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<tr><td rowspan="2"></td><td rowspan="2" colspan="6">Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program</td><td>Document Code</td></tr>
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	Universitas Negeri Surabaya **Faculty of Education,** **Psychology Undergraduate Study Program**						**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Creativity and talent		7320102021		**T=2**	**P=0**	**ECTS=3.18**	6	July 18, 2024

AUTHORIZATION		SP Developer		Course Cluster Coordinator		Study Program Coordinator
		....		....		Yohana Wuri Satwika, S.Psi., M.Psi.

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	This course discusses the concepts of creativity and giftedness, the abilities of gifted children, identification and assessment of gifted children, education of gifted children and the twice exceptional.

References	**Main :**
	1. Semiawan,Conny & Mangunsong, Frieda. (2010). Kreativitas dan Keberbakatan. Jakarta: Kencana Prenada Media Group 2. Semiawan,Conny & Mangunsong, Frieda. (2010). Keluarbiasaan Ganda. Jakarta: Kencana Prenada Media Group. 3. Belle Willis & Gillian Erikson.(2006). Diversity in Gifted Education. London: Routledge.
	Supporters:

Supporting lecturer	Dr. Hermien Laksmiwati, M.Psi. Yohana Wuri Satwika, S.Psi., M.Psi. Riza Noviana Khoirunnisa, S.Psi., M.Si.

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 concepts of giftedness and creativity	Can explain the meaning of talent, giftedness and talents, creativity, creativity and giftedness	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	· Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%
2	Understanding the abilities of the gifted brain	· Can explain the abilities of a gifted brain - Can compare the abilities of a gifted brain with a normal brain	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	· Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%
3	Understanding emotional intelligence and its impact on creativity	· Can explain the meaning of emotional intelligence · Can explain the brain structure that controls emotions - Can explain the impact of emotions on creativity	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	· Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%
4	Understanding Multiple Intelligences and information processing	· Can explain multiple types of intelligence	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	· Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%
5	Understand differentiated curriculum	· Can explain dimensions and components - Can explain inductive learning	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	· Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%
6	Understand giftedness identification and assessment	· Can explain the process of identifying gifted children - Can explain the process of assessing gifted children	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	· Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%
7	Understanding learning models for gifted children	Can explain learning models for gifted children	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	· Contextual Instruction (CI)- Small Group Discussion (SGD) 2 X 50			0%

8	MIDDLE EXAMINATION Understand emotional intelligence and its impact on creativity Understand Multiple Intelligences and information processing Understand differentiated curriculum Understand identification and assessment of individual giftedness Understand learning models for gifted children	· Can explain the meaning of talent, giftedness and talents, creativity, creativity and giftedness · Can explain the abilities of a gifted brain · Can compare the abilities of a gifted brain with a normal brain · Can explain the meaning of emotional intelligence · Can explain the structure of the brain that controls emotions · Can explain the impact of emotions on creativity · Can explain multiple types of intelligence · Can explain dimensions and components · Can explain inductive learning · Can explain the process of identifying gifted children · Can explain the process of assessing gifted children · Can explain learning models for gifted children	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done	Test paper pencils 2 X 50			0%
9	Understanding double extraordinaryness (Exceptionality) and environmental reactions	Can explain double extraordinaryness	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done	· Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%
10	Understanding giftedness and ADHD	· Can explain giftedness - Can explain ADHD	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done	· Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%
11	Understanding Giftedness and Autism · · ·	Can explain giftedness and autism	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done	- Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%
12	Understanding giftedness and visual impairment	Can explain giftedness and visual impairment	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done	Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%
13	Understanding giftedness and deafness	Can explain giftedness and deafness	**Criteria:** 1. Score 4 if done very well, 2. Score 3 if done well, 3. Score 2 if done sufficiently, 4. Score 1 if not done	· Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%

14	Understanding savant and hyperlexia · ·	Can explain savant syndrome · Can explain hyperlexia	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Contextual Instruction (CI) · Small Group Discussion (SGD) 2 X 50			0%
15	Understand the role of the home environment, family and society · ·	Can explain inner transformation Can explain the role of the home environment, family and society	**Criteria:** 1.Score 4 if done very well, 2.Score 3 if done well, 3.Score 2 if done sufficiently, 4.Score 1 if not done	Contextual Instruction (CI) · Small Group Discussion (SGD) 2 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.