



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																													
Educational Technology Seminar	8620302195		T=2 P=0 ECTS=3.18	7	July 17, 2024																																													
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																														
		Dr. Fajar Arianto, M.Pd	Dr. Utari Dewi, S.Sn., M.Pd.																																														
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)																																																	
		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%;"></td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="text-align: center;">P.O</td> <td style="width: 5%;"></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>															Week																P.O		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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Short Course Description	This course examines the meaning and understanding as well as the application of seminars in the field of Educational Technology (TP) through scientific learning.																																																	
References	Main :																																																	
	1. Spector, J. Michael, M. David Merrill, Jan Elen, dan M.J. Bishop. 2014. Handbook of Research on Educational Communications and Technology. Ed Ke-4 USA: Springer. 2. Lamijan Hadi Susarno, dkk. 2012. Pedoman Seminar Kemmasalahan Teknologi Pendidikan. Surabaya: Unipress. 3. Tim Unesa. 2014. Pedoman penulisan skripsi. Unipress																																																	
	Supporters:																																																	
Supporting lecturer	Prof. Dr. Rusijono, M.Pd. Dr. H. Lamijan Hadi Susarno, M.Pd. Dr. H. Andi Mariono, M.Pd. Prof. Dr. Mustaji, M.Pd. Dr. Hari Sugiharto Setyaedhi, M.Si. Dr. Bachtiar Sjaiful Bachri, M.Pd. Dr. Fajar Arianto, S.Pd., M.Pd. Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D. Khusnul Khotimah, S.Pd., M.Pd. Dr. Utari Dewi, S.Sn., M.Pd. Dr. Andi Kristanto, S.Pd., M.Pd. Citra Fitri Kholidya, S.Pd., M.Pd. Hirnanda Dimas Pradana, 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	Students are able to design research proposals correctly	<ol style="list-style-type: none"> Students are able to formulate research background students are able to formulate research formulations students are able to formulate research objectives students are able to determine research variables 	<p>Criteria:</p> <ol style="list-style-type: none"> A = Very Good B = Good C = Fairly Good D = Not Good <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: Research in the field of educational technology Bibliography: <i>Spector, J. Michael, M. David Merrill, Jan Elen, and MJ Bishop. 2014. Handbook of Research on Educational Communications and Technology. USA 4th Ed: Springer.</i></p> <hr/> <p>Material: structure of writing scientific work Reader: <i>Unesa Team. 2014. Guidelines for writing a thesis. Unipress</i></p>	5%
2	Students are able to make theoretical studies based on problem formulation	students are able to make theoretical studies students are able to write quotations correctly	<p>Criteria:</p> <ol style="list-style-type: none"> A = Very Good B = Good C = Fairly good D = Not Good <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Problem Based Learning Project Based Learning assignment 2 X 50		<p>Material: theoretical study based on problem formulation Reference: <i>Lamijan Hadi Susarno, et al. 2012. Seminar Guidelines for Educational Technology Problems. Surabaya: Unipress.</i></p>	5%
3	Students are able to make theoretical studies based on problem formulation	<ol style="list-style-type: none"> Students are able to make theoretical studies students are able to write quotations correctly 	<p>Criteria:</p> <ol style="list-style-type: none"> A = Very Good B = Good C = Fairly good D = Not Good <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: studies in the field of educational technology. Bibliography: <i>Spector, J. Michael, M. David Merrill, Jan Elen, and MJ Bishop. 2014. Handbook of Research on Educational Communications and Technology. USA 4th Ed: Springer.</i></p>	5%
4	Students are able to make theoretical studies based on problem formulation	<ol style="list-style-type: none"> Students are able to make theoretical studies students are able to write quotations correctly 	<p>Criteria:</p> <ol style="list-style-type: none"> A = Very Good B = Good C = Fairly good D = Not Good <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: studies in the field of educational technology. Bibliography: <i>Spector, J. Michael, M. David Merrill, Jan Elen, and MJ Bishop. 2014. Handbook of Research on Educational Communications and Technology. USA 4th Ed: Springer.</i></p>	5%

5	students are able to design research methods	<p>1.students are able to determine the type of research</p> <p>2.students are able to determine the instrument</p> <p>3.students are able to determine data analysis</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: studies in the field of educational technology.</p> <p>Bibliography: <i>Spector, J. Michael, M. David Merrill, Jan Elen, and MJ Bishop. 2014. Handbook of Research on Educational Communications and Technology. USA 4th Ed: Springer.</i></p> <hr/> <p>Material: structure of writing scientific work</p> <p>Reader: <i>Unesa Team. 2014. Guidelines for writing a thesis. Unipress</i></p>	5%
6	students are able to design research methods	<p>1.students are able to determine the type of research</p> <p>2.students are able to determine the instrument</p> <p>3.students are able to determine data analysis</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: studies in the field of educational technology.</p> <p>Bibliography: <i>Spector, J. Michael, M. David Merrill, Jan Elen, and MJ Bishop. 2014. Handbook of Research on Educational Communications and Technology. USA 4th Ed: Springer.</i></p> <hr/> <p>Material: structure of writing scientific work</p> <p>Reader: <i>Unesa Team. 2014. Guidelines for writing a thesis. Unipress</i></p>	5%
7	Students are able to carry out seminars according to their respective job descriptions	<p>students are able to present research proposals in seminars</p> <p>students are able to refute and provide suggestions on proposals presented</p> <p>students are able to become moderators</p> <p>students are able to become seminar chairs</p>	<p>Criteria:</p> <p>1.A = Very Good</p> <p>2.B = Good</p> <p>3.C = Fairly good</p> <p>4.D = Not Good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: seminar procedures</p> <p>Reference: <i>Lamijan Hadi Susarno, et al. 2012. Seminar Guidelines for Educational Technology Problems. Surabaya: Unipress.</i></p>	5%

