	Universitas Negeri Surabaya Faculty of Education, Early Childhood Education Teacher Education Undergraduate Study Program					Document Code	

SEMESTER LEARNING PLAN

Courses		CODE		Course Family	Credit Weight			SEMESTER	Compilation Date
AUD Cognitive Development		8620703205			T=3	P=0	ECTS=4.77	3	June 30, 2023
AUTHORIZATION		SP Developer			Course Cluster Coordinator			Study Program Coordinator	
		....			....			Kartika Rinakit Adhe, S.Pd., M.Pd.	

Learning model	Case Studies
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	Providing knowledge and analyzing basic concepts of cognitive development, approaches from various experts, identifying cognitive problems in children and also implementing early childhood cognitive development learning practices. After taking this course, students are expected to have knowledge about early childhood cognitive development and be able to develop children's cognitive abilities in the learning process.
References	**Main :**

1. Charlesworth, K & Lind. 2010. Math and Science for Young Children . United States of America: WARDWORTH.
2. Cendage L Jackman, Hilda L. 2012. Early Education Curriculum:A Child's Connection to the World,Fifth Edition. USA:Nelson Education.
3. Essa, Eva L. 2003. Introduction to Early Childhood Education . New York: Delmar Learning.
4. Biddle, Kimberly A. 2014. Gordon etc. Early Childhood Education Becoming a Profesional . California: Sage.
5. Eliason, Claudia and Loa Jenkins . 2008. A Pratical Guide to Early Childhood Curriculum. New Jersey: Pearson.
6. Brewer, Jo Anna. 2007. Early Childhood Education Preschool Through primary Grades . USA: Pearson.
7. Morrison, George S. 2008. Fundamentals Of Early Childhood Education. USA: Pearson

Supporters:

Supporting lecturer	Dra. Mas'udah, M.M.Pd. Nur Ika Sari Rakhmawati, S.Pd., M.Pd. Melia Dwi Widayanti, 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	Students are able to understand various theoretical studies regarding cognition related to early childhood. Students are able to understand the difference between cognitive activities and creativity. Students are able to understand the various types of material included in AUD cognitive development.	Students are able to answer questions asked related to cognitive theory and its relation to early childhood. Students are able to answer questions related to cognitive and creativity	**Form of Assessment** : Participatory Activities	Discussion, Question and answer, assignment 2 X 50		**Material:** Scope of cognitive development **References:** *Charlesworth, K & Lind. 2010. Math and Science for Young Children. United States of America: WARDWORTH.*	0%
2	Students are able to understand various cognitive theoretical studies related to early childhood (Bruner's Cognitive Theory)	Students are able to answer questions asked related to cognitive theory and its relationship to early childhood	**Form of Assessment** : Participatory Activities	Discussion, Question and answer, assignment 2 X 50		**Material:** Cognitive development (Piaget and Vygotsky's theory) **References:** *Essa, Eva L. 2003. Introduction to Early Childhood Education. New York: Delmar Learning.*	0%
3	Students are able to understand various cognitive theoretical studies related to early childhood (Bruner's Cognitive Theory)	Students are able to answer questions asked related to cognitive theory and its relationship to early childhood			Discussion, Question and answer, assignment 2 X 50	**Material:** Cognitive development (Montessori theory) **References:** *Essa, Eva L. 2003. Introduction to Early Childhood Education. New York: Delmar Learning.*	0%
4	students understand early childhood cognitive development according to Ausabel	Students are able to understand the cognitive abilities of early childhood in accordance with Ausabel's cognitive theory			assignments, questions and answers, discussions 2 X 50	**Material:** Cognitive development (Ausable Theory) **References:** *Essa, Eva L. 2003. Introduction to Early Childhood Education. New York: Delmar Learning.*	0%
5	students understand material on early childhood cognitive development (Montessori Cognitive Theory)	Students are able to identify cognitive problems with AUD		Field Observation 2 X 50		**Material:** AUD cognitive problems **Reference:** *Morrison, George S. 2008. Fundamentals of Early Childhood Education. USA: Pearson*	0%
6	students understand the cognitive theory of early childhood (Gestale Cognitive Theory)	Students are able to answer questions asked related to cognitive theory and its relationship to early childhood		Field observations 2 X 50		**Material:** AUD cognitive problems **Reference:** *Morrison, George S. 2008. Fundamentals of Early Childhood Education. USA: Pearson*	0%

No							
7	Students are able to understand early childhood cognitive theory (Robert Gagne's cognitive theory)	Students are able to answer questions asked related to cognitive theory and its relation to early childhood		Field observations 2 X 50		**Material:** AUD cognitive problems **Reference:** *Morrison, George S. 2008. Fundamentals of Early Childhood Education. USA: Pearson*	0%
8	UTS				Report on field observations regarding cognitive problems AUD 2 X 50	**Material:** AUD cognitive problems **Reference:** *Morrison, George S. 2008. Fundamentals of Early Childhood Education. USA: Pearson*	0%
9		Students can present data on AUD cognitive problems			Observation report regarding cognitive problems AUD 2 X 50	**Material:** AUD cognitive problems **Reference:** *Morrison, George S. 2008. Fundamentals of Early Childhood Education. USA: Pearson*	0%
10	Students apply the design of cognitive and scientific activities in the field	Students can optimize skills and communicate, using science media as one of the appropriate ways in early childhood learning		Students hold discussions and ask questions 2 X 50			0%
11	Students apply the design of cognitive and scientific activities in the field	Students are able to analyze the advantages and disadvantages of application results in the field		Students hold discussions and ask questions 2 X 50			0%
12	Students apply the design of cognitive and scientific activities in the field	Students can describe several cognitive activity designs in the field		Students carry out 2 X 50 discussion and question and answer activities			0%
13	Students apply the design of cognitive and scientific activities in the field	Students are able to apply the results of cognitive activity designs that have been created in the field		Students carry out 2 X 50 discussion and question and answer activities			0%
14	Students are able to present the results of the application in the field	Students presented several application designs that had been created		Students carry out 2 X 50 discussion and question and answer activities			0%

15	Students are able to present the results of the application in the field	Students are able to present several advantages and disadvantages of the cognitive activity designs that have been created		Students carry out 2 X 50 discussion and question and answer activities			0%
16	UAS			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.