UNESA

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

Document Code

| | | | SE | MESTE | RL | EAF | RNIN | NG | PL | AN | | | |
|----------------------------|------|---|----------------------------------|--------------------------------------|------------------------|----------|---|--------------------|-----------------|-------------------------|--|---------------------|--------------------------|
| Courses | | CODE | ODE Cours | | se Family | | Credit Weight | | | SEME | STER | Compilation Date | |
| AUD Manuscript Writing *) | | 862070 | 620702096 | | | | T=2 | P=0 | ECTS=3.1 | B 5 | 5 | July 18, 2024 | |
| AUTHORIZATION | | TION | SP Dev | SP Developer | | | Course Cluster Coordinator | | | | Study Program Coordinator | | |
| | | | | | | | | | | Kartika | Kartika Rinakit Adhe, S.Pd., M.Pd. | | |
| Learning model | J | Project Base | d Learning | earning | | | | | | | | | |
| Progran Learnin | | PLO study program that is charged to the course | | | | | | | | | | | |
| Outcom | | Program Objectives (PO) | | | | | | | | | | | |
| (PLO) | | PLO-PO Mat | trix | | | | | | | | | | |
| | | P.O | | | | | | | | | | | |
| | | PO Matrix at the end of each learning stage (Sub-PO) | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | P.O | P.0 | | | | | Week | | | | |
| | | | | 1 2 3 | 4 5 | 6 | 7 8 | 9 | 10 | 11 12 | 13 | 14 | 15 16 |
| Short Course Descrip | tion | able to unders books for AUI | stand the cor D, poetry for (| ncept of AUD s children, fairy ta | cripts (/ ale scrip | AUD lite | erature) I AUD d | , stude Irama : | ents a scena | re able to cr rios). | eate vari | ous AU | ID scripts (first |
| Referen | ces | Main : | | | | | | | | | | | |
| | | 1. Essa, Eva L, Introduction to Early Childhood Education. 2003. Newyork: Delmar Learning. 2. Biddle, Kimberly A. Gordon etc. Early Childhood Education Becoming a Profesional. 2014. California: Sage. 3. Eliason, Claudia and Loa Jenkins. A Pratical Guide to Early Childhood Curriculum. 2008. New Jersey: Pearson. 4. Brewer, Jo Anna. Early Childhood Education Preschool Through primary Grades. 2007. USA: Pearson. 5. Morrison, George S. Fundamentals Of Early Childhood Education. 2008. USA: Pearson. 6. Russell, L. David. Literature for children. 2009. Person Education | | | | | | | | | | | |
| | | Supporters: | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Support lecturer | | Sri Widayati, S | S.Pd., M.Pd. | | | | | | | | | | |
| Week- | of e | al abilities each rning stage b-PO) | E Indicator | Evaluation | | | Help Learning, Learning methods, Student Assignments, [Estimated time] Offline (Online Conline) | | | ods, ents, ne] | Learning materials [References | | Assessment Weight (%) |
| (1) | | (2) | (2) | (4) | | | ine) | | | (6) | | | (0) |
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| | 15 | able to apply the results of creating AUD drama | answer | initiative to | | | 0% |
| | 16 | | | | 2 X 50 | | 0% |

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.
- 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.
- 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.