	Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Visual Communication Design Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Fundamentals of Design Teaching	9024103004		T=3	P=0	ECTS=4.77	6	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Marsudi, S.Pd., M.Pd.

Learning model	**Case Studies**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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	Knowledge of the nature of learning and learning, learning theories, strategies and innovative learning models and their application to learning design
References	**Main :**

1. Martadi. 2018. Teori Belajar . Universitas Negeri Surabaya.
2. Dahar, R.W. 1989. Teori-teori Belajar. Jakarta: Depdikbud, Diijen Dikti, P2LPTK.
3. Dimyati dan Mudjiono. 2006. Belajar dan Pembelajaran . Jakarta: Penerbit Rineka Cipta.
4. Nana Sudjana. 1987. Dasar-Dasar Belajar Mengajar . Bandung: Sinar Baru.
5. Agus Suprijono. 2009. Cooperative Learning; Teori dan Aplikasi PAIKEM . Yogyakarta: Pustaka Pelajar.
6. Sardiman. 2007. Interaksi dan Motivasi Belajar Mengajar. Jakarta: PT. Raja Grafindo Persada.

	Supporters:
Supporting lecturer	Dr. Martadi, M.Sn.

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 scope of lecture substance. Understand the nature of learning and learning	1. Understand the scope of the Basic Design Teaching course 2. Understand the process, assignments, assessment of Basic Teaching Design lectures 3. Explain the nature of learning and learning	**Criteria:** 1. 1) Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, 2. 2) Cohesion and cooperation between group members. Weight 30%, and 3. 3) Presentation (Communication ability, broadcast quality, ability to argue and answer questions. Weight 30%	Discussion Questions and answers Lecture 3 X 50			0%
2	Understand the principles, objectives, learning and learning processes	1. Explain the principles of learning 2. Explain learning and learning objectives 3. Describes the learning and learning process	**Criteria:** 1. 1) Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, 2. 2) Cohesion and cooperation between group members. Weight 30%, and 3. 3) Presentation (Communication ability, broadcast quality, ability to argue and answer questions. Weight 30%	Lecture Discussion Questions and answers 3 X 50			0%
3	Understanding learning theories: behavioristic, cognitive, humanistic, cybernetic, constructivist, Ki Hajar Dewantara	1. Explain each concept of learning theory thinking 2. Identify the application of each learning theory in learning	**Criteria:** 1. 1) Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, 2. 2) Cohesion and cooperation between group members. Weight 30%, and 3. 3) Presentation (Communication ability, broadcast quality, ability to argue and answer questions. Weight 30%	Lectures, discussions, assignments 3 X 50			0%

4	Understand models, approaches, strategies, methods, tactics and learning techniques	1. Explain the meaning of models, approaches, strategies, methods, tactics and learning techniques 2. Identify differences in models, approaches, strategies, methods, tactics and learning techniques	**Criteria:** 1. 1) Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, 2. 2) Cohesion and cooperation between group members. Weight 30%, and 3. 3) Presentation (Communication ability, broadcast quality, ability to argue and answer questions. Weight 30%	Lectures, discussions, assignments 3 X 50			0%
5	Understand the Student Centered Learning oriented learning model	1. Explains the concept of student-centered learning 2. Identifying the differences between student-centered learning and teacher-centered learning	**Criteria:** Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50			0%
6	Describe the principles and stages of selecting innovative learning models	1. Explain the principles in selecting innovative learning models 2. Explain the stages in selecting an innovative learning model	**Criteria:** Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50			0%
7	Understand the Blended Learning learning model	1. Explain the concept of blended learning 2. Explain the stages in blended learning	**Criteria:** Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50			0%
8	Midterm exam	Midterm exam	**Criteria:** Midterm exam	Midterm Exam 3 X 50			0%

9	Understand the innovative learning model Problem Base Learning and its application in design learning	1. Explain the concept and meaning of Problem Base Learning 2. Explains the application of the Problem Base Learning learning model in design learning 3. Describe the syntax of the Problem Base Learning learning model	**Criteria:** Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50			0%
10	Understand the innovative learning model Discovery Learning and its application in design learning	1. Explain the concept and meaning of Discovery Learning 2. Describe the syntax of the Discovery Learning learning model 3. Explains the application of the Discovery Learning learning model in design learning	**Criteria:** Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50			0%
11	Understand the innovative learning model Inquiry Learning and its application in design learning	1. Explain the concept and meaning of inquiry learning 2. Describe the syntax of the inquiry learning learning model 3. Explain the application of the inquiry learning model in design learning	**Criteria:** Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50			0%
12	Understand the innovative learning model Project Base Learning Learning and its application in design learning	1. Explain the concept and meaning of Project Base Learning Learning 2. Describe the syntax of the Project Base Learning Learning model 3. Explains the application of the Project Base Learning Learning model in design learning	**Criteria:** Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50			0%

13	Understand the innovative Cooperative Learning learning model and its application in design learning	1. Explain the concept and meaning of Cooperative Learning 2. Describe the syntax of the Cooperative Learning learning model 3. Explains the application of the Cooperative Learning learning model in design learning	**Criteria:** Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50			0%
14	Understand the differences, strengths and weaknesses of each innovative learning model	1. Understand the differences between each learning theory 2. Understand the strengths and weaknesses of each innovative learning model	**Criteria:** Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50			0%
15	Understand the differences, strengths and weaknesses of each innovative learning model	1. Understand the differences between each learning theory 2. Understand the strengths and weaknesses of each innovative learning model	**Criteria:** Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50			0%
16							0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.