learning	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	2%
4	Analyzing Behaviorism and Social cognitive theory Group presentation 2	Understand, know and explain behaviorism and social cognitive theory	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	8%

5	Able to analyze Information processing theory and constructivism Group 3 presentation	Understand, understand and explain information processing theory and constructivism	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	2%
6	Able to analyze Cognitive learning processes and motivation Group presentation 4	Understand, know and explain cognitive learning processes and motivation	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	2%
7	Able to analyze Self Regulation and development Group 5 presentation	Understand, understand and explain self-regulation and development	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	2%
8	UTS	UTS	**Criteria:** UTS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	UTS 2 X 50		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	20%
9	Able to analyze The Field of Curriculum Group 1 presentation	Understand, know and explain the field of curriculum	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	2%

10	Able to analyze Curriculum design Group 2 presentations	Understand, know and explain Curriculum design	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	2%
11	Able to analyze Curriculum development Group 3 presentations	Understand, know and explain Curriculum development	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	15%
12	Able to analyze Curriculum implementation Group 4 presentations	Understand, understand and explain curriculum implementation	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	2%
13	Able to analyze Curriculum Evaluation Group 5 presentations	Understand, understand and explain curriculum evaluation	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	2%
14	Learning and curriculum development (Case studies in educational institutions) Individual Assignments. Collected 24 Dec 2020	Understand, understand and explain case studies about learning and curriculum development in educational institutions or other institutions that are relevant to the substance of educational management	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	15%

15	Critical Review of Journals regarding learning and curriculum development Individual Assignments Collected December 31 2020	Understand, understand and explain critical journal studies in the field of learning and curriculum development	**Criteria:** attached **Form of Assessment** : Participatory Activities	Presentation Discussion Questions and answers Review Using the 2 X 50 deductive approach		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	2%
16	UAS	UAS	**Criteria:** UAS **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Tests	UAS 2 X 50		**Material:** learning concepts and theories **References:** *Schunk, Dale H. 2012. Learning Theories: An Educational Perspective. Sixth Edition. Boston: Pearson.*	20%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	75.67%
2.	Project Results Assessment / Product Assessment	16.67%
3.	Test	7.67%
		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.