



**Universitas Negeri Surabaya
Faculty of Education,
Special Education Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																											
Gifted Children Education	8620202200		T=2 P=0 ECTS=3.18	4	July 18, 2024																																											
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																											
		Dr. H. Pamuji, M.Kes.																																											
Learning model	Case Studies																																															
Program Learning Outcomes (PLO)	PLO study program that 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 border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 2%;">1</td> <td style="width: 2%;">2</td> <td style="width: 2%;">3</td> <td style="width: 2%;">4</td> <td style="width: 2%;">5</td> <td style="width: 2%;">6</td> <td style="width: 2%;">7</td> <td style="width: 2%;">8</td> <td style="width: 2%;">9</td> <td style="width: 2%;">10</td> <td style="width: 2%;">11</td> <td style="width: 2%;">12</td> <td style="width: 2%;">13</td> <td style="width: 2%;">14</td> <td style="width: 2%;">15</td> <td style="width: 2%;">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																																
Short Course Description	This course examines the nature of giftedness and the concept of gifted children. The discussion also includes the characteristics and development of gifted child service models, differentiated curriculum, learning programs, gifted child learning models and gifted child counseling.																																															
References	Main :																																															
	<ol style="list-style-type: none"> 1. Ashmen, Andrian dan Elkins.John.1994. Educating Children With Special Needs. New York: Prentice Hall 2. Clark, Barbara.1983. Growing Up Gifted, Secon. Ed. Ohio; Charles E.merrril Publishing 3. Cullatta, Richard A et al. 2003. Fundamentals of Special Education, What Every teacher Need to Know. New Jersey : Pearson Education 4. Gargiulo, Richard M.2012. Special Education in Contemporary Society: An Introduction to Exceptionality. United State of America: Sage Publications, Inc. 5. Heward, W. L. 2009. Exceptional children: An introduction to special education (9th ed.). Pearson Education, Inc.: Upper Saddle River, New Jersey. 6. Holwey, Aimee., Craig B., Pendarvis, Edwina D.1986. Teaching Gifted Children: Principle and Strategies. Boston: Little, Brown an Company 7. Ichrom, M.Sholeh Y.A. 1996. Identifikasi dan Pendidikan Dini Anak Berbakat, Jakarta: Depdikbud 8. Maker, C. J. 1993. Creativity, intelligence, and problem solving: A definition and design for cross-cultural research and measurement related to giftedness Gifted Education International, 9 (2), 68 – 77. 9. Munandar, Utami .1995. Mengembangkan Kreativitas Anak Berbakat, Jakarta: Depdikbud 10. Sisk, Dorothy.1987. Kreative Teaching of the Gifted. USA: McGraw-Hill 11. Semiawan, Conny.1996. Perspektif Pendidikan Anak Berbakat, Jakarta: Depdikbud 12. Slavin, R. E. 2009. Educational psychology: Theory and practice. Upper Saddle River, New Jersey: Pearson Education, Inc. 13. Stepanek, Jennifer.1999. Meeting the needs of gifted students: differentiating mathematics and science instruction in the inclusive classroom. Northwest Regional Educational Laboratory 14. Vosburg, G.M & Fiedler, E.D. 2011. Challenging gifted students. Education Committee Michigan Association for Gifted Children. 																																															
	Supporters:																																															
Supporting lecturer	Prof. Dr. Budiyanto, M.Pd. Dr. Asri Wijastuti, 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	Understand competencies, descriptions, sequence of material for gifted education courses and lecture contracts	Mentions competencies, descriptions, sequence of material for gifted education courses	Criteria: 1.4: mention and explain the 4 CPs correctly 2.3: just mention and explain correctly the 3 CPs 3.2: name and explain correctly 2 CP 4.1: mention and explain 1 CP 5.0: did not answer	Expository 2 X 50			0%
2	· Understand the nature of Giftedness. Understand the scope of Gifted Children's Education	1. Describe the nature of giftedness 2. Describes the scope of Gifted Children's Education	Criteria: 1.4: the writing is close to the same or 300 words, and describes the nature of giftedness and the scope of education for gifted children correctly. 2.3: the writing is generally correct, only one aspect is incorrectly explained 3.2: the writing only contains two correct aspects. 4.1: writing in general does not answer commands.	· Scientific Collaborative Inquiry 2 X 50			0%
3	Describe the definition of a gifted child	Formulate the concept of gifted children from various experts and references	Criteria: 1.4: writing close to the same or 200 words, and explaining the definition of a gifted child correctly. 2.3: the writing is generally correct, only one aspect is incorrectly explained 3.2: the writing only contains two correct aspects. 4.1: writing in general does not answer commands.	· Scientific recitation 2 X 50			0%
4	Identifying the characteristics of Gifted Children	Shows the characteristics of gifted children	Criteria: 1.4 : correct content and placement; 2.3: the content is correct, there is a placement error, OR the content is incorrectly placed 3.2: partially correct content, and partially correct placement 4.1: partially correct and incorrect placement OR correct placement and incorrect content.	Scientificinquiry 2 X 50			0%
5	Identifying gifted children	· Formulate an initial screening for academically gifted children based on Gardner's theory	Criteria: 1.4: correct content, coherent/coherent, maximum length 150 words. 2.3: correct content, not coherent/coherent, maximum 150 words, 3.2: partially incorrect content, not coherent/coherent, less than 100 words long, 4.1: wrong content	Scientifichumanistic 2 X 50			0%

