

Universitas Negeri Surabaya Faculty of Educational Sciences Bachelor of Education Management Study Program

Document Code

				SEMI	ESTER	LEAI	RNIN	1G	PLAN	J.			
Courses				CODE		Course	Family		Credit We	eight	SEM	ESTER	Compilation Date
Learning	The	ory		8620402121					T=2 P=0	ECTS=3.1	8	3	July 18, 2024
AUTHOR	IZAT	TON		SP Develop	er		C	Cours	e Cluster	Coordinato	Stud	ly Progra	am
												unu Triha	untoyo, S.Pd., Pd.
Learning model		Case Studies					•				•		
Program		PLO study pro	gram	that is char	ged to the co	ourse							
Learning		Program Objectives (PO)											
(PLO)		PLO-PO Matrix											
P.O													
PO Matrix at the end of each learning stage (Sub-PO)					9)								
			Р	.0	1 1 1		1	V	Week	1 1	1		
				1 2	3 4	5 6	7	8	9 10	11 12	13	14	15 16
Short Course Descript	ion	examines severa learning	al learr	ning theories	in relation to	learning	theory	and t	their impli	cations for e	effective	and eff	icient ways of
Reference	ces	Main :											
 Schunk, Dale H. 2012. Slavin, Robert E. 2006. Sternberg, Robert J. ar Santrock, John W. 201 Dai, David Yun dan Fintellectual developmer Haskell, Robert E. 2006 Supporters:				E. 2006. Educ ert J. and Ka W. 2011 . Ed n dan Rober elopment and	cational Psych rin Sternberg. lucational Psyd t J. Sternberg I functioning . I	ology: the 2012. Co chology . J. 2004. New Jers	eory and ognitive F Ed. Ke-! Motivationsey: Lawr	pract Psycho 5. US on , e rence	tice . USA: ology . Ed A: Mc Gra emotion, a Erlbaum /	Pearson Ed . Ke-6. USA: w Hill nd cognition Associates	ucation Wadsw : integ	rative p	•
Support	ing	Dr. Fajar Arianto Shelly Andari, S.											
Week-	eac	nal abilities of ch learning ige		Evaluation		Form	Help Learning, Learning methods, Student Assignments, [Estimated time] Offline (Online (online)		ma	arning terials [erences	Assessment Weight (%)		
							offline	e)					
(1)		(2)		(3)	(4)		(5)			(6)		(7)	(8)

2	Students are able to apply the concepts and characteristics of learning theory, the differences between learning theory and learning theory Students are able	Describe the concepts, principles and characteristics of learning theory	Criteria: 1.according to the concept 2.ability to work together Criteria:	discussion 2 X 50		0%
	to apply the concepts and characteristics of learning theory, the differences between learning theory and learning theory	differences between learning theory and learning theory	concept suitability	2 X 50		
3	students are able to implement neuroscience in learning	Examining neural organization Identifying brain structure Examining the use of neurophysiology in learning Examining information processing systems in learning Examining memory networks in learning Examining brain development and its relationship with learning Examining the influence of motivation in learning Examining the influence of emotions in learning Examining the relationship between motivation and emotion in learning learning Incomplete in Incomple	Criteria: conformity with the concept	Discussion 2 X 50		0%

4	students are able to implement neuroscience in learning	Examining neural organization Identifying brain structure Examining the use of neurophysiology in learning Examining information processing systems in learning Examining memory networks in learning Examining brain development and its relationship with learning Examining the influence of motivation in learning Examining the influence of emotions in learning the influence of emotions in learning Examining the influence of emotions in learning Examining the influence of emotions in learning Examining the relationship	Criteria: conformity with the concept	Discussion 2 X 50		0%
		influence of emotions in learning Examining the				

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5	Students are able to apply behaviorism in studying and learning	Analyzing the relationship between trial and error in learning Examining the laws of exercise and effect in learning Examining the relationship between Thorndi's theory in education Examining the basic processes of classical conditioning Examining information variables in classical conditioning Examining biological influences in classical conditioning Examining emotional state reactions Examining behavior anditioning Studying behavior change Studying behavior modification Studying behavior modification Studying behavior modification Studying selfmanagement Studying selfmanagement Studying learning goals in behaviorism Studying learning goals in behaviorism Studying mastery learning Studying contingency contracts	Criteria: 1.conformity with the concept 2.ability to answer questions	Discussion Questions and answers 2 X 50			0%

