Document Code



Universitas Negeri Surabaya Faculty of Education, Doctoral Study Program in Educational Technology

SEMESTER LEARNING PLAN

Course Course Course Family Credit Weight SEMESTER Completions Cyber Learning SP Developer Course Cluster Coordinator Coordi																							
AUTHORIZATION SP Developer Course Cluster Coordinator Study Program Coordinator Dr. Alim Sumarno, M.Pd. Dr. H. Andi Mariono, M.Pd.; Prof. Dr. Mustaji, M.Pd. Project Based Learning Program Learning Program PLO Study program that is charged to the course Program Objectives (PO) PLO-PO Matrix P.O. P.	Courses			со	DE				Cou	ırse F	amily		Cı	redit	We	ight		SE	MEST	ER			ion
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Week-	Final abilities of each learning stage	Eva	aluation	Learı Studer	Ip Learning, ning methods, nt Assignments, timated time]	Learning materials	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)	References]	110.9 (79)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students can analyze the content/concept map of the scope of discussion of Cyber learning in education	Explain the definition of cyber learning in education 2. Explain the position of cyber learning in the educational technology domain 3. Describe the scope of cyber learning	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50			0%
2	Students have global insight into the development of information and communication technology for education and learning	Explain the development of information and communication technology in cyberspace in education and learning	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Direct instruction 2 X 50			0%
3	Students can analyze cyber learning concepts	1. Identify the concept of cyber learning. 2. Explain the relationship between the concept of independent learning	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50			0%

4	Students can identify various theoretical foundations that underlie cyber learning	I. Identify supporting theories of cyber learning 2. Synthesize links between supporting theories	Criteria: 1. Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50		0%
5	Students can identify various approaches to cyber learning	1. Identify various cyber learning approaches. 2. Describe the implementation of various cyber learning approaches	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50		0%
6	Students can synthesize the qualitative direction of cyber learning	Analyze the qualitative perspective of cyber learning. Outline alternative cyber learning perspectives	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Focus Group Discussion (FGD) 2 X 50		0%

7	Students can identify various efforts to facilitate cyber learning	Identify cyber learning needs. 2. Formulate solutions resulting from identified needs	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50		0%
8	Students can outline efforts that can be made to improve cyber.	Define cyber forms of learning. 2. Formulate cyber improvement activities	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50		0%
9	Students can analyze institutional models for cyber learning	Outline the need for an institutional structure for cyber learning. Analyze the institutional process for cyber learning	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Jigsaw with expert group: 1. Head of institution 2. Infrastructure 3. Student Affairs 4. Public Relations 2 X 50		0%

10	Students can analyze cyber learning policy issues	1. Analyze contemporary issues of cyber learning. 2. Identify solutions to problems of contemporary issues of cyber learning	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Focus Group Discussion (FGD) 2 X 50		0%
11	Students can synthesize the global context of cyber learning	1. Identify the context of global cyber learning. 2. Outline the various advantages of global cyber learning	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50		0%
12	Students can identify obstacles to implementing cyber learning	1. Identify various obstacles to implementing cyber learning. 2. Outline alternatives for resolving obstacles to cyber learning	Criteria: 1. Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50		0%

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13	Students can outline the cyber learning thinking framework	1. Identifying the rationale for cyber learning. 2. Connecting various components in a framework for thinking about cyber learning	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50		0%
14	Students can analyze studies of motivation theory for cyber learning	1. Identify motivation theories in learning 2. Explain the relationship between motivation and cyber learning	Criteria: 1. Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50		0%
15	Students can identify the formative evaluation process of cyber learning	Explain the formative evaluation process in cyber learning. Describe the follow-up to the results of the formative evaluation.	Criteria: 1. Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50		0%

16	Students can identify the summative evaluation process of cyber learning	Explain the summative evaluation process in cyber learning. Describe the follow-up to the results of the summative evaluation.	Criteria: 1.Concepts assessed: 2.1. Discover the concept of cyber learning 3.2. Discover the differences between classical and individual learning principles 4.3. Clarity of cyber learning processes and procedures 5.4. Description of the weaknesses and strengths of cyber learning 6.5. Forms of cyber learning in the future learning era.	Discussion & Questions and Answers 2 X 50			0%
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Evaluation Percentage Recap: Project Based Learning

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No	Evaluation	Percentage		
		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.
- 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.
- 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.