



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
MOBILITY PSYCHOLOGY	7320102175	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	July 18, 2024
AUTHORIZATION	SP Developer	Course Cluster Coordinator			Study Program Coordinator		
	Siti Jaro'ah, M.A.	Siti Ina Savira, S.Psi.,M.EdCp.			Yohana Wuri Satwika, S.Psi., M.Psi.		

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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	Program Objectives (PO)
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PO - 1	Able to analyze psychological influences on human mobility behavior, as well as the influence of mobility on behavior and relationships between humans, using basic theoretical concepts and psychological assessments.
PO - 2	Able to provide alternative problem solving for various psychological and mobility issues that arise in everyday life
PO - 3	Able to plan and develop a career and personal self based on knowledge of mobility psychology using information technology.
PO - 4	Have and apply an attitude of social sensitivity and respect for differences in addressing issues related to the psychology of mobility

	PLO-PO Matrix
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	<table border="1" style="margin-left: 20px;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4
P.O						
PO-1						
PO-2						
PO-3						
PO-4						

	PO Matrix at the end of each learning stage (Sub-PO)
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Short Course Description	Why do some people live on the move while others stay in their homeland and accept the situation? This course examines the interaction between migration behavior and a set of psychological, geographical, cultural and technological factors. In particular, this course highlights how human mobility influences and is influenced by a number of key factors, namely identity, well-being, social relations, motivation, personality, transportation, communication, emotions, language, self-confidence, coping strategies, development, gender, culture and ecology.
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References	Main :
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1. Carr, S.C. (ed.) (2010). The psychology of global mobility . Cambridge University Press.
2. Espin, O.M. & Dotollo, A.L. (eds). (2015). Gendered journeys: Women, migration, and feminist psychology. Palgrave MacMillan.
3. Cohen, J.H. & Sirkeci, I. (2021). Handbook of culture and migration. Edward Elgar.
4. de Haas, H., Castles, S. & Miller, M.J. (2020). The age of migration: International Population movement in the modern world (6th ed). Springer.

	Supporters:
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1. Alshahrani, S.T. (2022). The motivation for the mobility—A comparison of the company assigned and self-initiated expatriates in Saudi Arabia. *Cogent Social Sciences* 8(1):1-12 doi:10.1080/23311886.2022.2027626
2. Altinkamis, F., & Simon, E. (2020). Language abilities in bilingual children: The effect of family background and language exposure on the development of Turkish and Dutch. *International Journal of Bilingualism*, 24(5-6), 931–951. <https://doi.org/10.1177/1367006920909889>
3. Ayeb-Karlsson, S. Kniveton, D. & Cannon, T. (2020). Trapped in the prison of the mind: Notions of climate-induced (im)mobility decision and wellbeing from an urban informal settlement in Bangladesh. *Palgrave Communication* 6(62). <https://doi.org/10.1057/s41599-020-0443-2>
4. Bucchi, A., Sangiorgi, C. & Vignali, V. (2012). Traffic psychology and driver behaviour. *Procedia: Social and Behavioral Sciences* 53: 973-980 <https://doi.org/10.1016/j.sbspro.2012.09.946>
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9. Greenfield, M.H. (2022). An urgent need to reassess climate change and child labour in agriculture. *The lancet Planetary Health* 6(6): e456-e457. [https://doi.org/10.1016/S2542-5196\(22\)00118-8](https://doi.org/10.1016/S2542-5196(22)00118-8)
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12. Kešāne, I., & Weyher, L. F. (2021). (Self-)confidence, migration, and the state: A study of emigration from Latvia. *The Southern Sociological Society*, 8(1), 25-44. <https://doi.org/10.1177/2329496520941027>
13. Li, M., Zhu, N., Wang, D., Dang, S., Watson, V., Chen, T., ... Li, C. (2020). Effect of parental migration on the intellectual and physical development of early school-aged children in rural China. *International Journal of Environmental Research and Public Health*, 17(1): 1-10. doi:10.3390/ijerph17010339
14. McMichael, C. (2020). Human mobility, climate change, and health: unpacking connection. *The Lancet Planetary Health* 4(6): e217-e218 [https://doi.org/10.1016/S2542-5196\(20\)30124-X](https://doi.org/10.1016/S2542-5196(20)30124-X)
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16. Oishi, S. (2010). The psychology of residential mobility: Implications for the self, social relationships, and well-being. *Perspective on Psychological Science* 5(5): 5-21 doi:10.1177/17456916093556871
17. Sullman, M. & Dorn, L. (2012). *Advanced in traffic psychology*. Ashgate.
18. Svasek, M. (Ed). (2012). *Emotions and human mobility: Ethnographies of movement*. Routledge.
19. Zan, X., Li, S., Liu, C., & Zhang, L. (2014). Effect of migration on children self-esteem in rural China. *China & World Economy*, 22(4), 83-101.

