



**Universitas Negeri Surabaya
Faculty of Vocational Studies
D4 Fashion Design Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																															
Displays	9441002127		T=1 P=1 ECTS=3.18	6	February 4, 2024																																																																																																															
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																																
	Dra. Yulistiana, M.PSDM		Indarti, S. Pd, M. Sn	Dr. Irma Russanti, S.Pd., M.Ds.																																																																																																																
Learning model	Project Based Learning																																																																																																																			
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																			
	PLO-13	Able to apply the technical knowledge and skills acquired to develop a creative industry business in the fashion sector and be able to adapt to rapidly changing global market situations																																																																																																																		
	PLO-14	Have in-depth theoretical concepts about various types of textile materials, fashion history, fashion design principles, fashion trends, fashion industry structure, sustainable practices in fashion, cultural exploration, and understanding of business aspects in the fashion industry, to carry out the entire creative process and formulate procedural problem solving.																																																																																																																		
	Program Objectives (PO)																																																																																																																			
	PO - 1	Have a tough, collaborative, innovative character and have an entrepreneurial spirit																																																																																																																		
	PO - 2	Have logical, critical and creative thinking and implement science and technology in arranging displays.																																																																																																																		
	PO - 3	Able to apply technical knowledge and skills in designing and arranging displays in the fashion sector.																																																																																																																		
	PO - 4	Have in-depth theoretical concepts about various things in the fashion field and implement them in arranging fashion product displays.																																																																																																																		
	PLO-PO Matrix																																																																																																																			
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																																				
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Short Course Description	Conduct studies and provide an understanding of basic display concepts, display elements, display classification, types of displays in terms of merchandise type, setting, technique and line and composition. Learning is carried out by applying a constructivist approach. The learning activity ends by presenting fashion products/merchandise in the form of a display that matches the characteristics of the product.																																																																																																																			

References		Main :					
		<ol style="list-style-type: none"> 1. Morgan, Tony, 2016, Visual Merchandising - Window and in-store displays for retail - Third Edition, Laurence King Publishing London 2. Morgan, Tonyi, 2021, Visual Merchandising: Window Display and In-store Experience, Laurence King Publishing, London 3. Diamond, Jay dan Diamond, Ellen. 2004. Contemporary Visual Merchandising and Environmental Design – Third Edition, New Jersey: Pearson Education Inc. 					
		Supporters:					
		<ol style="list-style-type: none"> 1. Mills, Kenneth H, Judith E Paul and Key B. Mormann, 1995, Applied Visual Merchandising. New Jersey: Prentice-Hall Inc. 2. Pegler, Martin M, ASID and ASP, 1983, Visual Merchandising and Display: The Business of Presentation, New York: Fairchild Publication. 3. Curtis, Eleanor, and Watson, Howard, 2007, Fashion Retail, England, John Wiley & Sons Ltd. 					
Supporting lecturer		Dra. Yulistiana, M.PSDM.					
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 the basic concepts of displays	Explain the basic concepts of displays	Criteria: Get good grades if you can answer questions correctly. Form of Assessment : Participatory Activities		Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and SiDia 2 X 50 platforms	Material: Basic concepts of displays, including: definition, history, purpose and role of displays in a shop. References: Morgan, Tony, 2016, Visual Merchandising - Window and in-store displays for retail - Third Edition, Laurence King Publishing London	0%
2	Students are able to understand display elements	Explain the display elements	Criteria: Get good grades if you can present the material well		Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and SiDia 2 X 50 platforms	Material: Display elements include: theme, merchandise, shelf or display area, props, color, lighting and copy cards. References: Morgan, Tony, 2016, Visual Merchandising - Window and in-store displays for retail - Third Edition, Laurence King Publishing London	0%