6	Describe the principles of identifying gifted children	Demonstrate the principles of identification of especially underserved gifted children using appropriate instruments	Criteria: 1.4: say completely and explain correctly 2.3: call incomplete and explain correctly 3.2: mention some and explain correctly 4.1: mention some and explain wrong	Scientificdiscovery 2 X 50			0%
7	· Compare educational services for gifted children in Indonesia, Australia and America	· Compile a chart of educational services for gifted children. Present a chart of educational services in a poster	Criteria: 1.4: complete and correct content and attractive appearance 2.3: the content is complete and correct, the appearance is not attractive OR the appearance is attractive but there are inaccuracies in the content 3.2: the content is partly correct, the appearance is attractive 4.1: the content is incorrect and the appearance is not attractive	ScientificCollaborative 2 X 50			0%
8	End encounter abilities 1-7	meeting indicators 1-7	Criteria: Attached	Midterm exam take home 2 X 50			0%
9	Analyzing gifted services program strategies	· Explain strategies for gifted child service programs · Differentiate between inclusion and individual services	Criteria: 1.4: mention 2 fields and explain them correctly. 2.3: mention 2 fields, and explain what is wrong. 3.2: mentions 2 fields, explains everything wrong 4.1: call wrong and explain wrong.	Scientific Discussion 2 X 50			0%
10	Applying the basics and principles of a differentiated curriculum	· Develop planning for gifted education service programs. Analyze content, processes and learning products in inclusion classes	Criteria: 1.4: correct according to theoretical and empirical, 2.3: theoretically correct, empirically partly incorrect; OR theoretical is partially wrong, empirical is correct, 3.2: theoretical is partly wrong, and empirical is partly wrong 4.1: theoretical is wrong, empirical is wrong	Synthetic Collaborative 2 X 50			0%
11	Criticizing effective educators of gifted children	· Explain the basics of educator competence for gifted children. Analyze the characteristics of effective educators for gifted children	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	Scientific Discussion 2 X 50			0%

12	· Implement learning strategies for gifted children in inclusion classes	· Describe learning strategies for gifted children in inclusion classes. Analyze the management of the learning environment for gifted children	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	ScientificCollaborative 2 X 50			0%
13	Implementing a differentiation strategy for the content of mathematics material for gifted children in inclusion classes	· Explain the basics of material content differentiation. Analyze the key components of the mathematics curriculum for gifted children	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	ScientificDiscussionInquiries 2 X 50			0%
14	Implementing strategies for differentiation of material content and science processes for gifted children in inclusion classes	· Explain the basics of differentiation of material content and processes. Analyze the key components of the science curriculum for gifted children	Criteria: 1.4: contents are complete and correct, coherent/coherent 2.3: the content is incomplete, the explanation is correct, not coherent/coherent 3.2: the content is incomplete, the explanation is partly incorrect, not coherent/coherent 4.1: content, explanation, sequence is wrong	ScientificHumanisticDiscussion 2 X 50			0%
15	Criticizing the basics of counseling for gifted children	· Explain the basics of counseling for gifted children	Criteria: 1.4: correct content, coherent/coherent, maximum length 150 words. 2.3: correct content, not coherent/coherent, maximum 150 words, 3.2: partially incorrect content, not coherent/coherent, less than 100 words long, 4.1: wrong content	ScientificHumanisticDiscovery 2 X 50			0%
16	End of encounter abilities 1-15	Meeting indicators 1-15	Criteria: attached	Final Exam Semester 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.