6	Students are able	Analyzing the	Criteria:	Discussion			0%	
	to apply behaviorism in	relationship between trial	1.conformity with	Questions				
	studying and	and error in	the concept	and				
	learning	learning	2.ability to	answers 2 X 50				
		Examining the	answer	2 X 50				
		laws of exercise and effect in	questions					
		learning						
		Examining the						
		relationship between						
		Thorndi's theory						
		in education Examining the						
		basic processes						
		of classical						
		conditioning Examining						
		information						
		variables in						
		classical conditioning						
		Examining						
		biological						
		influences in classical						
		conditioning						
		Examining emotional state						
		reactions						
		Examining basic						
		operant concepts						
		conditioning						
		Studying						
		behavior change						
		Studying						
		behavior						
		modification Studying basic						
		processes in						
		operant conditioning						
		Studying self-						
		management						
		Studying learning goals in						
		behaviorism						
		Studying						
		learning time in behaviorism						
		Studying						
		mastery						
		learning Studying						
		programmed						
		learning						
		Studying contingency						
		contracts						
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7	Students are able to apply social cognitive theory in learning	Analyzing the mutual influence between behavioral, environmental and individual factors as cognitive. Examining enactive and vicarious in learning. Examining self-regulation in learning. Examining the function of modeling. Examining cognitive skills in learning. Examining motor skills in learning. Examining learning development. Examining motor skills in learning. Examining motor skills in learning. Examining motor skills in learning. Examining motor skills in learning self-efficacy in achievements Examining models. Prestige and competence Analyzing the basic concept of self-efficacy in achieving and self-efficacy in achieving modeling in learning modeling in learning Examining the application of self-efficacy in learning Examining the application of self-efficacy in learning Examining the application of tutoring and mentoring in learning	Criteria: 1.conformity with the concept 2.ability to answer questions	Discussion Questions and answers 2 X 50			0%

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8	Students are able to apply social cognitive theory in learning	Analyzing the mutual influence between behavioral, environmental and individual factors as cognitive. Examining enactive and vicarious in learning. Examining self-regulation in learning. Examining the function of modeling. Examining the function of modeling. Examining cognitive skills in learning. Examining motor skills in learning. Examining learning examining development. Examining models. Prestige and competence Analyzing the basic concept of self-efficacy Examining models and self-efficacy in achieving achievements Examining models and self-efficacy learning modeling in learning Examining the application of self-efficacy in learning Examining the application of worked examples in learning Examining the application of tutoring and mentoring in learning	Criteria: 1.conformity with the concept 2.ability to answer questions	Discussion Questions and answers 2 X 50		0%

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9	Students are able to apply information processing theory to learning activities	Analyzing the assumptions underlying information processing Examining the two-store (dual) memory model Examining the theory of attention Examining the theory of attention and its relation to learning Examining the theory of attention and its relation to reading Examining the Gestalt theory Examining sensory registers Examining LTM comparisons Examining the working shorterm memory system Examining the working shorterm memory Examining the influence of encoding Examining the storage of knowledge in long-term memory	Criteria: conformity with the concept	Discussion Questions and answers 2 X 50		0%
10	Students are able to apply information processing theory to learning activities	Analyzing the assumptions underlying information processing Examining the two-store (dual) memory model Examining the theory of attention Examining the theory of attention and its relation to learning Examining the theory of attention and its relation to reading Examining the Gestalt theory Examining sensory registers Examining LTM comparisons Examining verbal learning Examining the working short-term memory system Examining the influence of encoding Examining the storage of knowledge in long-term memory	Criteria: conformity with the concept	Discussion Questions and answers 2 X 50		0%

11	Students are able to apply information processing theory to learning activities	Analyzing the assumptions underlying information processing Examining the two-store (dual) memory model Examining the theory of attention and its relation to learning Examining the theory of attention and its relation to reading Examining the theory of attention and its relation to reading Examining the Gestalt theory Examining sensory registers Examining LTM comparisons Examining verbal learning Examining the working short-term memory system Examining the influence of encoding Examining the storage of knowledge in long-term memory	Criteria: conformity with the concept	Discussion Questions and answers 2 X 50		0%
12						0%
13						0%
14						0%
15						0%
16						0%

Evaluation Percentage Recap: Case Study

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No	Evaluation	Percentage	-	
		0%		

Notes

- 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.
- 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.