Document Code



Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Undergraduate Study Program

07.207											
			SEM	ESTER	R LEAF	RNIN	G P	LA	N		
Courses			CODE		Course Fa	mily	Cred	it We	ight	SEMESTER	Compilation Date
Learning The	ories		8820302283				T=2	P=0	ECTS=3.18	1	September 24, 2022
AUTHORIZA [*]	ΓΙΟΝ		SP Develope	SP Developer Course Cluster Coordinator Study Program					m Coordinator		
			Fauris Zuhri						Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.		
Learning model	Case Studies										
Program	PLO study program that is charged to the course										
Learning Outcomes	PLO-5	Dem	Demonstrate awareness of the values, ethics, norms and responsibilities associated with academic behavior.								
(PLO)	PLO-7	Apply critical thinking and analytical skills to solve English learning problems									
	PLO-12	Plan, implement and evaluate English language learning effectively and creatively.									
	PLO-16	Demonstrate a good understanding of English language learning concepts from a national and global perspective.									
	Program Objectives (PO)										
	PO - 1	Utilizing any available resources to broaden the students' knowledge of the concepts and principles of how learners learn which also covers the concepts in learning theories such as (a) behavioristic theory, (b) cognitive theory, (c) constructivist theory, (d) Socio-cultural learning theory, (e) humanistic theory and to analyze and critically evaluate how learners learn by using the concepts and principles of learning theories.									
	PO - 2	Communicating the concepts and principles of learning theories effectively, both orally and in writing.									
	PO - 3	Making necessary decisions related to the concepts and principles of learning based on analysis of classroom learning cases and providing ideas for choosing alternative solutions.									
	PO - 4	Being responsible, independent, and honest character for the implementation of the concepts and principles of learning theories.									
	PLO-PO Matr	ix									
			P.O	PLO-	5	PLO-7		PLC	-12	PLO-16	
			PO-1								
			PO-2								
			PO-3								
			PO-4								
					ı		1				
	PO Matrix at	the er	nd of each lea	ırning stag	je (Sub-PO)						

14		
	15	16
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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 :
 - Hergenhahn, B.R.& Olson, Matthew H. 2012. Theories of Learning (Teor iBelajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.
 - 2. Santrock, J. W. 2008. Educational Psychology. Third Edition . Boston:McGraw-Hill.
 - 3. Slavin, R.E. 2011. Psikologi Pendidikan: Teori dan Praktik. Edisi Kesembilan Jilid 1. Jakarta: PT Indeks.
 - 4. Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.

Supporters:

1. 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 Akhiriyah, S.Pd., M.Pd. Retno Wulan Dari, S.Pd., M.Pd.

Week-	Final abilities of each learning stage	Eva	aluation	Lea Stude	elp Learning, rning methods, ent Assignments, estimated time]	Learning materials [References	Assessment Weight (%)
	(SuĎ-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	J	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to define some key concepts and principles of learning	1.1. Students can explain the concepts of learning 2.2. 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: Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc	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: Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc	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: Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iLearn Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group. Material: Behavioristic theory Bibliography: Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc	5%

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

6	Being able to analyze the problems from given case studies and to provide alternative solutions related to constructive learning theories	1.1. Students can give at least 3 examples of constructive learning theories 2.2. Students are able to identify sources of problems in constructive learning theories 3.3. Students can give solutions to the problems related to constructive learning theories.	Criteria: Activeness in KBM, portfolio completeness, and performance ability Form of Assessment: Participatory Activities	Contextual teaching and Learning, Problembased Learning 4 X 50	proble given of studies give of studies give of studies give alternation solution related construction in the orient of the orie	ing the ms from case is and to stive ins it to cuctive ins it to cuctive ins
7	Being able to analyze the problems from given case studies and to provide alternative solutions related to humanistic learning theory	1.1. Students can give at least 3 examples of humanistic learning theory 2.2. Students are able to identify sources of problems in humanistic learning theory 3.3. Students can give solutions to the problems related to humanistic learning theory.	Criteria: Activeness in KBM, portfolio completeness, and performance ability Form of Assessment: Participatory Activities	Discussion, Problem- based Learning 4 X 50	Persper Pearson Materi humar learnin theory Reference Pearson Matthe 2012. Theori Learnin (iLajar Theory Seven Edition Jakarta Kenca Prenaca Media Materi examp humar learnin theory Reference Schun 2012. Learnin Theori Educa Persper Pearson	al: 5% inistic g ences: nhahn, nlson, ew H. es of ng d), th n. a: na da Group. al: eles of inistic g ences: k, DH eng es: An tional ective.

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

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

12	Being able to	Students can		Discussion,	Material: the	10%
	describe the difficulties in learning	explain about the difficulties in learning	Form of Assessment : Portfolio Assessment	question- answer; Contextual Teaching and Learning 2 X 50	Material: the difficulties in learning References: Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iBelajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group. Material: the difficulties in learning Reference: Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc	2070
13	Being able to analyze the problems from given case studies and to provide alternative solutions related to self-regulated learning theory	1.1. Students can give at least 3 examples of self-regulated learning theory 2.2. Students are able to identify sources of problems in self-regulated learning theory 3.3. Students can give solutions to the problems related to self-regulated learning theory.	Form of Assessment: Participatory Activities	Problem- based Learning 2 X 50	Material: self-regulated learning theory References: Hergenhahn, BR& Olson, Matthew H. 2012. Theories of Learning (iLajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group. Material: sources of problems in self-regulated learning theory References: Schunk, DH 2012. Learning Theories: An Educational Perspective. Pearson Inc	5%

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

de co inf lea (To	eing able to escribe contextual fluences in arning eachers, lassrooms, and chools)	1.1. Students can give at least 3 examples of contextual influences in learning 2.2. Students are able to identify sources of problems related to contextual influences in learning 3.3. Students can give solutions to the problems related to contextual influences in learning the problems related to contextual influences in learning	Criteria: Activeness in KBM, portfolio completeness, and performance ability Form of Assessment: Portfolio Assessment	Problem- based Learning 2 X 50		Material: examples of contextual influences in learning References: Hergenhahn, BR & Olson, Matthew H. 2012. Theories of Learning (iBelajar Theory). Seventh Edition. Jakarta: Kencana Prenada Media Group. Material: identifying sources of problems related to contextual influences in learning Reference: Pritchard, A. 2009. Ways of Learning: Learning: theories and learning styles in the classroom. Routledge.	10%
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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.
- 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.
- 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.
- 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.