



**Universitas Negeri Surabaya**  
**Faculty of Social and Legal Sciences**  
**Communication Science Bachelor Study Program**

Document Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Educational Communication	7020103030	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5	December 1, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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<b>Learning model</b>	Case Studies
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>											
	<b>PLO-8</b>	Able to collaborate, develop networks and evaluate performance.										
	<b>Program Objectives (PO)</b>											
	<b>PO - 1</b>	Able to apply logical, critical, systematic and innovative thinking in the context of developing or implementing science and technology that pays attention to and applies humanities values appropriate to their field of expertise;										
	<b>PO - 2</b>	Concepts, rules, and processes for developing message content to achieve various communication goals using various types of communication channels										
	<b>PO - 3</b>	Able to use science and technology to solve problems										
	<b>PO - 4</b>	Able to apply Jaya Values to become a dignified human being										
	<b>PLO-PO Matrix</b>											
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PO-4												

<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> <tr> <td>PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
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<b>Short Course Description</b>	This course studies aspects of communication in an educational 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 carry out analysis and synthesis of the implementation of effective educational communication
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<b>References</b>	<b>Main :</b>	
		<ol style="list-style-type: none"> <li>1. Gayle, Barbara Mae, et.all. (eds.). 2006. Classroom Communication and Instructional Processes: Advances Through Meta-Analysis . New Jersey: Lawrence Eelbaum Associates Farrell.</li> <li>2. Thomas S.C. 2009. Talking, Listening and Teaching: A Guide to Classroom Communication . California: CorwinNaim.</li> <li>3. Ngainun. 2011. Dasar-dasar Komunikasi Pendidikan . Jogjakarta: Ar-Russ Media.</li> <li>4. Powell, Robert G. and Powell Dana L. 2010. Classroom Communication and Diversity: enhancing Instructional Practice . New York: Routledge.</li> <li>5. Yusuf. Pawit M. 2010. Komunikasi Instruksional: Teori dan Praktek . Jakarta: Bumi Aksara.</li> </ol>
	<b>Supporters:</b>	

<b>Supporting lecturer</b>		Dr. Danang Tandyonomanu, S.Sos., M.Si. Herma Retno Prabayanti, S.E., M.Med.Kom. Mutiah, S.Sos., M.I.Kom.					
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 attend lectures according to the mutually agreed study contract	together agree on a learning contract	<b>Criteria:</b> liveliness  <b>Form of Assessment :</b> Participatory Activities	3 X 50 agreement discussion lecture		<b>Material:</b> lecture contract <b>References:</b>	0%
2	Understand the basic concepts of communication and learning	Explain the basic concepts of educational communication	<b>Criteria:</b> 1.The weight for each type of assessment used can be set the same or different, depending on the weight of the questions/assignments given by the course instructor. 2.participation  <b>Form of Assessment :</b> Participatory Activities	Lectures and discussions 3 X 50		<b>Material:</b> basic concepts of communication in learning <b>Reader:</b> Yusuf. Pawit M. 2010. <i>Instructional Communication: Theory and Practice.</i> Jakarta: Bumi Literacy.	4%
3	Understand the elements of communication in learning	Explain the elements of communication	<b>Criteria:</b> 1.The weight for each type of assessment used can be set the same or different, depending on the weight of the questions/assignments given by the course instructor. 2.participation  <b>Form of Assessment :</b> Participatory Activities	Lectures and discussions 3 X 50		<b>Material:</b> Elements of communication in learning <b>Reference:</b> Ngainun. 2011. <i>Basics of Educational Communication.</i> Jogjakarta: Ar-Russ Media.	4%
4	Understand communication models	Explain communication models	<b>Criteria:</b> The weight for each type of assessment used can be set the same or different, depending on the weight of the questions/assignments given by the course instructor.  <b>Form of Assessment :</b> Participatory Activities	Lectures and discussions 3 X 50		<b>Material:</b> communication models in learning <b>References:</b> Gayle, Barbara Mae, et.all. (eds.). 2006. <i>Classroom Communication and Instructional Processes: Advances Through Meta-Analysis.</i> New Jersey: Lawrence Eelbaum Associates Farrell.	2%
5	Understand communication models	Explain communication models	<b>Criteria:</b> The weight for each type of assessment used can be set the same or different, depending on the weight of the questions/assignments given by the course instructor.  <b>Form of Assessment :</b> Participatory Activities	Lectures and discussions 3 X 50		<b>Material:</b> two-way communication model that is appropriate in the learning process in the classroom <b>Reference:</b> Thomas SC 2009. <i>Talking, Listening and Teaching: A Guide to Classroom Communication.</i> California: Corwin Naim.	3%

