



**Universitas Negeri Surabaya
Faculty of Education,
Psychology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date												
Educational Psychology I	7320102102		T=2 P=0 ECTS=3.18	0	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 basic concepts of educational psychology, student development, unusual students, and factors that influence learning, sociocultural diversity in education, social behavioral and cognitive approaches, and information processing approaches in the learning process.																
References	Main :																
		1. Santrock, J. W. (2011). Educational Psychology . New York: McGraw-Hill 2. Slavin, Robert E. (2006). Educational Psychology: theory and practice 8th ed . Boston: Allyn and Bacon															
	Supporters:																
Supporting lecturer	Siti Ina Savira, S.Psi., M.EdCp. 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 tools to teach effectively.	Can explain basic concepts of educational psychology, effective teaching methods and research in educational psychology.	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Discussion Lectures 2 X 50			0%										

2	Understand social context & socioemotional development	Can explain contemporary theories, social context in development and socioemotional development and apply them in learning.	Criteria: Score 4 if done very well, Score 3 if done well, Score 2 if done adequately, Score 1 if not done	Lecture Discussion Case study Presentation 2 X 50			0%
3	Understanding individual variations in the teaching and learning process	Can explain intelligence, learning styles and thinking styles as well as personality and temperament.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Lecture Discussion Case study Presentation 2 X 50			0%
4	Understanding sociocultural diversity.	Can explain culture and ethnicity, education, gender.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	e-learning 2 X 50			0%
5	Understand the meaning of extraordinary students.	Can explain about children who suffer from disabilities, education related to children who suffer from disabilities and gifted children.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Lecture Discussion Case study Presentation 2 X 50			0%
6	Understanding of Behavioral and Social Cognitive approaches.	Can explain learning, behavior for learning, applied behavioral analysis in education, social cognitive approaches to learning.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Lecture Discussion Case study Presentation 2 X 50			0%
7	Understanding of Processing Approaches	Can explain the nature of approaches to information processing, memory, expertise, metacognition.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	Lecture Discussion Case study Presentation 2 X 50			0%
8	UTS			2 X 50			0%
9	Understand the social constructivist approach	§ Able to explain a social constructivist approach to teaching § Can explain teachers and peers as joint contributors to student learning § Can explain, organize, and collaborate in small work groups § Can explain and design social constructivist programs	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	· Discussion · Lecture Presentation 2 X 50			0%

10	Understand learning processes and cognition in content areas	1.Can explain the meaning of expert knowledge and pedagogical content knowledge 2.Can explain and apply expert knowledge and content regarding reading, writing, math, science, and social studies skills.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	· Discussion · Lecture · Case study Presentation 2 X 50			0%
11	Understand the planning process, instruction and technology in education	Can explain the planning process, instruction and technology in education.	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	· Discussion · Lecture · Case study Presentation 2 X 50			0%
12	Understand motivation, teaching and learning	Can explain the definition of motivation, teaching and learning. Can explain the relationship between motivation, achievement, and sociocultural context	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	e-learning 2 X 50			0%
13	Understand classroom management	Can explain classroom management & why it is important in learning Can explain how to create a positive environment for learning	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	· Discussion · Lecture · Case study Presentation 2 X 50			0%
14	Understanding about standardized tests and teaching	Can explain about standard tests or standardized tests, proficiency and achievement tests, the role of teachers, and issues in standardized tests	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	· Discussion · Lecture · Case study Presentation 2 X 50			0%
15	Understand about class assessment	Can explain various class assessments	Criteria: Score 4 if very good, score 3 if good, score 2 if adequate, score 1 if poor	· Discussion · Lecture · Case study Presentation 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.