



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

**Document Code**

**SEMESTER LEARNING PLAN**

<b>Courses</b>	<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>	<b>SEMESTER</b>	<b>Compilation Date</b>																																																														
Curriculum Study and Development	8600302007	Compulsory Study Program Subjects	T=2 P=0 ECTS=5.04	1	July 17, 2024																																																														
<b>AUTHORIZATION</b>		<b>SP Developer</b>	<b>Course Cluster Coordinator</b>	<b>Study Program Coordinator</b>																																																															
		Dr. Bachtiar Sjaiful Bachri, M.Pd.	Dr. Bachtiar Sjaiful Bachri, M.Pd.	Prof. Dr. Mustaji, M.Pd.																																																															
<b>Learning model</b>	Project Based Learning																																																																		
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program which is charged to the course</b>																																																																		
	<b>Program Objectives (PO)</b>																																																																		
	<b>PO - 1</b>	Students have sensitivity and responsibility in designing, developing and evaluating curriculum based on theoretical concepts and curriculum models as Educational Technology Developers and Education and Training Analysts.																																																																	
	<b>PLO-PO Matrix</b>																																																																		
		<table border="1" style="margin: auto;"> <tr><td style="padding: 5px;">P.O</td></tr> <tr><td style="padding: 5px;">PO-1</td></tr> </table>				P.O	PO-1																																																												
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PO-1																																																																			
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																			
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="padding: 5px;">P.O</td> <td colspan="16" style="padding: 5px;">Week</td> </tr> <tr> <td style="padding: 5px;">1</td><td style="padding: 5px;">2</td><td style="padding: 5px;">3</td><td style="padding: 5px;">4</td><td style="padding: 5px;">5</td><td style="padding: 5px;">6</td><td style="padding: 5px;">7</td><td style="padding: 5px;">8</td><td style="padding: 5px;">9</td><td style="padding: 5px;">10</td><td style="padding: 5px;">11</td><td style="padding: 5px;">12</td><td style="padding: 5px;">13</td><td style="padding: 5px;">14</td><td style="padding: 5px;">15</td><td style="padding: 5px;">16</td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																			
PO-1																																																																			
<b>Short Course Description</b>	This course examines curriculum development, the basic role and function of the curriculum, types of curriculum organization, components, planning, curriculum systems, curriculum research, curriculum development, understanding of competency-based curriculum References																																																																		
<b>References</b>	<b>Main :</b>																																																																		
	<ol style="list-style-type: none"> <li>1. Cousins,J.B. dan L.M. Earl. 1992. The case for participatory evaluation. Educational Evaluation and Policy Analysis , 14,</li> <li>2. Daugherty,R. 1995. National curriculum assessment: a Review of policy 1987 – 1994 . London: The Palmer Press.</li> <li>3. Daugherty,E. 2001. Shifting Gears: Standards, assessment, curriculum, and instruction . Fulcom Publishers</li> <li>4. Forsyth,I., A. Jolliffe, dan D. Stevens (1999). Evaluating a course: Practical strategies for teachers, lecturers and trainers. Second Edition. London: Kogan Page.</li> <li>5. Garcia,G.E. dan P. D. Pearson (1994). Assessment and diversity.Review of Educational Research, 20.</li> </ol>																																																																		
	<b>Supporters:</b>																																																																		
<b>Supporting lecturer</b>	Dr. H. Lamijan Hadi Susarno, M.Pd. Dr. Bachtiar Sjaiful Bachri, M.Pd.																																																																		
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																																												
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																																														
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																																												

