



Universitas Negeri Surabaya
Faculty of Social Sciences and Law
Sociology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																		
Early Childhood Education Study	6920102065	Study Program Elective Courses	T=2 P=0 ECTS=3.18	5	July 17, 2024																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																		
	Refti Handini Listyani, S.Sos., M.Si.			Dr. Agus Machfud Fauzi, M.Si.																																																		
Learning model	Case Studies																																																						
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																						
	Program Objectives (PO)																																																						
	PO - 1	Utilizing learning resources and technology-based media in studying early childhood education issues																																																					
	PLO-PO Matrix																																																						
		<table border="1" style="margin: auto;"> <tr><td style="padding: 5px;">P.O</td></tr> <tr><td style="padding: 5px;">PO-1</td></tr> </table>				P.O	PO-1																																																
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PO-1																																																							
	PO Matrix at the end of each learning stage (Sub-PO)																																																						
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <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> </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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PO-1																																																							
Short Course Description	Through this course, students are invited to understand child development from birth to school age (7 years). Apart from that, this course also examines the interaction patterns of first-born children with parents, early childhood education institutions (play groups) up to grade 2 elementary schools. In turn, students are asked to carry out simple research on these things.																																																						
References	Main :																																																						
	<ol style="list-style-type: none"> 1. Marilyn Fleer and Bert van Oers. 2018. International Handbook of Early Childhood Education. Amsterdam: Springer. 2. Angela Anning, Joy Cullen dan and Marilyn Fleer. 2004. Early Childhood Education, Society and Culture. London: Sage. 3. Berry Mayall. 2013. A History of the Sociology of Childhood. London: Institute of Education Press . 4. George S. Morrison. 2003. Early Childhood Education Today. New Jersey: Pearson Merrill Prentice Hall. 5. (Perspectives on Children and Young People 4) Kylie Smith, Kate Alexander, Sheralyn Campbell (eds.) - Feminism(s) in Early Childhood_ Using Feminist Theories in Research and Practice-Springer Singapor 6. Rory McDowall Clark-Childhood in society for early childhood studies-Learning Matters Ltd (2010) 7. Changing Images of Early Childhood) Gaile S. Cannella, Radhika Viruru - Childhood and Postcolonization_ Power, Education, and Contemporary Practice -Routledge (2004) 8. Morrison-Early childhood education today (2003) 9. Halle,et.al-Quality in Early Education Care and Education Setting. A Compendium of Measures 10. Hertzog,et.al-Early Childhood Gifted Education 11. Mawson-Collaborative Play in Early Childhood Education (2010) 12. Fotso and Kuete-Defo-Household and Community Socioeconomic Influences on Early Childhood Malnutrition in Africa 13. Findlay,et.al-Links between empathy, social behavior and soical understanding in early childhood 14. Dumais-Early childhood cultural capital, parental habitus, and teacher 15. Naughton and Davis-"Race" and Early Childhood Education. An International Approach to Identity, Politics, and Pedagogy 																																																						
	Supporters:																																																						
Supporting lecturer	Dr. Refti Handini Listyani, S.Sos., M.Si. Silkania Swarizona, S.IP., M.IP.																																																						
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	Mapping research on Early Childhood Education	Explain the lecture contract and RPS	<p>Criteria: Understand the lecture contract and RPS</p> <p>Form of Assessment : Participatory Activities</p>	Lectures and Discussions 2 X 50	Lectures and Discussions	<p>Material: Introduction to the concept and scope of Early Childhood Education Reader: Marilyn Fleer and Bert van Oers. 2018. <i>International Handbook of Early Childhood Education</i>. Amsterdam: Springer.</p>	5%