3	Students are able to understand display elements	Explain the display elements	<p>Criteria: Full marks are given if you can answer the question correctly.</p> <p>Form of Assessment : Participatory Activities</p>		<p>Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and SiDia 2 X 50 platforms</p>	<p>Material: Display elements include: theme, merchandise, shelf or display area, props, color, lighting and copy cards.</p> <p>References: <i>Morgan, Tony, 2016, Visual Merchandising - Window and in-store displays for retail - Third Edition, Laurence King Publishing London</i></p>	0%
4	Students are able to understand the display categories	Explain the display categories	<p>Criteria: Get good grades if you can present the material well</p> <p>Form of Assessment : Portfolio Assessment</p>		<p>Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and SiDia 2 X 50 platforms</p>	<p>Material: The display category includes: a. Window Display b. Interior Display c. Exterior Display</p> <p>Bibliography: <i>Morgan, Tony, 2021, Visual Merchandising: Window Display and In-store Experience, Laurence King Publishing, London</i></p>	5%
5	Students are able to understand 'Type of Window Display'	Explaining 'Type of Window Display'	<p>Criteria: Get good grades if the information submitted is good and complete.</p> <p>Form of Assessment : Participatory Activities</p>		<p>Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and SiDia 2 X 50 platforms</p>	<p>Material: Type of Window Display: a. Parallel-to-Sidewalk b. Corner c. Open-Back d. Angled e. Arcades f. Island g. Window-less h. Circular i. Shadow Box.</p> <p>Bibliography: <i>Morgan, Tony, 2021, Visual Merchandising: Window Display and In-store Experience, Laurence King Publishing, London</i></p>	5%
6	Students are able to understand display properties	Explains display properties	<p>Criteria: Get good grades if you can present the material well and completely</p> <p>Form of Assessment : Portfolio Assessment</p>		<p>approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and SiDia 2 X 50 platforms</p>	<p>Material: Display properties include: a. Mannequin, b. Fixtures, c. Props</p> <p>Library: <i>Morgan, Tony, 2021, Visual Merchandising: Window Display and In-store Experience, Laurence King Publishing, London</i></p>	5%

7	Students are able to understand 'Type of Display'	Explaining 'Type of Display'	<p>Criteria: Get good grades if you can present the material well and completely</p> <p>Form of Assessment : Portfolio Assessment</p>		<p>Approach: deductive Discussion and lecture method Model: Case Study, online using the WA Group, Google meet and SiDia 2 X 50 platforms</p>	<p>Material: Type of Display, consisting of: a. Type of Display Merchandising, b. Type of Display Settings, c. Type of Display Technique Bibliography: <i>Morgan, Tony, 2021, Visual Merchandising: Window Display and In-store Experience, Laurence King Publishing, London</i></p>	5%
8	UTS		<p>Criteria: Get a score of 0 - 100, according to the answer given</p> <p>Form of Assessment : Test</p>		<p>Students work on UTS 2 X 50 questions</p>	<p>Material: All material that has been studied and discussed at previous meetings. Bibliography: <i>Morgan, Tony, 2021, Visual Merchandising: Window Display and In-store Experience, Laurence King Publishing, London</i></p>	20%
9	Students are able to understand 'Themes and Settings' in arranging a display.	Explains the selection of 'Themes and Settings' in structuring a display	<p>Criteria: Get good grades by being able to present the material well and completely</p> <p>Form of Assessment : Portfolio Assessment</p>		<p>Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group platform, Google meet and SiDia 2 X 50</p>	<p>Material: Themes and Display Settings include: a. Seasonal b. Holidays c. Creative Themes d. Institutional Themes e. Ensemble Display f. Library Display Units : <i>Diamond, Jay and Diamond, Ellen. 2004. Contemporary Visual Merchandising and Environmental Design – Third Edition, New Jersey: Pearson Education Inc.</i></p>	5%

