



Universitas Negeri Surabaya
Faculty of Sports and Health Sciences,
Bachelor of Physical Education, Health & Recreation Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																			
E-sports design	8520102266	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	5	July 18, 2024																																																			
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																				
		Moh. Fathur Rohman, S. Pd, M. Pd			Dr. Mochamad Ridwan, S.Pd., M.Pd.																																																				
Learning model	Project Based Learning																																																									
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																									
	Program Objectives (PO)																																																									
	PO - 1	After completing the course "Esport Design," students are expected to have a deep understanding of the Esports industry and competence in various aspects of Esports, including physical, mental, game design, team strategy, ethics, and business																																																								
	PLO-PO Matrix																																																									
		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="6"></td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td colspan="6"></td> </tr> </table>						P.O							PO-1																																											
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PO Matrix at the end of each learning stage (Sub-PO)																																																										
	<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td></td> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>						P.O	Week																	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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Short Course Description	The "Esport Design" course is an integral part of the Physical Education and Sports Undergraduate Study Program at the Faculty of Sports and Health Sciences. This course aims to develop students' understanding of the rapidly growing esports industry. With an Outcome-Based Learning (OBE) approach, this course will produce graduates who have competence in various aspects of esports, including physical, mental, game design, team strategy, ethics and business.																																																									
References	Main :																																																									
	1. The Esports Handbook: A Professional Guide to Esports" oleh Brian H. Stair dan Paul M. Pedersen																																																									
	Supporters:																																																									
	1. Esports Yearbook 2019: The Year of Esports 2. Esports Business: A Management and Marketing Guide" oleh William W. Sutton																																																									
Supporting lecturer	Dr. Mochamad Ridwan, S.Pd., M.Pd. Andhega Wijaya, S.Pd.Jas., M.Or. Muchamad Arif Al Ardha, S.Pd., M.Ed., Ph.D. Moh. Fathur Rohman, 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	<p>1.Students can define Esports and understand its history and development.</p> <p>2.Students can explain the role of Esports in the entertainment industry and economy today.</p>	<p>1.Students can identify the definition of Esports.</p> <p>2.Students are able to explain chronologically the history of the development of Esports.</p> <p>3.Students can detail the role of Esports in today's entertainment industry and economy.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Written test on the definition of Esports (20%). 2.Brief report on the history and development of Esports (30%). 3.Oral presentation on the role of Esports in the industry (50%) <p>Form of Assessment : Participatory Activities</p>	<p>Introductory lecture with visual presentation (slides, video). Group discussion about the history and development of Esports</p>	<p>Material: Journal articles about the development of the Esports industry. References: <i>The Esports Handbook: A Professional Guide to Esports</i></p>	0%
2	<p>1.Students can identify the importance of physical health in Esports.</p> <p>2.Students can design physical training and injury prevention programs for esports players.</p>					0%
3	<p>1.Students can explain the importance of mental well-being in Esports.</p> <p>2.Students can apply techniques for dealing with stress, competitive pressure and mental fatigue in esports players</p>	<p>1.Students are able to explain the importance of mental well-being in Esports.</p> <p>2.Students are able to apply techniques for dealing with stress, competitive pressure and mental fatigue in esports players.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Essay on mental wellbeing in Esports (40%). 2.Presentation of techniques for dealing with stress (60%). <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance</p>	<p>Lecture with examples of cases of Esports players. Group discussions about techniques for dealing with stress and mental pressure.</p>	<p>Material: Kruger, SR, De Bruin, CR, & Tredoux, CG (2020). The relationship between stress, coping, and psychological well-being in professional esports players. <i>Journal of Sport Psychology in Action</i>, 11(1), 33-43. References: Material: Galloway, S. (2018). <i>The Inner Game of Esports: Psychological Training and Skills Development in Esports</i>. Springer. References:</p>	10%
4	<p>1.Students can apply game interface design principles in an esports context.</p> <p>2.Students can analyze the impact of game interface design on the gaming experience.</p>	<p>1.Students are able to apply game interface design principles in an esports context.</p> <p>2.Students are able to analyze the impact of game interface design on the gaming experience.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Esports game interface analysis (50%). 2.Practical presentation (50%). <p>Form of Assessment : Participatory Activities</p>	<p>Lecture on the principles of game interface design. Esports game interface analysis practice session.</p>	<p>Material: Salen, K., & Zimmerman, E. (2004). <i>Rules of Play: Game Design Fundamentals</i>. MIT Press. References: Material: Isbister, K. (2016). <i>Game Usability: Advice from the Experts for Advancing the Player Experience</i>. CRC Press. References:</p>	10%