Supporting lecturer Nurchayati, S.Psi., M.A., Ph.D.
Siti Jaro'ah, S.Psi., M.A.

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	Evaluate the basic concepts of the nature of psychology and mobility.	Able to explain and criticize the basic concepts of the nature of psychology and mobility.	Criteria: 1.answer basic mobility concept questions completely and correctly 2.provides contextual examples in everyday life of psychology and mobility concepts Form of Assessment : Participatory Activities	Form: Lecture Method: Direct Instruction 2 X 50		Material: Basic concepts in mobility psychology References: de Haas, H., Castles, S. & Miller, MJ (2020). <i>The age of migration: International Population movements in the modern world (6th ed)</i> . Springer.	3%
2	Analyzing factors, context, causes, processes, impacts and meaning of human mobility across space and time	Able to explain and evaluate factors, context, causes, processes, impacts and meaning of human mobility across space and time	Criteria: 1.answer questions about factors, context, causes, processes, impacts and meaning of mobility completely and correctly 2.provides contextual examples across space and time in everyday life of psychological and mobility concepts Form of Assessment : Participatory Activities	Form: Lecture Method: Direct Instruction 2 X 50		Material: Mobility and its Impact References: Carr, SC (ed.) (2010). <i>The psychology of global mobility</i> . Cambridge University Press. Material: Mobility and its Impact References: de Haas, H., Castles, S. & Miller, MJ (2020). <i>The age of migration: International Population movements in the modern world (6th ed)</i> . Springer.	3%

3	Analyzing the ecological impact of human mobility over time	Able to explain and analyze the ecological impact of human mobility from time to time	<p>Criteria:</p> <ol style="list-style-type: none"> 1.answer questions regarding the ecological impact of human mobility from time to time completely and correctly 2.provides contextual examples of the ecological impact of mobility on everyday life <p>Form of Assessment : Participatory Activities</p>	Synchronous Form: Lecture Method: Direct Instruction 2 X 50	<p>Material: Mobility and Ecology References: <i>Greenfield, MH (2022). An urgent need to reassess climate change and child labor in agriculture. The Lancet Planetary Health 6(6): e456-e457. https://doi.org/...00118-8</i></p> <p>Material: Mobility and Ecology Bibliography: <i>Nunn, N. & Qian, N. (2010). The Columbian exchange: A history of disease, food and ideas. Journal of Economic Perspectives 24 (2). doi=10.1257/jep.24.2.163</i></p>	3%
4	Master and evaluate migration theories	Able to explain and criticize migration theories	<p>Criteria:</p> <ol style="list-style-type: none"> 1.answer questions regarding migration theories completely and correctly 2.criticize existing theories, and analyze the application of migration theory in everyday life <p>Form of Assessment : Participatory Activities</p>	Form: Lecture Method: Direct Instruction 2 X 50	<p>Material: Migration Theories Literature: <i>de Haas, H., Castles, S. & Miller, MJ (2020). The age of migration: International Population movements in the modern world (6th ed). Springer.</i></p>	3%
5	Analyze how mobility influences and is influenced by culture and identity	Able to explain and analyze how mobility influences and is influenced by culture and identity	<p>Criteria:</p> <ol style="list-style-type: none"> 1.answer questions regarding the relationship between mobility, culture and identity completely and correctly 2.analyze the influence of culture on mobility and vice versa in depth, and provide examples in everyday life <p>Form of Assessment : Participatory Activities</p>	Form: Lecture Method: Direct Instruction 2 X 50	<p>Material: Mobility, Culture and Identity Bibliography: <i>Carr, SC (ed.) (2010). The psychology of global mobility. Cambridge University Press.</i></p> <p>Material: Mobility, Culture and Identity Bibliography: <i>Cohen, JH & Sirkeci, I. (2021). Handbook of culture and migration. Edward Elgar.</i></p> <p>Material: Mobility, Culture, and Identity Bibliography: <i>de Haas, H., Castles, S. & Miller, MJ (2020). The age of migration: International Population movements in the modern world (6th ed). Springer.</i></p>	4%
6	Analyze the influence of mobility on individual development	Able to explain and analyze the influence of mobility on individual development	<p>Criteria:</p> <ol style="list-style-type: none"> 1.answer questions regarding the influence of mobility on individual development completely and correctly 2.analyze the influence of mobility on individual development and provide examples in everyday life <p>Form of Assessment : Participatory Activities</p>	Form: Lecture Method: Direct Instruction 2 X 50	<p>Material: Mobility and Development Literature: <i>Altinkamis, F., & Simon, E. (2020). Language abilities in bilingual children: The effect of family background and language exposure on the development of Turkish and Dutch. International Journal of Bilingualism, 24(5-6), 931–951. https://doi.org/...</i></p> <p>Material: Mobility and Development Literature: <i>Li, M., Zhu, N., Wang, D., Dang, S., Watson, V., Chen, T., ... Li, C. (2020). Effect of parental migration on the intellectual and physical development of early school-aged children in rural China. International Journal of Environmental Research and Public Health, 17(1): 1-10. doi:10.3390/ijerph17010339</i></p>	3%
7	Analyzing mobility shapes and is influenced by individual personality	Able to explain and analyze how mobility shapes and is influenced by individual personality	<p>Criteria:</p> <ol style="list-style-type: none"> 1.answer questions regarding the relationship between mobility and individual personality completely and correctly 2.analyze and provide examples of the influence of mobility on individual personalities in everyday life <p>Form of Assessment : Participatory Activities</p>	Form: Lecture Method: Direct Instruction 2 X 50	<p>Material: Mobility and Personality Bibliography: <i>Carr, SC (ed.) (2010). The psychology of global mobility. Cambridge University Press.</i></p>	3%

