								Document Code
	Universitas Negeri Surabaya Faculty of Education, Doctoral Study Program in Basic Education							

SEMESTER LEARNING PLAN

Courses		CODE	Course Family		Credit Weight			SEMESTER	Compilation Date
Social Sciences Practical Study*		8602203011			T=3	P=0	ECTS=7.56	3	January 2, 2023

AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
	PLO-5	Mastering the philosophy and learning methodology of basic education to produce learning innovations.
	PLO-7	Able to develop or discover new scientific theories/conceptions/ideas to contribute to the development and practice of science and technology that are innovative and responsive to basic education needs.
	PLO-11	Able to develop basic education learning models along with supporting devices that are innovative and responsive to students' learning needs, as well as accommodating developments in technology and information.
	Program Objectives (PO)	
	PO - 1	Investigate the philosophical, theoretical and practical foundations of social studies education
	PO - 2	Analyzing social sciences (IPS) learning practice problems and offering alternative ideas towards sustainable transformative reform
	PLO-PO Matrix	

P.O	PLO-3	PLO-5	PLO-7	PLO-11
PO-1				
PO-2				

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
PO-1																
PO-2																

Short Course Description	MK Description This course deepens understanding of the philosophical, theoretical and practical foundations of social studies in basic education (SD/MI) and higher education (PGSD/PGMI) through the use of perspectives, patterns and problems related to social studies learning practices. The activities of this course are designed to provide a responsive, in-depth, critically reflective and innovative understanding of social studies learning methodology. It is hoped that this course can lead students to offer alternative ideas for reforming social studies education that are transformative and sustainable.
References	**Main :**

1. Benton, T., & Craib, I. (2010). Philosophy of social science: The philosophical foundations of social thought. Macmillan International Higher Education.
2. Parker, W. (2001). Social Studies in Elementary Education, 14/e. Pearson Education India.
3. Seefeldt, C., Castle, S., & Falconer, R. C. (1989). Social studies for the preschool-primary child (p. 384). Columbus, Ohio: Merrill.
4. Ogle, D., Klemp, R. M., & McBride, B. (2007). Building literacy in social studies: Strategies for improving comprehension and critical thinking. ASCD.
5. Mindes, G. (2021). Social studies for young children: Preschool and primary curriculum anchor. Rowman & Littlefield.
6. Bank, James A. (1990). TeachingStrategies for The Social Studies-Inquiry, Valuing, and Decision Making. Longman New York and London.
7. Skeel, Dorothy J. (1995). Elementary Social Studies-Challenges for Tomorrow's World. Harcourt Brace College Publishers.
8. Woolever, R and Scott, K.P. (1988). ActiveLearning in Social studies-Promoting Cognitive and Social Growth. Scott, Foresman and Company Boston London.

Supporters:	

1. Colander, D. C., & Hunt, E. F. (2019). Social science: An introduction to the study of society. Routledge.
2. Perry, J., & Perry, E. (2015). Contemporary society: An introduction to social science. Routledge.
3. Winch, C., & Gingell, J. (1999). Key concepts in the philosophy of education (Vol. 11). London: Routledge.
4. Ritzer, G., & Goodman, D. J. (2009). Teori Sosiologi, dari teori sosiologi klasik sampai perkembangan mutakhir teori sosial postmodern, terj. Nurhadi, Yogyakarta: Kreasi Wacana.

Supporting lecturer	Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D.

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	Understand the philosophy of social sciences and social studies education		**Form of Assessment** : Participatory Activities	Brainstorming, discussion, reflective and critical literacy 2 X 50	Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 X 50		2%
2	Understand the philosophy of social sciences and social studies education		**Form of Assessment** : Participatory Activities	Brainstorming, discussion, reflective and critical literacy 2 X 50	Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 x 50		2%
3	Understand the theoretical and methodological foundations of social studies education practices in Basic Education (SD/MI) and Higher Education (PGSD/PGMI)		**Form of Assessment** : Participatory Activities	Brainstorming, discussion, critical literacy 2 X 50	Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 X 50		4%

4	Understand the theoretical and methodological foundations of social studies education practices in Basic Education (SD/MI) and Higher Education (PGSD/PGMI)		**Form of Assessment** : Participatory Activities	Brainstorming, discussion, critical literacy 2 X 50	Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2 X 50		4%
5	Analyze the problems of social studies learning practices in SD/MI and PGSD/PGMI by utilizing scientific novelty sourced from the publication of scientific articles and reference books.		**Form of Assessment** : Participatory Activities	Surveys, literature reviews, focused discussions. 2 X 50	through the use of Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2 x 50		4%
6	Analyze the problems of social studies learning practices in SD/MI and PGSD/PGMI by utilizing scientific novelty sourced from the publication of scientific articles and reference books.		**Form of Assessment** : Project Results Assessment / Product Assessment	Surveys, literature reviews, focused discussions. 2 X 50	through the use of Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2 x 50		4%
7	Analyze the problems of social studies learning practices in SD/MI and PGSD/PGMI by utilizing scientific novelty sourced from the publication of scientific articles and reference books.		**Form of Assessment** : Project Results Assessment / Product Assessment	Surveys, literature reviews, focused discussions. 2 X 50	through the use of Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2 x 50		4%
8			**Form of Assessment** : Project Results Assessment / Product Assessment, Test	WRITING TEST			28%
9	Evaluate the design, products and implementation of social studies learning and offer alternative ideas for renewal towards transformative and sustainable social studies education.		**Form of Assessment** : Portfolio Assessment	Focused discussion, critical literacy, 2 X 50 report	through the use of Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2 x 50		6%
10	Evaluate the design, products and implementation of social studies learning and offer alternative ideas for renewal towards transformative and sustainable social studies education.		**Form of Assessment** : Portfolio Assessment	Focused discussion, critical literacy, 2 X 50 report	through the use of Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2 x 50		0%

11	Initiate the renewal of social studies learning in schools and universities		**Form of Assessment** : Project Results Assessment / Product Assessment	Focus Group Discussion (FGD) according to the theme/topic/new issue of social studies learning 2 X 50	through the use of Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2 x 50		6%
12	Initiate the renewal of social studies learning in schools and universities		**Form of Assessment** : Project Results Assessment / Product Assessment	Focus Group Discussion (FGD) according to the theme/topic/new issue of social studies learning 2 X 50	through the use of Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2 x 50		0%
13	Designing social studies curriculum and learning designs oriented towards critical, transformative and sustainable education.		**Form of Assessment** : Project Results Assessment / Product Assessment	2 x 50 seminars/workshops	through the use of Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2 x 50		3%
14	Designing social studies curriculum and learning designs oriented towards critical, transformative and sustainable education.		**Form of Assessment** : Project Results Assessment / Product Assessment	2 x 50 seminars/workshops	through the use of Vinesa LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2 x 50		3%
15	Lecture Review		**Form of Assessment** : Project Results Assessment / Product Assessment				5%
16			**Form of Assessment** : Project Results Assessment / Product Assessment, Test	WRITING TEST			25%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	16%
2.	Project Results Assessment / Product Assessment	51.5%
3.	Portfolio Assessment	6%
4.	Test	26.5%
		100%

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.