5	<p>1.Students can describe the importance of teamwork in Esports.</p> <p>2.Students can design strategies and tactics in team games.</p>	<p>1.Students are able to describe the importance of teamwork in Esports.</p> <p>2.Students are able to design strategies and tactics in team games.</p>	<p>Criteria:</p> <p>1.Discussion about the importance of teamwork (30%).</p> <p>2.Strategic and tactical plans (70%).</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Lecture about the importance of teamwork in Esports. Case studies of famous Esports matches.</p>		<p>Material: Kow, YM, Toh, Y., & Ma, L. (2019). Developing team communication in Esports. In Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems (CHI '19).</p> <p>References:</p>	10%
6	<p>1.Students can apply gameplay analysis methods and provide constructive comments on esports competitions.</p> <p>2.Students can identify the positive and negative impacts of Esports in society.</p>	<p>1.Students are able to apply gameplay analysis methods and provide constructive comments on esports competitions.</p> <p>2.Students are able to identify the positive and negative impacts of Esports in society.</p>	<p>Criteria:</p> <p>1.Gameplay analysis and commentary (40%).</p> <p>2.Presentation about the impact of Esports in society (60%).</p> <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	<p>Lectures on gameplay analysis methods. Group discussion regarding the positive and negative impacts of Esports in society.</p>		<p>Material: Ratan, R., Taylor, N., & Hogan, J. (2017). The LoL of the children: a content analysis of Esports fans and online communities using netnography. Games and Culture, 12(3), 238-258.</p> <p>References:</p> <p>Material: Taylor, T.L. (2018). Watch Me Play: Twitch and the Rise of Game Live Streaming. Princeton University Press.</p> <p>References:</p>	10%
7	<p>1.Students can explain the structure of the Esports industry.</p> <p>2.Students can design esports team business models and marketing strategies for esports athletes.</p>	<p>1.Students are able to explain the structure of the Esports industry.</p> <p>2.Students are able to design esports team business models and marketing strategies for esports athletes.</p>	<p>Criteria:</p> <p>1.Esports industry structure analysis (40%).</p> <p>2.Design of team business model and marketing strategy (60%).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lecture on the structure of the Esports industry. Case study of business collaboration in Esports.</p>		<p>Material: Huang, L. (2020). Value Co-Creation in Esports: Exploring the Fans' Value Co-Creation Behavior through Grounded Theory and Online Fan Communities. International Journal of Environmental Research and Public Health, 17(17), 6199.</p> <p>References:</p> <p>Material: Smith, RG (2018). The Esports Playbook: Start-Up to Pro. New Riders.</p> <p>References:</p>	10%