8	Students apply their mastery of meeting material 1-7 to complete the Sub Summative Examination (USS)	Students are able to complete the Sub-Summative Exam questions well and obtain satisfactory scores	Criteria: Quality of answers according to the Assessment Rubric Form of Assessment : Test	Written test 2 X 50		Material: Meeting Materials 1-7 References: Carr, SC (ed.) (2010). <i>The psychology of global mobility</i> . Cambridge University Press.	20%
9	Understanding the relationship between self-confidence and mobility	Students are able to explain the relationship between mobility and self-confidence	Criteria: 1.answer questions regarding the relationship between mobility and self-confidence completely and correctly 2.analyze and provide examples of the influence of mobility on self-confidence in everyday life Form of Assessment : Participatory Activities	Form: Lecture Method: Direct Instruction 2 X 50		Material: Mobility and Self-Confidence References: McMichael, C. (2020). <i>Human mobility, climate change, and health: unpacking connections</i> . <i>The Lancet Planetary Health</i> 4(6): e217-e218 https://doi.org/...30124-X	4%
10	Understanding the dynamics of emotions in shaping and being shaped by migration behavior	Students are able to explain how emotions shape and are shaped by migration behavior	Criteria: 1.answer questions regarding the dynamics of emotions in shaping and being shaped by migration behavior completely and correctly 2.analyze and provide examples of the relationship between emotional mobility in everyday life Form of Assessment : Participatory Activities	Form: Lecture Method: Direct Instruction 2 X 50		Material: Emotions and Mobility References: Coyne, R. (2016). <i>Mood and mobility: Navigating the emotional spaces of digital social networks</i> . The MIT Press. Material: Emotions and Mobility References: Svasek, M. (Ed). (2012). <i>Emotions and human mobility: Ethnographies of movement</i> . Routledge.	4%
11	Students are able to analyze the relationship between motivation and mobility	Able to explain the relationship between motivation and mobility	Criteria: 1.answer questions regarding the relationship between motivation and mobility completely and correctly 2.analyze and provide examples of the relationship between mobility and motivation in everyday life Form of Assessment : Participatory Activities	Form: Lecture Method: Direct Instruction 2 X 50		Material: Mobility and Motivation References: Alshahrani, ST (2022). <i>The motivation for the mobility—A comparison of the company assigned and self-initiated expatriates in Saudi Arabia</i> . <i>Cogent Social Sciences</i> 8(1):1-12 doi:10.1080/23311886.2022.2027626 Material: Mobility and Motivation References: Dolman, L., DiMeglio, M., Hajj, J., & Laudanski, K. (2019). <i>Global brain drain: How can the Maslow theory of motivation improve our understanding of physician migration</i> . <i>International Journal of Environmental Research and Public Health</i> 16(1182): 1-13. doi:10.3390/ijerph16071182	4%
12	Students are able to analyze the reciprocal relationship between mobility and well-being	Able to explain the reciprocal relationship between mobility and well-being	Criteria: 1.answer questions regarding the relationship between mobility and well-being completely and correctly 2.analyze and provide examples of the influence of mobility on well-being in everyday life Form of Assessment : Participatory Activities	Form: Lecture Method: Direct Instruction 2 X 50		Material: Mobility and Well-being References: Cohen, JH & Sirkeci, I. (2021). <i>Handbook of culture and migration</i> . Edward Elgar. Material: Mobility and Well-being References: Ayeb-Karlsson, S, Kniveton, D. & Cannon, T. (2020). <i>Trapped in the prison of the mind: Notions of climate-induced (im)mobility decisions and wellbeing from an urban informal settlement in Bangladesh</i> . <i>Palgrave Communications</i> 6(62). https://doi.org/... Material: Mobility and Well-being References: Oishi, S. (2010). <i>The psychology of residential mobility: Implications for the self, social relationships, and well-being</i> . <i>Perspectives on Psychological Science</i> 5(5): 5-21 doi:10.1177/17456916093556871	4%