1	Students understand the concept of curriculum evaluation	1. Students can explain the concept of the field of evaluation 2. Students can give examples	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Concepts assessed:</li> <li>2.1. Explain the concept of the evaluation field:</li> <li>3. Evaluation as an academic</li> <li>4. Evaluation as a profession</li> <li>5. Public Policy Evaluation</li> <li>6. Evaluation, measurement, and test</li> <li>7. Evaluation and Research</li> <li>8. Provide examples of concepts in the field of evaluation</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Discussions, Questions and Answers 2 X 50		<p><b>Material:</b> Evaluation and assessment</p> <p><b>References:</b> <i>Daugherty, E. 2001. Shifting Gears: Standards, assessment, curriculum, and instruction. Fulcom Publishers</i></p>	5%
2	Students understand the definition, purpose and function of EV. curriculum	1. Students can explain definitions, objectives and functions 2. Students can give examples	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Concepts assessed:</li> <li>2.1. Definition of curriculum evaluation</li> <li>3.2. Purpose of curriculum evaluation</li> <li>4.3. Curriculum evaluation function</li> <li>5. Provide examples of the aims and functions of curriculum evaluation</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Lectures, Discussions, Assignments 2 X 50		<p><b>Material:</b> Objectives of curriculum evaluation</p> <p><b>References:</b> <i>Daugherty, R. 1995. National curriculum assessment: a Review of policy 1987 – 1994. London: The Palmer Press.</i></p> <p><b>Material:</b> Curriculum Functions</p> <p><b>Library:</b> <i>Daugherty, E. 2001. Shifting Gears: Standards, assessment, curriculum, and instruction. Fulcom Publishers</i></p>	5%
3	Students understand the basis of curriculum evaluation	<ol style="list-style-type: none"> <li>1.1. Students can explain the basis of EVA. Curriculum</li> <li>2.2. Students can give examples</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1. Concepts assessed:</li> <li>2. Foundations of curriculum evaluation:</li> <li>3.1. Legal accountability</li> <li>4.2. Academic accountability</li> <li>5.3. Financial accountability</li> <li>6.4. Accountability for service delivery</li> <li>7.5. Impact accountability</li> <li>8. Concepts assessed:</li> <li>9. Example of a curriculum evaluation basis</li> </ol> <p><b>Form of Assessment :</b> Participatory Activities</p>	Brainstorming, Discussion, Assignment 2 X 50		<p><b>Material:</b> Foundations of Curriculum Evaluation</p> <p><b>References:</b> <i>Daugherty, R. 1995. National curriculum assessment: a Review of policy 1987 – 1994. London: The Palmer Press.</i></p>	5%

4	Students understand quantitative-based curriculum evaluation criteria	<p>1.1. Students can explain the EV criteria. Curriculum</p> <p>2.2. Students can give examples</p>	<p><b>Criteria:</b></p> <p>1. Concepts assessed:</p> <p>2. Curriculum evaluation criteria:</p> <p>3.1. Basics of class. Criteria</p> <p>4.2. Pre ordinate approach</p> <p>5.3. Fidelity approach</p> <p>6. Concepts assessed:</p> <p>7. example of curriculum evaluation criteria</p> <p><b>Forms of Assessment :</b> Participatory Activities, Project Results Assessment / Product Assessment</p>	2 X 50 project based learning		<p><b>Material:</b> Curriculum Evaluation Criteria</p> <p><b>References:</b> <i>Daugherty, R. 1995. National curriculum assessment: a Review of policy 1987 – 1994. London: The Palmer Press.</i></p>	10%
5	Students understand the qualitative-based curriculum evaluation criteria	<p>1.1. Students can explain the EV criteria. Curriculum</p> <p>2.2. Students can give examples</p>	<p><b>Criteria:</b></p> <p>1. Concepts assessed:</p> <p>2. Qualitative-based evaluation criteria:</p> <p>3.1. Mutual adaptive approach</p> <p>4.2. Field criteria (process)</p> <p>5. Concepts assessed:</p> <p>6. example of curriculum evaluation criteria</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Brainstorming, Discussion, Assignment 2 X 50		<p><b>Material:</b> Curriculum evaluation</p> <p><b>Readers:</b> <i>Cousins, JB and LM Earl. 1992. The case for participatory evaluation. Educational Evaluation and Policy Analysis, 14,</i></p>	5%
6	Students understand the scope of curriculum evaluation	<p>1.1. Students are able to explain the scope of EV. Curriculum</p> <p>2.2. Students can give examples</p>	<p><b>Criteria:</b></p> <p>1. Concepts assessed:</p> <p>2. Scope of curriculum evaluation:</p> <p>3.1. Evaluation and curriculum development</p> <p>4.2. Scope of currency evaluation. National level</p> <p>5.3. Evaluate the course. Education unit level</p> <p>6. Concepts assessed:</p> <p>7. Provide an example of the scope of curriculum evaluation</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	Collaborative learning, discussion 2 X 50		<p><b>Material:</b> Scope of curriculum evaluation</p> <p><b>References:</b> <i>Daugherty, E. 2001. Shifting Gears: Standards, assessment, curriculum, and instruction. Fulcom Publishers</i></p> <hr/> <p><b>Material:</b> National level curriculum evaluation</p> <p><b>References:</b> <i>Daugherty, R. 1995. National curriculum assessment: a Review of policy 1987 – 1994. London: The Palmer Press.</i></p>	5%

