	Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Biology Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Development of Teaching Materials	8420502291	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	4	April 29, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course

PLO-9	Able to design, implement and evaluate biology learning by utilizing ICT
PLO-13	Able to demonstrate pedagogical knowledge about designing, implementing and evaluating biology learning

Program Objectives (PO)

PO - 1	Students are able to design and develop teaching materials for both learning and their thesis

PLO-PO Matrix

P.O	PLO-9	PLO-13
PO-1		

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
PO-1																

Short Course Description	The teaching materials development course is a course designed to help students develop abilities in developing teaching materials. This course will provide knowledge and skills about various matters related to teaching materials. Things that will be discussed in this course include the role and types of teaching materials, both printed, non-printed and display teaching materials, procedures for their development, how to use them in the learning process, and ways to evaluate them.

References

Main :

1. Tian Balawati, Ph.D.,dkk. 2003. Pengembangan Bahan Ajar. Pusat Penerbitan Universitas Terbuka
2. Dick, W., Carey, L., & Carey, J. O. (2015). The systematic design of instruction. Pearson.
3. Morrison, G. R., Ross, S. M., Kalman, H. K., & Kemp, J. E. (2019). Designing effective instruction. John Wiley & Sons.
4. Smaldino, S. E., Lowther, D. L., & Russell, J. D. (2019). Instructional technology and media for learning. Pearson.
5. Reigeluth, C. M. (Ed.). (2013). Instructional-design theories and models: A new paradigm of instructional theory. Routledge.

Supporters:

1. Bates, A. W., & Sangrà, A. (2011). Managing technology in higher education: Strategies for transforming teaching and learning. John Wiley & Sons.

Supporting lecturer	Dr. Wisanti, M.S. Dr. Raharjo, M.Si. Dr. Rinie Pratiwi Puspitawati, M.Si. Dr. Sifak Indana, M.Pd. Dr. Pramita Yakub, S.Pd., M.Pd.

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 know the types and roles of teaching materials.	-	**Criteria:** • Written test • Essay test **Form of Assessment** : Participatory Activities	□ Listen to the explanation of the Lecture Contract and RPS □ Guide the RPS as a study guide. 2 x 50 minutes	- -		0%
2	Know the types and roles of teaching materials	1. Determine the types of teaching materials. 2. Determine the role of teaching materials in learning	**Form of Assessment** : Participatory Activities	□ Listen to explanations of the material, collect and organize existing information to describe knowledge □ Discuss and conclude problems/assignments given by the lecturer in groups 2 x 50 minutes	- -	**Material:** Types and Role of teaching materials **References:** *Smaldino, SE, Lowther, DL, & Russell, JD (2019). Instructional technology and media for learning. Pearson.*	0%
3	1. Know the factors considered in developing teaching materials 2. □ Know the procedures that must be followed in developing teaching materials		**Criteria:** • Written test • Essay test **Form of Assessment** : Participatory Activities, Tests	Collect and organize existing information to describe knowledge □ Discuss and conclude problems/assignments given by the lecturer in groups 2 X 50 minutes	- -	**Material:** Factors and procedures for developing teaching materials **References:** *Tian Balawati, Ph.D., et al. 2003. Development of Teaching Materials. Open University Publishing Center* **Material:** Factors and procedures for developing teaching materials **References:** *Tian Balawati, Ph.D., et al. 2003. Development of Teaching Materials. Open University Publishing Center*	10%
4	1. Knowing the development and use of modules in learning 2. Knowing the development and use of handouts in learning 3. Knowing the development and use of worksheets in learning		**Form of Assessment** : Project Results Assessment / Product Assessment				5%
5	1. Know what is meant by visual appearance and how to develop it 2. Understand the development and use of storyboards in learning		**Form of Assessment** : Project Results Assessment / Product Assessment				5%

6	1. Know the use and medium of transparency 2. Know the use and development of audio programs 3. Knowing the use and development of audiotransparency		**Form of Assessment** : Project Results Assessment / Product Assessment				5%
7	1. Know the use and development of video programs 2. Know the use of computer-assisted teaching materials 3. Know the types of computer-assisted teaching materials		**Form of Assessment** : Project Results Assessment / Product Assessment				5%
8	MIDTERM EXAM	MIDTERM EXAM	**Criteria:** MIDTERM EXAM **Form of Assessment** : Participatory Activities	MIDDLE SEMESTER EXAMINATION MID SEMESTER EXAMINATION	MIDDLE SEMESTER EXAMINATION MID SEMESTER EXAMINATION	**Material:** MEETING MATERIALS 1 SD 7 **Library:**	10%
9	1. Know the use and development of video programs 2. Know the use of computer-assisted teaching materials		**Form of Assessment** : Project Results Assessment / Product Assessment				5%
10	Knowing the form of information and knowledge in display teaching materials		**Form of Assessment** : Project Results Assessment / Product Assessment				5%
11	Know the types of display boards		**Form of Assessment** : Project Results Assessment / Product Assessment				5%
12	1. Know the strengths and weaknesses of printed teaching materials 2. Know the variables and evaluation of printed teaching materials		**Form of Assessment** : Participatory Activities				10%
13	1. Know the difference between formative evaluation and summative evaluation 2. Know formative evaluation models and procedures 3. Know the evaluation of non-printed teaching materials		**Form of Assessment** : Participatory Activities				10%
14	Know the use of the internet as a learning resource		**Form of Assessment** : Participatory Activities				10%
15	Compile assignments for printed teaching materials (modules)		**Form of Assessment** : Participatory Activities				0%

16	FINAL EXAMS	FINAL EXAMS	**Criteria:** FINAL EXAMS **Form of Assessment** : Participatory Activities	FINAL SEMESTER EXAMINATION FINAL SEMESTER EXAMINATION	FINAL SEMESTER EXAMINATION FINAL SEMESTER EXAMINATION	**Material:** Material that has been received from P 1 to P 15 **Library:**	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	55%
2.	Project Results Assessment / Product Assessment	35%
3.	Test	5%
		95%

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.