8	<p>1.Students can summarize the principles of fair play and ethics in esports.</p> <p>2.Students can identify and resolve cases of ethical violations in esports competitions.</p> <p>3.UTS</p>	<p>1.Students are able to summarize the principles of fair play and ethics in esports.</p> <p>2.Students are able to identify and resolve cases of ethical violations in esports competitions.</p>	<p>Criteria:</p> <p>1.Essay on principles of fair play and ethics (40%).</p> <p>2.Analysis of cases of ethical violations (60%).</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lectures on the principles of fair play and ethics in Esports. Discussion of cases of ethical violations in esports competitions.</p>		<p>Material: Smith, RG (2019). The Esports Playbook: Strategies for Business, Legal, and Policy Challenges. Taylor & Francis</p> <p>Bibliography:</p> <p>Material: Barra, G. (2017). Gamer Trouble: The Militarization of Esports. University of Minnesota Press.</p> <p>References:</p>	10%
9	<p>1.Students can design Esports programs in the context of physical education and recreation.</p> <p>2.Students can evaluate the benefits of Esports in learning social skills and cooperation.</p>	<p>1.Students are able to design esports programs in the context of physical education and recreation.</p> <p>2.Students are able to evaluate the benefits of Esports in learning social skills and cooperation.</p>	<p>Criteria:</p> <p>1.Esports program design (50%).</p> <p>2.Evaluation of the benefits of Esports in learning (50%).</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Lecture on the application of Esports in physical education and recreation. Group discussion about the benefits of Esports in learning social skills and cooperation.</p>		<p>Material: Steiner, C. M., & Raab, M. (2018). The relationship between the extent of video gaming and academic performance among adolescents. Media Psychology, 21(4), 560-581.</p> <p>References:</p> <p>Material: Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work?--a literature review of empirical studies on gamification. In 2014 47th Hawaii international conference on system sciences (pp. 3025-3034). Ieee.</p> <p>References:</p>	10%

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11	<p>1.Students can design Esports programs in the context of physical education and recreation.</p> <p>2.Students can evaluate the benefits of Esports in learning social skills and cooperation.</p>	<p>1.Students are able to design esports programs in the context of physical education and recreation.</p> <p>2.Students are able to evaluate the benefits of Esports in learning social skills and cooperation.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Esports program design (50%). 2.Evaluation of the benefits of Esports in learning (50%). <p>Form of Assessment : Participatory Activities</p>	<p>Lecture on the application of Esports in physical education and recreation. Group discussion about the benefits of Esports in learning social skills and cooperation.</p>		<p>Material: Steiner, C. M., & Raab, M. (2018). The relationship between the extent of video gaming and academic performance among adolescents. <i>Media Psychology</i>, 21(4), 560-581.</p> <p>References:</p> <hr/> <p>Material: Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work?--a literature review of empirical studies on gamification. In 2014 47th Hawaii international conference on system sciences (pp. 3025-3034). Ieee</p> <p>Library:</p>	10%

12	<p>1.Students can design Esports programs in the context of physical education and recreation.</p> <p>2.Students can evaluate the benefits of Esports in learning social skills and cooperation.</p>	<p>1.Students are able to design esports programs in the context of physical education and recreation.</p> <p>2.Students are able to evaluate the benefits of Esports in learning social skills and cooperation.</p>	<p>Criteria:</p> <p>1.Esports program design (50%).</p> <p>2.Evaluation of the benefits of Esports in learning (50%).</p> <p>Form of Assessment : Participatory Activities</p>	<p>Lecture on the application of Esports in physical education and recreation.</p> <p>Group discussion about the benefits of Esports in learning social skills and cooperation.</p>	<p>Material: Steiner, C. M., & Raab, M. (2018). The relationship between the extent of video gaming and academic performance among adolescents. <i>Media Psychology</i>, 21(4), 560-581.</p> <p>References:</p> <p>Material: Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work?--a literature review of empirical studies on gamification. In 2014 47th Hawaii international conference on system sciences (pp. 3025-3034). Ieee</p> <p>Library:</p>	10%
13	<p>1.Students can develop esports design projects based on the concepts learned.</p> <p>2.Students can present project results and respond to questions from the class.</p>					10%
14	<p>1.Students can develop esports design projects based on the concepts learned.</p> <p>2.Students can present project results and respond to questions from the class.</p>					10%
15	<p>1.Students can participate in discussions with guests from the Esports industry.</p> <p>2.Students can share insights about careers in the Esports industry.</p>					10%
16	UAS					10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	63.33%
2.	Project Results Assessment / Product Assessment	23.33%
3.	Practice / Performance	13.33%
		99.99%

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.