13	Students are able to analyze how gender relations shape and are shaped by migration behavior	Able to explain gender relations in shaping and being shaped by migration behavior	Criteria: 1.answer questions regarding the relationship between mobility and gender relations completely and correctly 2.analyze and provide examples of the influence of mobility on gender relations in everyday life Form of Assessment : Participatory Activities	Form: Lecture Method: Direct Instruction 2 X 50	Material: Mobility and Gender References: Carr, SC (ed.) (2010). <i>The psychology of global mobility</i> . Cambridge University Press. Material: Mobility and Gender References: Cohen, JH & Sirkeci, I. (2021). <i>Handbook of culture and migration</i> . Edward Elgar.	4%
14	Students are able to analyze various driving behavior problems due to technological advances	Able to explain various psychological aspects that play a role in driving behavior	Criteria: 1.answer questions regarding psychological aspects of driving behavior completely and correctly 2.Analyze and provide examples of driving behavior in everyday life based on psychological theories Form of Assessment : Participatory Activities	Form: Lecture Method: Direct Instruction 2 X 50	Material: Mobility and Driving Behavior References: Bucchi, A., Sangiorgi, C. & Vignali, V. (2012). <i>Traffic psychology and driver behavior</i> . <i>Procedia: Social and Behavioral Sciences</i> 53: 973-980 https://doi.org/... Material: Mobility and Driving Behavior References: Sullman, M. & Dorn, L. (2012). <i>Advanced in traffic psychology</i> . Ashgate.	4%
15	Understand the impact of technological advances on human communication and mobility	Able to explain the influence of technological advances on human communication and mobility	Criteria: 1.answer questions regarding the influence of technological advances on communication and mobility completely and correctly 2.analyze and provide examples of the influence of technological advances on communication and mobility in everyday life Form of Assessment : Participatory Activities	Form: Lecture Method: Direct Instruction 2 X 50	Material: Mobility and Social Media References: Chen, J., Becken, S. & Stantic, B. (2022). <i>Harnessing social media to understand tourist mobility: The role of information technology and big data</i> . <i>Tourism Review</i> 77(4): 1219-1233, doi 10.1108/TR-02-2021-0090 Material: Mobility and Social Media References: Coyne, R. (2016). <i>Mood and mobility: Navigating the emotional spaces of digital social networks</i> . The MIT Press.	4%
16	Students apply their mastery of meeting material 1-7 to complete the Summative Examination (US)	Students are able to answer UAS questions completely well with satisfactory scores	Criteria: Assessment rubric Form of Assessment : Test	Written Exam Questions 2 X 50	Material: Meeting Materials 9-15 References: de Haas, H., Castles, S. & Miller, MJ (2020). <i>The age of migration: International Population movements in the modern world (6th ed)</i> . Springer.	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Test	50%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.