2	Understand various sociological perspectives on early childhood education	Identify various theoretical perspectives used to understand early childhood education	<p>Criteria: Completely formulate the various theoretical perspectives used to understand early childhood education</p> <p>Form of Assessment : Participatory Activities</p>	Behavioristic/Expository Approach/Lecture and Discussion 2 X 50		<p>Material: Study of various sources of sociological research on early childhood education. Bibliography: Marilyn Fleer and Bert van Oers. 2018. <i>International Handbook of Early Childhood Education</i>. Amsterdam: Springer.</p>	5%
3	Understand and apply various research methods used to research early childhood education	<ol style="list-style-type: none"> 1. Identifying (Co)-Researching with Children ; 2. Identifying Policy Analysis and Document Research; 3. Identifying A Cultural-Historical Methodology for Researching Early Childhood Education 4. Identifying Narrative Learning of Literacy 5. Identifying Mixed Methods in Early Childhood Education and Current Approaches in Quantitative Research in Early Childhood Education 	<p>Criteria: Formulate in full: (Co)-Researching with Children; Policy Analysis and Document Research; A Cultural-Historical Methodology for Researching Early Childhood Education Narrative Learning of Literacy Mixed Methods in Early Childhood Education and Current Approaches in Quantitative Research in Early Childhood Education</p> <p>Form of Assessment : Participatory Activities</p>	Behavioristic/Expository Approach/Lecture and Discussion 2 X 50		<p>Material: (Co)-Researching with Children ; Policy Analysis and Document Research; A Cultural-Historical Methodology for Researching Early Childhood Education Narrative Learning of Literacy Mixed Methods in Early Childhood Education and Current Approaches in Quantitative Research in Early Childhood Education Bibliography: Angela Anning, Joy Cullen and Marilyn Fleer. 2004. <i>Early Childhood Education, Society and Culture</i>. London: Sage.</p>	5%

4	Examines various research methods used to research early childhood education	<ol style="list-style-type: none"> 1. Identifying (Co)- Researching with Children ; 2. Identifying Policy Analysis and Document Research; 3. Identifying A Cultural-Historical Methodology for Researching Early Childhood Education 4. Identifying Narrative Learning of Literacy 5. Identifying Mixed Methods in Early Childhood Education and Current Approaches in Quantitative Research in Early Childhood Education 	<p>Criteria: Formulate in full: (Co)-Researching with Children; Policy Analysis and Document Research; A Cultural-Historical Methodology for Researching Early Childhood Education Narrative Learning of Literacy Mixed Methods in Early Childhood Education and Current Approaches in Quantitative Research in Early Childhood Education</p> <p>Form of Assessment : Participatory Activities</p>	Behavioristic/Expository Approach/Lecture/Discussion 2 X 50		<p>Material: (Co)- Researching with Children ; Policy Analysis and Document Research; A Cultural-Historical Methodology for Researching Early Childhood Education Narrative Learning of Literacy Mixed Methods in Early Childhood Education and Current Approaches in Quantitative Research in Early Childhood Education</p> <p>Bibliography: George S. Morrison. 2003. <i>Early Childhood Education Today</i>. New Jersey: Pearson Merrill Prentice Hall.</p>	5%
5	Explain and apply various research methods used to research early childhood education	<ol style="list-style-type: none"> 1. Identifying (Co)- Researching with Children ; 2. Identifying Policy Analysis and Document Research; 3. Identifying A Cultural-Historical Methodology for Researching Early Childhood Education 4. Identifying Narrative Learning of Literacy 5. Identifying Mixed Methods in Early Childhood Education and Current Approaches in Quantitative Research in Early Childhood Education 	<p>Criteria: True=100</p> <p>Form of Assessment : Participatory Activities</p>	Behavioristic/Expository Approach/Lecture/Discussion 2 X 50		<p>Material: (Co)- Researching with Children ; Policy Analysis and Document Research; A Cultural-Historical Methodology for Researching Early Childhood Education Narrative Learning of Literacy Mixed Methods in Early Childhood Education and Current Approaches in Quantitative Research in Early Childhood Education</p> <p>Bibliography: <i>(Perspectives on Children and Young People 4)</i> Kylie Smith, Kate Alexander, Sheralyn Campbell (eds.) - <i>Feminism(s) in Early Childhood_ Using Feminist Theories in Research and Practice</i>-Springer Singapor</p>	5%

