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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
ETHNOSCIENCE	8420102188	Ethnoscience	**T=0**	**P=1**	**ECTS=1.59**	2	February 4, 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 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 discusses "community science" and scientific science, methods for exploring "community science" by exploring information from ‘elders‘ or ‘knowledge keepers‘ to interpret it as scientific science, developing it, and reflecting on the results of development. Apart from that, it discusses the integration of STEM and Sustainable Development Goals (SDGs). Learning is carried out in the form of a Project Based Learning model with several case study methods, discussions, experimentation and presentations, as well as making reports
References	**Main :**

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2. Aikenhead, G. (1992). The Integration of STS into Science Education. Theory Into Practice , 31 (1), 27–35. http://www.jstor.org/stable/1477051
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5. Arif Sholahuddin , Nurlaila Hayati , Rilia Iriani , Parham Saadi , and Eko Susilowati . 2021. 'Project-based learning on ethnoscience setting to improve students' scientific literacy", AIP Conference Proceedings 2330, 020051 (2021) https://doi.org/10.1063/5.0043571
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11. Okechukwu S. A, Lawrence A & Njoku, M. I. A. 2014. Innovations in Science and Technology Education: A Case for Ethnoscience Based Science Classrooms. International Journal of Scientific & Engineering Research, Volume 5, Issue 1, January-2014 52 ISSN 2229-551
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13. Suastra, W.I. 2009. Merekonstruksi Sains Asli (Indegenous Science) dalam Upaya Mengembangkan Pendidikan Sains Berbasis Budaya Lokal di Sekolah. Bali: Jurusan Pend. Fisika IKIP Singaraja.
14. . Sudarmin et al 2019. The learning models of essential oil with science technology engineering mathematic (STEM) approach integrated ethnoscience To cite this article: J. Phys.: Conf. Ser. 1321 032058
15. . UNESCO (2017). UNESCO moving forward. The 2030 Agenda for Sustainable Development. UNESCO Task Force on the 2030 Agenda for Sustainable Development. Retrieved from: http://en.unesco.org/sdgs.
16. . William C. S. 1964. Studies in Ethnoscience. American Anthropologist, Jun., 1964, New Series, Vol. 66, No. 3, Part 2: Transcultural Studies in Cognition (Jun., 1964), pp. 99-131 Published by: Wiley on behalf of the American Anthropological Association Stable URL: http://www.jstor.com/stable/669326

Supporters:	

Supporting lecturer	Beni Setiawan, S.Pd., M.Pd., Ph.D. Wahyu Budi Sabtiawan, S.Si., M.Pd.,M.Sc. Fasih Bintang Ilhami, S.Kep., M.T., Ph.D. Ahmad Fauzi Hendratmoko, M.Pd. Ernita Vika Aulia, 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							0%
2							0%
3							0%
4							0%
5							0%

6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

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** 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.