

Short Course Description	The course introduces and discusses learning theories from various educational experts, ranging from learning concepts, types of learning, learning principles, and learning resources, and its application which can be used as references for carrying out learning and analyzing case examples in class. Specifically, this course is designed to help students to understand how students learn based on certain learning theories. and principles of learning theories and their implications in teaching learning process. Classroom activities will be dominated by classroom discussions, presentations, questions and answers, and case studies using problem-based learning.						
References	Main :						
		<ol style="list-style-type: none"> Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teori iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group. Santrock, J. W. 2008. Educational Psychology. Third Edition . Boston:McGraw-Hill. Slavin, R.E. 2011. Psikologi Pendidikan: Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks. Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge. 					
	Supporters:						
		<ol style="list-style-type: none"> Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc 					
Supporting lecturer	Fauris Zuhri, S.Pd., M.Hum. Wiwiet Eva Savitri, S.Pd., M.Pd. Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. Esti Kurniasih, S.Pd., M.Pd. Suvi Akhriyah, S.Pd., M.Pd. Retno Wulan Dari, 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	Being able to define some key concepts and principles of learning	<ol style="list-style-type: none"> Students can explain the concepts of learning Students are able to explain the principles of learning 	Criteria: Activeness in KBM, portfolio completeness, and performance ability Form of Assessment : Participatory Activities	Discussion, question-answer 2 X 50		Material: Concepts and approaches in learning Reference: <i>Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc</i>	0%
2	Being able to describe the early notions about learning	Students can explain about the early notions of learning	Criteria: Activeness in KBM, portfolio completeness, and performance ability Form of Assessment : Participatory Activities	Contextual Teaching and Learning, Discussion, question-answer 2 X 50		Material: The notions about learning Reference: <i>Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc</i>	5%
3	Being able to describe behavioristic learning theory	Students can explain behavioristic learning theory	Criteria: Activeness in KBM, portfolio completeness, and performance ability Form of Assessment : Participatory Activities	2 X 50	Discussion, question-answer 2 X 50	Material: Behavioristic theory References: <i>Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iLearn Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i> Material: Behavioristic theory Bibliography: <i>Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc</i>	5%

4	Being able to describe cognitive learning theory	Students can explain about cognitive learning theory	<p>Criteria: Activeness in KBM, portfolio completeness, and performance ability</p> <p>Form of Assessment : Participatory Activities</p>		Discussion, question-answer 2x50	<p>Material: Cognitive learning theory</p> <p>References: <i>Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iLearn Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p> <hr/> <p>Material: Cognitive learning theory</p> <p>References: <i>Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc</i></p>	5%
5	Being able to analyze the problems from given case studies and to provide alternative solutions related to constructive learning theories	<p>1.1. Students can give at least 3 examples of constructive learning theories</p> <p>2.2. Students are able to identify sources of problems in constructive learning theories</p> <p>3.3. Students can give solutions to the problems related to constructive learning theories.</p>	<p>Criteria: Activeness in KBM, portfolio completeness, and performance ability</p> <p>Form of Assessment : Portfolio Assessment</p>	Contextual teaching and Learning, Problem-based Learning 4 X 50		<p>Material: Analyzing the problems from given case studies and to give alternative solutions related to constructive learning theories</p> <p>References: <i>Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iBelajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p> <hr/> <p>Material: analyzing the problems from given case studies and to give alternative solutions related to constructive learning theories</p> <p>Reference: <i>Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc</i></p>	10%

6	Being able to analyze the problems from given case studies and to provide alternative solutions related to constructive learning theories	<p>1.1. Students can give at least 3 examples of constructive learning theories</p> <p>2.2. Students are able to identify sources of problems in constructive learning theories</p> <p>3.3. Students can give solutions to the problems related to constructive learning theories.</p>	<p>Criteria: Activeness in KBM, portfolio completeness, and performance ability</p> <p>Form of Assessment : Participatory Activities</p>	Contextual teaching and Learning, Problem-based Learning 4 X 50		<p>Material: analyzing the problems from given case studies and to give alternative solutions related to constructive learning theories</p> <p>References: <i>Hergenahn, BR& Olson, Matthew H. 2012. Theories of Learning (iBelajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p> <p>Material: analyzing the problems from given case studies and to give alternative solutions related to constructive learning theories</p> <p>Reference: <i>Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc</i></p>	5%
7	Being able to analyze the problems from given case studies and to provide alternative solutions related to humanistic learning theory	<p>1.1. Students can give at least 3 examples of humanistic learning theory</p> <p>2.2. Students are able to identify sources of problems in humanistic learning theory</p> <p>3.3. Students can give solutions to the problems related to humanistic learning theory.</p>	<p>Criteria: Activeness in KBM, portfolio completeness, and performance ability</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, Problem-based Learning 4 X 50		<p>Material: humanistic learning theory</p> <p>References: <i>Hergenahn, BR& Olson, Matthew H. 2012. Theories of Learning (iLajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p> <p>Material: examples of humanistic learning theory</p> <p>References: <i>Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc</i></p>	5%