6	Explains various research results on early childhood education in parts of the world	<ol style="list-style-type: none"> 1. Presenting Contemporary Research and Evidence: in England and Western Europe; 2. Presenting Contemporary Research and Evidence: in Eastern Europe; 3. Presenting Contemporary Research and Evidence: in Australia and the Pacific; 4. Presenting Contemporary Research and Evidence: in Asia; 5. Presenting Contemporary Research and Evidence: in Africa; 6. Presenting Contemporary Research and Evidence: in North America; 7. Presenting Contemporary Research and Evidence: in Latin America; 8. Presenting Contemporary Research and Evidence: in the Nordic region. 	<p>Criteria: Completely formulate various research results on early childhood education in parts of the world</p> <p>Form of Assessment : Participatory Activities</p>	Behavioristic/Expository Approach/Lecture/Discussion 2 X 50		<p>Material: 1. Contemporary Research and Evidence: in England and Western Europe; 2. Contemporary Research and Evidence: in Eastern Europe; 3. Contemporary Research and Evidence: in Australia and the Pacific; 4. Contemporary Research and Evidence: in Asia; 5. Contemporary Research and Evidence: in Africa; 6. Contemporary Research and Evidence: in North America; 7. Contemporary Research and Evidence: in Latin America; 8. Contemporary Research and Evidence: in the Nordic region</p> <p>Library:</p>	5%
7	Explains various research results on early childhood education in parts of the world	<ol style="list-style-type: none"> 1. Presenting Contemporary Research and Evidence: in England and Western Europe; 2. Presenting Contemporary Research and Evidence: in Eastern Europe; 3. Presenting Contemporary Research and Evidence: in Australia and the Pacific; 4. Presenting Contemporary Research and Evidence: in Asia; 5. Presenting Contemporary Research and Evidence: in Africa; 6. Presenting Contemporary Research and Evidence: in North America; 7. Presenting Contemporary Research and Evidence: in Latin America; 8. Presenting Contemporary Research and Evidence: in the Nordic region. 	<p>Criteria: Formulate in full: 1. Contemporary Research and Evidence: in England and Western Europe; 2. Contemporary Research and Evidence: in Eastern Europe; 3. Contemporary Research and Evidence: in Australia and the Pacific; 4. Contemporary Research and Evidence: in Asia; 5. Contemporary Research and Evidence: in Africa; 6. Contemporary Research and Evidence: in North America; 7. Contemporary Research and Evidence: in Latin America; 8. Contemporary Research and Evidence: in the Nordic region</p> <p>Form of Assessment : Participatory Activities</p>	Behavioristic/Expository Approach/Lecture/Discussion 2 X 50		<p>Material: 1. Contemporary Research and Evidence: in England and Western Europe; 2. Contemporary Research and Evidence: in Eastern Europe; 3. Contemporary Research and Evidence: in Australia and the Pacific; 4. Contemporary Research and Evidence: in Asia; 5. Contemporary Research and Evidence: in Africa; 6. Contemporary Research and Evidence: in North America; 7. Contemporary Research and Evidence: in Latin America; 8. Contemporary Research and Evidence: in the Nordic region</p> <p>Pustaka: <i>Changing Images of Early Childhood</i>) Gaile S. Cannella, Radhika Viruru - <i>Childhood and Postcolonization_ Power, Education, and Contemporary Practice</i> - Routledge (2004)</p>	5%

8	UTS	UTS	<p>Criteria: Formulate answers correctly along with supporting data</p> <p>Form of Assessment : Participatory Activities</p>	Written Test 2 X 50	Take Home	<p>Material: various early childhood education in parts of the world</p> <p>Reference: <i>Morrison-Early childhood education today (2003)</i></p>	10%
9	Understand the latest developments, from innovation to the role of family and community in early childhood education	<ol style="list-style-type: none"> 1. Identifying Innovative and Longstanding Programs (Part IV) 2. Identifying Curriculum and Assessment (Part V) 3. Identifying Pedagogies in Early Childhood Education (Part VI) 4. Identifying Children, Families and Communities (Part VII) 	<p>Criteria: Formulates in full: Innovative and Longstanding Programs (Part IV), Curriculum and Assessment (Part V), Pedagogies in Early Childhood Education (Part VI), Child, Families and Communities (Part VII)</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist/Cooperative Learning/Discussion/Lecture 2 X 50		<p>Material: Understanding innovation and sustainability programs, curriculum and assessment of early childhood education, pedagogy in early childhood education, the role of family and community in early childhood education.</p> <p>Reference: <i>Halle, et.al- Quality in Early Education Care and Education Setting. A Compendium of Measures</i></p>	5%