8	midterm exam	students are able to present research proposals in seminars students are able to refute and provide suggestions on proposals presented students are able to become moderators students are able to become seminar chairs	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: able to carry out seminars according to their respective job descriptions Reference: <i>Unesa Team. 2014. Thesis writing guidelines. Unipress</i></p>	5%
9	Students are able to carry out seminars according to their respective job descriptions	students are able to present research proposals in seminars students are able to refute and provide suggestions on proposals presented students are able to become moderators students are able to become seminar chairs	<p>Criteria: 1.A = Very Good 2.B = Good 3.C = Fairly good 4.D = Not Good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: seminar procedures Reference: <i>Lamijan Hadi Susarno, et al. 2012. Seminar Guidelines for Educational Technology Problems. Surabaya: Unipress.</i></p>	5%
10	Students are able to carry out seminars according to their respective job descriptions	students are able to present research proposals in seminars students are able to refute and provide suggestions on proposals presented students are able to become moderators students are able to become seminar chairs	<p>Criteria: 1.A = Very Good 2.B = Good 3.C = Fairly good 4.D = Not Good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: seminar procedures Reference: <i>Lamijan Hadi Susarno, et al. 2012. Seminar Guidelines for Educational Technology Problems. Surabaya: Unipress.</i></p>	5%
11	Students are able to carry out seminars according to their respective job descriptions	students are able to present research proposals in seminars students are able to refute and provide suggestions on proposals presented students are able to become moderators students are able to become seminar chairs	<p>Criteria: 1.A = Very Good 2.B = Good 3.C = Fairly good 4.D = Not Good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: seminar procedures Reference: <i>Lamijan Hadi Susarno, et al. 2012. Seminar Guidelines for Educational Technology Problems. Surabaya: Unipress.</i></p>	10%
12	Students are able to carry out seminars according to their respective job descriptions	students are able to present research proposals in seminars students are able to refute and provide suggestions on proposals presented students are able to become moderators students are able to become seminar chairs	<p>Criteria: 1.A = Very Good 2.B = Good 3.C = Fairly good 4.D = Not Good</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 2 X 50		<p>Material: seminar procedures Reference: <i>Lamijan Hadi Susarno, et al. 2012. Seminar Guidelines for Educational Technology Problems. Surabaya: Unipress.</i></p>	10%

13	Students are able to carry out seminars according to their respective job descriptions	students are able to present research proposals in seminars students are able to refute and provide suggestions on proposals presented students are able to become moderators students are able to become seminar chairs	Criteria: 1.A = Very Good 2.B = Good 3.C = Fairly good 4.D = Not Good Form of Assessment : Project Results Assessment / Product Assessment	Project Based Learning 2 X 50		Material: seminar procedures Reference: <i>Lamijan Hadi Susarno, et al. 2012. Seminar Guidelines for Educational Technology Problems. Surabaya: Unipress.</i>	10%
14	Students are able to carry out seminars according to their respective job descriptions	students are able to present research proposals in seminars students are able to refute and provide suggestions on proposals presented students are able to become moderators students are able to become seminar chairs	Criteria: 1.A = Very Good 2.B = Good 3.C = Fairly good 4.D = Not Good Form of Assessment : Project Results Assessment / Product Assessment	Project Based Learning 2 X 50		Material: seminar procedures Reference: <i>Lamijan Hadi Susarno, et al. 2012. Seminar Guidelines for Educational Technology Problems. Surabaya: Unipress.</i>	10%
15	Students are able to carry out seminars according to their respective job descriptions	students are able to present research proposals in seminars students are able to refute and provide suggestions on proposals presented students are able to become moderators students are able to become seminar chairs	Criteria: 1.A = Very Good 2.B = Good 3.C = Fairly good 4.D = Not Good Form of Assessment : Project Results Assessment / Product Assessment	Project Based Learning 2 X 50		Material: seminar procedures Reference: <i>Lamijan Hadi Susarno, et al. 2012. Seminar Guidelines for Educational Technology Problems. Surabaya: Unipress.</i>	5%
16	Final exams	students are able to present research proposals in seminars students are able to refute and provide suggestions on proposals presented students are able to become moderators students are able to become seminar chairs	Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99) Form of Assessment : Project Results Assessment / Product Assessment	Project Based Learning 2 X 50	- -	Material: able to carry out seminars according to their respective job descriptions Reference: <i>Unesa Team. 2014. Thesis writing guidelines. Unipress</i>	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	100%
		100%

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.
- 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.