10	Students are able to understand design principles in arranging displays	Explain the design principles in arranging displays	<p>Criteria: Get good grades if you can present the material well and completely</p> <p>Form of Assessment : Portfolio Assessment</p>		<p>Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group platform, Google meet and SiDia 2 X 50</p>	<p>Material: Design principles for display arrangement include: a. Balance b. Emphasis c. Proportion d. Rhythm e. Library Harmony : <i>Diamond, Jay and Diamond, Ellen. 2004. Contemporary Visual Merchandising and Environmental Design – Third Edition, New Jersey: Pearson Education Inc.</i></p>	5%
11	Students are able to understand the selection of 'Sign' and 'Lighting' in arranging displays	Explain the selection of Sign and Lighting in display arrangement	<p>Criteria: Get good grades if you can present the material well and completely</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group platform, Google meet and Vinesa 2 X 50</p>	<p>Material: Sign and Lighting: a. Definition b. Type c. Materials d. Bibliographic Use : <i>Diamond, Jay and Diamond, Ellen. 2004. Contemporary Visual Merchandising and Environmental Design – Third Edition, New Jersey: Pearson Education Inc.</i></p>	5%	
12	Students are able to understand the concept of Exhibition	Explain the concept of Exhibition	<p>Criteria: Full participation marks are given to those who are active in the discussion</p>		<p>Approach: deductive Method: discussion and lecture Model: Case Study, online using the WA Group platform, Google meet and SiDia 2 X 50</p>	<p>Material: Exhibition: a. Definition b. Goal c. Type d. Supporting Factors Bibliography: <i>Pegler, Martin M, ASID and ASP, 1983, Visual Merchandising and Display: The Business of Presentation, New York: Fairchild Publication.</i></p>	5%

13	Students are able to plan the arrangement of fashion products in the form of displays	Planning the arrangement of fashion products in the form of displays	<p>Criteria: Full marks are given if you can plan your display well.</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>		<p>Approach: deductive Method: discussion and lecture Model: Project Based Learning, online/offline using the WA Group, Google meet and SiDia 2 X 50 platforms</p>	<p>Material: Display planning includes: Selected display category, type, theme and setting, properties and elements used, design principles applied, signs and lighting used.</p> <p>References: <i>Diamond, Jay and Diamond, Ellen. 2004. Contemporary Visual Merchandising and Environmental Design – Third Edition, New Jersey: Pearson Education Inc.</i></p>	5%
14	Students are able to plan the arrangement of fashion products in the form of displays	Arranging fashion products in the form of displays according to the chosen theme	<p>Criteria: Full marks are given if you can plan your display well.</p> <p>Form of Assessment : Practice / Performance</p>	<p>Approach: deductive, Model: Project Based Learning, online using the WA Group platform, Google meet and SiDia 2 X 50</p>		<p>Material: Carrying out the practice of arranging fashion product displays</p> <p>Readers: <i>Diamond, Jay and Diamond, Ellen. 2004. Contemporary Visual Merchandising and Environmental Design – Third Edition, New Jersey: Pearson Education Inc.</i></p>	10%
15	Students are able to plan the arrangement of fashion products in the form of displays	Arranging fashion products in the form of displays according to the chosen theme	<p>Criteria: Full marks are given if you can plan your display well.</p> <p>Form of Assessment : Practice / Performance</p>	<p>Approach: deductive, Model: Project Based Learning, online using the WA Group platform, Google meet and SiDia 2 X 50</p>		<p>Material: Carrying out the practice of arranging fashion product displays</p> <p>Readers: <i>Diamond, Jay and Diamond, Ellen. 2004. Contemporary Visual Merchandising and Environmental Design – Third Edition, New Jersey: Pearson Education Inc.</i></p>	10%

16	UAS	Do the UAS questions according to the instructions given	Criteria: Get a score of 0 - 100 according to the answer given Form of Assessment : Test	Students work on UAS 2 X 50 questions	Material: All material that has been discussed at previous meetings Readers: <i>Diamond, Jay and Diamond, Ellen. 2004. Contemporary Visual Merchandising and Environmental Design – Third Edition, New Jersey: Pearson Education Inc.</i>	20%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Portfolio Assessment	30%
3.	Practice / Performance	20%
4.	Test	40%
		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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.