10	Understand the latest developments, from innovation to the role of family and community in early childhood education	<ol style="list-style-type: none"> 1. Identifying Innovative and Longstanding Programs (Part IV) 2. Identifying Curriculum and Assessment (Part V) 3. Identifying Pedagogies in Early Childhood Education (Part VI) 4. Identifying Children, Families and Communities (Part VII) 	<p>Criteria: True=100</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist/Cooperative Learning/Discussion/Lecture 2 X 50		<p>Material: Innovation and sustainability programs, curriculum and assessment of early childhood education, pedagogy in early childhood education, the role of family and community in early childhood education</p> <p>Reference: <i>Hertzog, et.al- Early Childhood Gifted Education</i></p>	5%
11	Understand the latest developments, from innovation to the role of family and community in early childhood education	<ol style="list-style-type: none"> 1. Identifying Innovative and Longstanding Programs (Part IV) 2. Identifying Curriculum and Assessment (Part V) 3. Identifying Pedagogies in Early Childhood Education (Part VI) 4. Identifying Children, Families and Communities (Part VII) 	<p>Criteria: Formulates in full: Innovative and Longstanding Programs (Part IV), Curriculum and Assessment (Part V), Pedagogies in Early Childhood Education (Part VI), Child, Families and Communities (Part VII)</p> <p>Form of Assessment : Participatory Activities</p>	Constructivist/Cooperative Learning/Discussion/Lecture 2 X 50		<p>Material: Innovation and sustainability programs, early childhood education curriculum and assessment, pedagogy in early childhood education, the role of family and community in early childhood education</p> <p>Reference: <i>Mawson- Collaborative Play in Early Childhood Education (2010)</i></p>	5%
12	Compile a simple research report about age education in the surrounding environment	<ol style="list-style-type: none"> 1. Formulate the problem; 2. Creating background to the problem's objectives; 3. Make a simple literature review; 4. Formulate research methods 5. Write research reports. 	<p>Criteria: prepare research reports in accordance with the rules of scientific writing</p> <p>Form of Assessment : Participatory Activities</p>	Social Investigation 2 X 50		<p>Material: Conducting simple research on early childhood education</p> <p>Reference: <i>Fotso and Kuete- Defo-Household and Community Socioeconomic Influences on Early Childhood Malnutrition in Africa</i></p>	5%

13	Compile a simple research report about age education in the surrounding environment	1. Formulate the problem; 2. Creating background to the problem's objectives; 3. Make a simple literature review; 4. Formulate research methods 5. Write research reports.	Criteria: prepare research reports in accordance with the rules of scientific writing Form of Assessment : Participatory Activities	Social Investigation 2 X 50		Material: Conducting simple research on early childhood education Reference: <i>Findlay, et. al- Links between empathy, social behavior and social understanding in early childhood</i>	5%
14	Compile a simple research report about age education in the surrounding environment	1. Formulate the problem; 2. Creating background to the problem's objectives; 3. Make a simple literature review; 4. Formulate research methods 5. Write research reports.	Criteria: prepare research reports in accordance with the rules of scientific writing Form of Assessment : Participatory Activities	Social Investigation 2 X 50		Material: Conducting simple research on early childhood education Reference: <i>Dumais-Early childhood cultural capital, parental habitus, and teacher</i>	5%
15	Compile a simple research report about age education in the surrounding environment	1. Formulate the problem; 2. Creating background to the problem's objectives; 3. Make a simple literature review; 4. Formulate research methods 5. Write research reports.	Criteria: prepare research reports in accordance with the rules of scientific writing Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Social Investigation 2 X 50		Material: Phenomenon and cases of early childhood education Reference: <i>Dumais-Early childhood cultural capital, parental habitus, and teacher</i>	15%
16	Understand and apply various sociological perspectives to research on early childhood education	UAS	Criteria: UAS Form of Assessment : Participatory Activities, Tests	Written Test 2 X 50	Take Home	Material: Theory, methods, and analysis of early childhood education studies. Reference: <i>Naughton and Davis-"Race" and Early Childhood Education. An International Approach to Identity, Politics, and Pedagogy</i>	10%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	87.5%
2.	Project Results Assessment / Product Assessment	7.5%
3.	Test	5%
		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** 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.
- 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.

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.