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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Theory		8420502284	Compulsory Study Program Subjects	**T=2**	**P=0**	**ECTS=3.18**	2	July 17, 2024
AUTHORIZATION		**SP Developer**		**Course Cluster Coordinator**			**Study Program Coordinator**	
		....		....			Dr. Rinie Pratiwi Puspitawati, M.Si.	

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-8	Able to make decisions based on data/information in order to complete tasks as part of his responsibilities in the work he has done
	PLO-14	Able to demonstrate knowledge related to biology education research
	Program Objectives (PO)	
	PLO-PO Matrix	

P.O	PLO-8	PLO-14

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	Study of the principles and ways students learn according to behavioral learning theory, social learning theory, cognitive learning theory, constructivist approach, as well as motivating students to learn; and its application in learning through analysis of case examples in class.

References	**Main :**	
	1. Hergenhahn, B. R. & Olson, Matthew H. 2012. Theories of Learning (Teori Belajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group. 2. Santrock, J. W. 2008. Educational Psychology . Third Edition. Boston: McGraw-Hill 3. Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks. 4. Slavin, R. E. 2011. Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 2. Jakarta: PT Indeks. 5. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education	
	Supporters:	

Supporting lecturer	Dr. Raharjo, M.Si. Prof. Dr. Endang Susantini, M.Pd. Dr. Muji Sri Prastiwi, S.Pd., 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	Understand behavioral learning theory and its application in learning	Describe the concept of learning and the factors that influence it	**Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Presentations, discussions and assignments 3 X 50			5%
2	Understand behavioral learning theory and its application in learning	1.Explains the principles of behavioral learning 2.Provide examples of the application of behavioral learning principles in learning	**Form of Assessment** : Project Results Assessment / Product Assessment	Discussion, Presentation, Question and Answer 3 X 50			5%
3	Understand social learning theory and its application in learning	1.Describe the main ideas of Albert Bandura's social learning theory 2.Provide examples of the application of social learning theory in learning	**Form of Assessment** : Project Results Assessment / Product Assessment	Discussion, Presentation, Question and Answer 3 X 50			5%
4	Understand Gestalt Learning theory and its application in learning	1.Explain the main ideas of gestalt psychology 2.Give examples of gestalt laws 3.Designing a global approach to learning	**Form of Assessment** : Participatory Activities	Presentations, discussions and assignments 3 X 50			5%
5	Understanding the information processing model and cognitive learning theory, and their application in learningUnderstanding the information processing model and cognitive learning theory, and their application in learning	1. Explain the information processing model. 2. Describe various research on the brain		Discussion, Presentation, Question and Answer 3 X 50			0%
6	Understand information processing models and cognitive learning theory, and their application in learning	1. Explain why people remember or forget 2. Mention ways to teach memory strategies 3. Mention the factors that make information meaningful		Discussion, Presentation, Question and Answer 3 X 50			0%

7	Understand information processing models and cognitive learning theory, and their application in learning	1. Explain how metacognitive abilities help students learn 2. Explain learning strategies to help students learn 3. Provide examples of applying learning strategies in learning		Discussion, Presentation, Question and Answer 3 X 50			0%
8	Midterm Exam (Learning Theory Material First to Seventh Meeting (Introductory TB, Behaviorism, Social, Cognitive: Gestalt, Information Processing)		**Form of Assessment** : Test	2 X 50			20%
9	Understand constructivist theories and their application in learning	1. Explain the constructivist view of learning 2. Compare Piaget's theory and Vygotsky's theory 3. Explain the implications of Piaget's theory in learning 4. Explain the implications of Vygotsky's theory in learning		Discussion, Presentation, Question and Answer 3 X 50			0%
10	Understand constructivist theories and their application in learning	1. Describe how to use cooperative learning in learning. 2. Provide examples of the application of cooperative learning in learning		Discussion, Presentation, Question and Answer 3 X 50			0%
11	Understand constructivist theories and their application in learning	1. Describe how to teach problem solving and thinking skills. 2. Provide examples of the application of problem solving and thinking skills in learning		Discussion, Presentation, Question and Answer 3 X 50			0%
12	Understand motivation theories and their application in learning	1. Explain motivation theories. 2. Provide examples of the application of motivation theories in learning		Discussion, Presentation, Question and Answer 3 X 50			0%
13	Understand motivation theories and their application in learning	1. Explain how to increase achievement motivation. 2. Provide examples of the application of achievement motivation to help students overcome helplessness		Discussion, Presentation, Question and Answer 3 X 50			0%

No								
14	Understand motivation theories and their application in learning	1. Explain how teachers increase student motivation to learn. 2. Provide examples of how teachers provide rewards for student performance, effort and improvement		Discussion, Presentation, Question and Answer 3 X 50				0%
15	Understanding multiple intelligence learning theory	1. Explain the main ideas of the theory of multiple intelligence 2. Exemplifies the application of dual intelligence theory in learning		Discussion, presentation 3 X 50				0%
16	Final Semester Exam 30% Material for Meetings 1-7 and 70% Material for Meetings 9-15		**Form of Assessment** : Test	2 X 50				30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	7.5%
2.	Project Results Assessment / Product Assessment	12.5%
3.	Test	50%
		70%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.