8	Being able to analyze the problems from given case studies and to provide alternative solutions related to humanistic learning theory	<p>1.1. Students can give at least 3 examples of humanistic learning theory</p> <p>2.2. Students are able to identify sources of problems in humanistic learning theory</p> <p>3.3. Students can give solutions to the problems related to humanistic learning theory.</p>	<p>Criteria: Activeness in KBM, portfolio completeness, and performance ability</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, Problem-based Learning 4 X 50		<p>Material: humanistic learning theory</p> <p>References: <i>Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iLajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p> <hr/> <p>Material: examples of humanistic learning theory</p> <p>References: <i>Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc</i></p>	5%
9	Being able to describe social learning theory	Students can explain about social learning theory	<p>Criteria: Activeness in KBM, portfolio completeness, and performance ability</p> <p>Form of Assessment : Participatory Activities</p>	Discussion, question-answer 2 X 50		<p>Material: social learning theory</p> <p>References: <i>Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iLajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p> <hr/> <p>Material: social learning theory</p> <p>Bibliography: <i>Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc</i></p>	5%

10	Being able to describe multiple intelligences' theory	Explain audiolingual theory	Form of Assessment : Participatory Activities		Discussion, question-answer 2 X 50	<p>Material: multiple intelligences' theory</p> <p>References: <i>Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iBelajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p> <hr/> <p>Material: multiple intelligences' theory</p> <p>References: <i>Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.</i></p>	5%
11	Being able to describe learning styles	Students can explain about different kinds of learning styles	Form of Assessment : Participatory Activities	Discussion, question-answer (contextual learning) 2 X 50		<p>Material: different kinds of learning styles</p> <p>Reference: <i>Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.</i></p> <hr/> <p>Material: different kinds of learning styles</p> <p>References: <i>Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iBelajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p>	5%

12	Being able to describe the difficulties in learning	Students can explain about the difficulties in learning	Form of Assessment : Portfolio Assessment	Discussion, question-answer; Contextual Teaching and Learning 2 X 50		<p>Material: the difficulties in learning References: <i>Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iBelajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p> <p>Material: the difficulties in learning Reference: <i>Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc</i></p>	10%
13	Being able to analyze the problems from given case studies and to provide alternative solutions related to self-regulated learning theory	<p>1.1. Students can give at least 3 examples of self-regulated learning theory</p> <p>2.2. Students are able to identify sources of problems in self-regulated learning theory</p> <p>3.3. Students can give solutions to the problems related to self-regulated learning theory.</p>	Form of Assessment : Participatory Activities	Problem-based Learning 2 X 50		<p>Material: self-regulated learning theory References: <i>Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iLajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p> <p>Material: sources of problems in self-regulated learning theory References: <i>Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc</i></p>	5%

14	Being able to analyze the problems from given case studies and to provide alternative solutions related to self-regulated learning theory	<p>1.1. Students can give at least 3 examples of self-regulated learning theory</p> <p>2.2. Students are able to identify sources of problems in self-regulated learning theory</p> <p>3.3. Students can give solutions to the problems related to self-regulated learning theory.</p>	<p>Form of Assessment : Portfolio Assessment</p>	Problem-based Learning 2 X 50		<p>Material: self-regulated learning theory References: Hergenhahn, BR & Olson, Matthew H. 2012. <i>Theories of Learning (iLajar Theory)</i>. Seventh Edition. Jakarta: Kencana Prenada Media Group.</p> <hr/> <p>Material: sources of problems in self-regulated learning theory References: Schunk, DH 2012. <i>Learning Theories: An Educational Perspective</i>. Pearson Inc</p>	10%
15	Being able to describe contextual influences in learning (Teachers, Classrooms, and Schools)	<p>1.1. Students can give at least 3 examples of contextual influences in learning</p> <p>2.2. Students are able to identify sources of problems related to contextual influences in learning</p> <p>3.3. Students can give solutions to the problems related to contextual influences in learning</p>	<p>Form of Assessment : Portfolio Assessment</p>	Problem-based Learning 2 X 50		<p>Material: examples of contextual influences in learning References: Hergenhahn, BR & Olson, Matthew H. 2012. <i>Theories of Learning (iBelajar Theory)</i>. Seventh Edition. Jakarta: Kencana Prenada Media Group.</p> <hr/> <p>Material: identifying sources of problems related to contextual influences in learning Reference: Pritchard, A. 2009. <i>Ways of Learning: Learning theories and learning styles in the classroom</i>. Routledge.</p>	10%

16	Being able to describe contextual influences in learning (Teachers, Classrooms, and Schools)	<p>1.1. Students can give at least 3 examples of contextual influences in learning</p> <p>2.2. Students are able to identify sources of problems related to contextual influences in learning</p> <p>3.3. Students can give solutions to the problems related to contextual influences in learning</p>	<p>Criteria: Activeness in KBM, portfolio completeness, and performance ability</p> <p>Form of Assessment : Portfolio Assessment</p>	Problem-based Learning 2 X 50		<p>Material: examples of contextual influences in learning</p> <p>References: <i>Hergenahn, BR & Olson, Matthew H. 2012. Theories of Learning (iBelajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group.</i></p> <p>Material: identifying sources of problems related to contextual influences in learning</p> <p>Reference: <i>Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.</i></p>	10%
----	--	--	--	----------------------------------	--	---	-----

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	50%
		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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

