	Universitas Negeri Surabaya **Faculty of Social Sciences and Law,** **Social Sciences Education Undergraduate Study Program**		**Document Code**

SEMESTER LEARNING PLAN

Courses		**CODE**		**Course Family**		**Credit Weight**			**SEMESTER**	**Compilation Date**
Pedagogical Communication		8420702028				**T=2**	**P=0**	**ECTS=3.18**	4	July 18, 2024

AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**		**Study Program Coordinator**
		....		....		Dr. Nuansa Bayu Segara, S.Pd., M.Pd.

Learning model	**Case Studies**

Program Learning Outcomes (PLO)	**PLO study program which 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 studies aspects of communication in the learning context. Study of the role of the teacher, the use of verbal and nonverbal symbols and the media used to achieve effective knowledge transfer, especially within the classroom. Through discussions and assignments, students can analyze and synthesize the implementation of effective learning communication.

References	**Main :**

1. Gayle, Barbara Mae, et.all. (eds.). 2006. Classroom Communication and Instructional Processes: Advances Through Meta-Analysis . New Jersey: Lawrence Erlbaum Associates
2. Farrell, Thomas S.C. 2009. Talking, Listening and Teaching: A Guide to Classroom Communication . California: Corwin
3. Naim, Ngainun. 2011. Dasar-dasar Komunikasi Pendidikan . Jogjakarta: Ar-Russ Media
4. Powell, Robert G. and Powell Dana L. 2010. Classroom Communication and Diversity: Enhancing Instructional Practice . New York: Routledge
5. Yusuf. Pawit M. 2010. Komunikasi Instruksional: Teori dan Praktek . Jakarta: Bumi Aksara

Supporters:

Supporting lecturer	Dr. Danang Tandyonomanu, S.Sos., M.Si. Ali Imron, S.Sos., 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		Students understand lectures according to the learning contract that has been mutually agreed upon.	Students can state their lecture plans and the tasks they are obliged to do.		Lectures and questions and answers. 2 X 50			0%

2	Understand the basic concepts of communication and learning	1. Students can explain the concept of communication, learning and learning communication. 2. Students can explain the function of communication in learning. 3. Students can explain the elements and models of learning communication.		Lectures and discussions. 2 X 50			0%
3	Students understand the application of communication principles in the learning context.	Students can apply communication principles in the learning context.		Lectures and questions and answers 2 X 50			0%
4	Students understand perception as the core of the communication process.	1. Students can explain: Perception process 2. Misperception.		Lectures and questions and answers 2 X 50			0%
5	Students understand the concept of Talking in learning.	1. Students can explain: the use of verbal symbols in learning. 2. use of nonverbal symbols in learning.		Lectures and questions and answers. 2 X 50			0%
6	Students understand the concept of Talking in learning.	1. Students can explain: the use of verbal symbols in learning. 2. use of nonverbal symbols in learning.		Lectures and questions and answers. 2 X 50			0%
7	Students understand the concept of listening in learning.	1. Students can: Explain the concept of listening in learning. 2. Implement effective listening. 3. Overcoming obstacles in effective listening.		Lectures and questions and answers 2 X 50			0%
8	UTS	Completed UTS		Written exam 2 X 50			0%
9	Students are able to explain and identify communication models in learning	Explain and identify communication models in learning	**Criteria:** Accuracy of methods Teamwork	Lecture Discussion PBL 2 X 50			0%
10	Students have basic technical skills in teaching	Technical abilities of teaching basics	**Criteria:** Mastery of basic teaching techniques and personal branding (grooming) techniques	Cooperative Learning 2 X 50			0%
11	Students have basic technical skills in teaching	Technical abilities of teaching basics	**Criteria:** Mastery of basic teaching techniques and personal branding (grooming) techniques	Cooperative Learning 2 X 50			0%

12	Students have basic technical skills in teaching	Technical abilities of teaching basics	**Criteria:** Mastery of basic teaching techniques and personal branding (grooming) techniques	Cooperative Learning 2 X 50			0%
13	Students have basic technical skills in teaching	Technical abilities of teaching basics	**Criteria:** Mastery of basic teaching techniques and personal branding (grooming) techniques	Cooperative Learning 2 X 50			0%
14	Students have basic technical skills in teaching	Technical abilities of teaching basics	**Criteria:** Mastery of basic teaching techniques and personal branding (grooming) techniques	Cooperative Learning 2 X 50			0%
15	Students have basic technical skills in teaching	Technical abilities of teaching basics	**Criteria:** Mastery of basic teaching techniques and personal branding (grooming) techniques	Cooperative Learning 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.