6	Understanding oral communication media in learning	Identifying the effectiveness of communication using oral media.	<p><b>Criteria:</b> The weight for each type of assessment used can be set the same or different, depending on the weight of the questions/assignments given by the course instructor.</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures and discussions 3 X 50		<p><b>Material:</b> communication media for providing education</p> <p><b>Reference:</b> <i>Thomas SC 2009. Talking, Listening and Teaching: A Guide to Classroom Communication. California: Corwin Naim.</i></p>	7%
7	Understanding interpersonal communication in learning	Explaining interpersonal communication Explaining the communication process by referring to the concept of pedagogy	<p><b>Criteria:</b> The weight for each type of assessment used can be set the same or different, depending on the weight of the questions/assignments given by the course instructor.</p>	Lectures and discussions 3 X 50		<p><b>Material:</b> interpersonal communication in an educational context</p> <p><b>Reference:</b> <i>Thomas SC 2009. Talking, Listening and Teaching: A Guide to Classroom Communication. California: Corwin Naim.</i></p>	6%
8	UTS	UTS	<p><b>Criteria:</b> writing test</p> <p><b>Form of Assessment :</b> Test</p>	offline 3 X 50		<p><b>Material:</b> written exam</p> <p><b>References:</b> <i>Powell, Robert G. and Powell Dana L. 2010. Classroom Communication and Diversity: enhancing Instructional Practice. New York: Routledge.</i></p>	20%
9	Students are able to explain the role of the teacher in the communication process in classroom learning		<p><b>Criteria:</b> participation</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	offline 3x50 minutes		<p><b>Material:</b> teaching as a communication process</p> <p><b>Reference:</b> <i>Thomas SC 2009. Talking, Listening and Teaching: A Guide to Classroom Communication. California: Corwin Naim.</i></p>	5%
10	able to explain the role of communication in education	liveliness	<p><b>Criteria:</b> participation</p>	offline 3x 50 minutes		<p><b>Material:</b> communication with instructional objectives</p> <p><b>Reference:</b> <i>Thomas SC 2009. Talking, Listening and Teaching: A Guide to Classroom Communication. California: Corwin Naim.</i></p>	0%
11	Students are able to develop instructional communication strategies in learning	group discussion	<p><b>Criteria:</b> liveliness</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	offline 3 x 50 Minutes		<p><b>Material:</b> instructional communication strategies</p> <p><b>References:</b> <i>Powell, Robert G. and Powell Dana L. 2010. Classroom Communication and Diversity: enhancing Instructional Practice. New York: Routledge.</i></p>	7%

12	Students are able to explain the role and effects of learning communication for student needs	discussion	<b>Criteria:</b> participation  <b>Form of Assessment :</b> Participatory Activities	offline 3 x 50 Minutes		<b>Material:</b> Communication. affect, and student needs <b>References:</b> <i>Powell, Robert G. and Powell Dana L. 2010. Classroom Communication and Diversity: enhancing Instructional Practice. New York: Routledge.</i>	2%
13	Students are able to develop programs for developing students' self-concept	discussion	<b>Criteria:</b> liveliness  <b>Form of Assessment :</b> Participatory Activities	offline 3 x 50 minutes		<b>Material:</b> Communication and self concept <b>Reference:</b> <i>Thomas SC 2009. Talking, Listening and Teaching: A Guide to Classroom Communication. California: Corwin Naim.</i>	7%
14	Students are able to explain the effective traditional learning process	discussion	<b>Criteria:</b> participation  <b>Form of Assessment :</b> Participatory Activities	offline 3 x 50 Minutes		<b>Material:</b> traditional and mastery learning system <b>Reader:</b> <i>Thomas SC 2009. Talking, Listening and Teaching: A Guide to Classroom Communication. California: Corwin Naim.</i>	7%
15	Students are able to explain classroom management in the conventional learning process	participation	<b>Criteria:</b> liveliness  <b>Form of Assessment :</b> Participatory Activities	offline 3 x 50 Minutes		<b>Material:</b> student Misbehavior and classroom management <b>References:</b> <i>Powell, Robert G. and Powell Dana L. 2010. Classroom Communication and Diversity: enhancing Instructional Practice. New York: Routledge.</i>	5%
16	Students are able to take the end of semester test well	Written Exam	<b>Criteria:</b> Writing test  <b>Form of Assessment :</b> Test	offline 90 Minutes		<b>Material:</b> written exam <b>Readers:</b> <i>Gayle, Barbara Mae, et.all. (eds.). 2006. Classroom Communication and Instructional Processes: Advances Through Meta-Analysis. New Jersey: Lawrence Eelbaum Associates Farrell.</i>	27%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	53%
2.	Test	47%
		100%

## 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.