



**Universitas Negeri Surabaya  
Faculty of Education,  
Educational Technology Undergraduate Study Program**

Document Code

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																	
<b>Independent Learning and Modules</b>	8620302052		T=2 P=0 ECTS=3.18	2	July 18, 2024																																	
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>		<b>Study Program Coordinator</b>																																	
	.....		.....		Dr. Utari Dewi, S.Sn., M.Pd.																																	
<b>Learning model</b>	<b>Case Studies</b>																																					
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																					
	<b>Program Objectives (PO)</b>																																					
	<b>PLO-PO Matrix</b>																																					
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 50px; height: 20px;">P.O</td></tr> </table>					P.O																															
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	<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																					
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="2" style="width: 30px; height: 20px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td> </tr> </table>					P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
<b>Short Course Description</b>	This course examines and applies print media development based on the learning media development model through scientific learning.																																					
<b>References</b>	<b>Main :</b>																																					
	<ol style="list-style-type: none"> <li>1. Moon, Jennifer. 2002. The Module &amp; Program Development Handbook: A Practical Guide to Linking level, Learning Outcome &amp; Assessment. UK: Kogan Page.</li> <li>2. Mustaji. 2013. Media Pembelajaran. Surabaya: Unipress Unesa.</li> <li>3. Newby, Timothy J., Donald A. Stepich, James D. Lehman, James D.</li> <li>4. Russell, Anne Ottenbreit-Leftwich. 2009. Educational Technology for teaching and Learning. Ed. ke-4. Boston: Pearson.</li> </ol>																																					
	<b>Supporters:</b>																																					
<b>Supporting lecturer</b>	Prof. Dr. Mustaji, M.Pd. Dr. Bachtiar Sjaiful Bachri, 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	Understanding the context of independent learning in an Educational Technology setting	Exploration of independent learning as a critical and open field of educational technology	<b>Criteria:</b> A : 85-100A- : 80-84B : 75-79B : 70-74B- : 65-69C : 60-64C : 55-59C- : 50-54	lecture, question and answer and assignment 2 X 50			0%																															

2	Understand the meaning of independent learning and know learning strategies that encourage independent learning	Explore the background to the emergence of independent learning from various accurate and renewable sources. Identify the differences between independent and classical learning carefully and objectively		lectures, discussions and questions and answers 2 X 50			0%
3	Understanding the characteristics of students in independent learning strategies	Identifying student characteristics in independent learning by utilizing research results and appropriate library sources. Discussing in groups fairly and openly about developing learning strategies based on student characteristics	<b>Criteria:</b> 1. Individual/Group (30% weight) 2. Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)	lecture discussion assignment question and answer 2 X 50			0%
4	Analyzing the contribution of learning theory research results to independent learning.	Explore psychological research processes and procedures related to independent learning based on various sources. Identify recommendations from psychological research results for independent learning carefully and thoroughly.	<b>Criteria:</b> 1. Individual/Group Assignments (30% weight) 2. Participation in class activities (20% weight; attendance, ability to ask questions, ability to collaborate, ability to express opinions)	lecture, question and answer discussion 2 X 50			0%
5	Analyzing the use of learning theory research results for independent learning	Identify the implementation of psychological research results for the application of independent learning accompanied by a critical review of the research results. Work in groups to solve independent learning problems creatively and innovatively using the principles of Pavlov, Thorndike and Watson's theories creatively and reflectively.		lectures, discussions, assignments 2 X 50			0%
6	Describes the characteristics of module learning	Synthesize patterns and procedures for developing independent learning materials through various creative and original approaches and steps		lecture, discussion 2 X 50			0%
7	Identify patterns and procedures for developing independent learning materials	Synthesize patterns and procedures for developing independent learning materials through various creative and original approaches and steps		lecture, discussion assignment 2 X 50			0%
8	Developing various forms of media for independent learning	Carefully identify various media for implementing independent learning based on the characteristics of the media		project based learning, 2 X 50 lectures			0%

9	Identify the elements required by the module	Compile the elements needed to develop learning modules by looking at several modules used in the community		lecture, question and answer discussion 2 X 50			0%
10	Developing motivational elements in independent learning	Carefully identify the elements of motivation in learning. Formulate forms of providing motivation in independent learning		lecture, discussion 2 X 50			0%
11	Identify the differences between independent and non-independent learning materials	Carefully explore the characteristics of independent and non-independent learning materials. Compare objectively the characteristics of independent and non-independent learning materials		lectures, discussions and assignments 2 X 50			0%
12	Describes the procedures for content analysis of independent study materials	Identifying types of content analysis for independent learning materials. Developing content analysis for independent learning materials creatively		lectures, discussions and assignments 2 X 50			0%
13	Understand the evaluation of independent learning materials	Exploring several techniques for evaluating independent learning materials. Developing independent learning material evaluation instruments innovatively		lectures, discussions and assignments 2 X 50			0%
14	Describe the components of message design in independent learning materials	Identify message design components in independent learning materials. Work in groups to analyze message design components in independent learning materials with discipline, mutual respect and cooperation.		lectures, discussions and assignments 2 X 50			0%
15	Evaluate the development process of the independent teaching materials being developed	Analyze independent learning material products that have been developed in groups carefully and creatively for formative purposes for developing independent teaching materials		discussion, question and answer, reflection 2 X 50			0%
16	UAS	UAS		2 X 50			0%

**Evaluation Percentage Recap: Case Study**

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** 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.