7	Students understand the types of curriculum evaluation	<p>1.1. Students can explain the types of EV. Curriculum</p> <p>2.2. Students can give examples</p>	<p><b>Criteria:</b></p> <p>1. Concepts assessed:</p> <p>2. Types of curriculum evaluation:</p> <p>3.1. Ev. Curriculum based on evaluation</p> <p>4.2. Ev. Evaluator based curriculum</p> <p>5.3. Ev. Curriculum based on methodology</p> <p>6. Concepts assessed:</p> <p>7. Provide examples of each type of curriculum evaluation</p> <p><b>Form of Assessment :</b> Participatory Activities, Tests</p>	Brainstorming, Discussion, Assignment 2 X 50		<p><b>Material:</b> Types of Curriculum Evaluation <b>Literature:</b> <i>Daugherty, E. 2001. Shifting Gears: Standards, assessment, curriculum, and instruction. Fulcom Publishers</i></p>	5%
8	UTS	UTS		2 X 50			5%
9	Students understand curriculum evaluation procedures	<p>1.1. Students can explain the EV procedure. Curriculum</p> <p>2.2. Students are able to provide examples</p>	<p><b>Criteria:</b></p> <p>1. Concepts assessed:</p> <p>2. Curriculum evaluation procedures:</p> <p>3.1. Principles and procedures of ev. Curriculum</p> <p>4.2. Qualitative evaluation procedures</p> <p>5.3. Quantitative evaluation procedures</p> <p>6. Concepts assessed:</p> <p>7. Provide examples of curriculum evaluation procedure products.</p> <p>8. Assessment Description:</p> <p>9.4 = very good 10.3 = good 11.2 = not good 12.1 = very poor</p>	Project and Discussion based learning 2 X 50		<p><b>Material:</b> Curriculum Evaluation Procedures <b>References:</b> <i>Daugherty, E. 2001. Shifting Gears: Standards, assessment, curriculum, and instruction. Fulcom Publishers</i></p>	10%

10	Students understand curriculum evaluation models	<p>1.1. Students can explain EV models. Curriculum</p> <p>2.2. Students can give examples</p>	<p><b>Criteria:</b></p> <p>1. Concepts assessed:</p> <p>2. Curriculum evaluation models:</p> <p>3.1. Development of curriculum evaluation models</p> <p>4.2. Quantitative evaluation model</p> <p>5.3. Micro evaluation model</p> <p>6.4. Qualitative evaluation model</p> <p>7. Concepts assessed</p> <p>8. Provide examples of curriculum evaluation model products</p> <p>9. Assessment Description:</p> <p>10.4 = very good</p> <p>11.3 = good</p> <p>12.2 = not good</p> <p>13.1 = very poor</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	2 X 50 project based learning		<p><b>Material:</b> Curriculum Evaluation Model</p> <p><b>References:</b> Daugherty, E. 2001. <i>Shifting Gears: Standards, assessment, curriculum, and instruction.</i> Fulcom Publishers</p>	10%
11	<p>1.1. Students understand curriculum evaluation standards</p> <p>2.2. Students understand curriculum development</p>	<p>1.1. Students can state curriculum evaluation standards</p> <p>2.2. Students can give examples</p>	<p><b>Criteria:</b></p> <p>1. Concepts assessed:</p> <p>2. Curriculum evaluation standards:</p> <p>3.1. Definition of standard</p> <p>4.2. Standards for evaluation work</p> <p>5.3. Definition of Peng. Curriculum</p> <p>6.4. Peng theoretical basis. Curriculum</p> <p>7.5. Philosophical foundations of Peng. Curriculum</p> <p>8. Concepts assessed:</p> <p>9. Example of curriculum evaluation standards</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	2 X 50 project based learning		<p><b>Material:</b> Curriculum Evaluation Standards</p> <p><b>References:</b> Daugherty, R. 1995. <i>National curriculum assessment: a Review of policy 1987 – 1994.</i> London: The Palmer Press.</p>	10%

12	1.1. Students understand curriculum evaluation standards 2.2. Students understand curriculum development	1.1. Students can state curriculum evaluation standards 2.2. Students can give examples	<b>Criteria:</b> 1. Concepts assessed: 2. Curriculum evaluation standards: 3.1. Definition of standard 4.2. Standards for evaluation work 5.3. Definition of Peng. Curriculum 6.4. Peng theoretical basis. Curriculum 7.5. Philosophical foundations of Peng. Curriculum 8. Concepts assessed: 9. Example of curriculum evaluation standards  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	2 X 50 project based learning		<b>Material:</b> Curriculum Evaluation Standards <b>References:</b> <i>Daugherty, R. 1995. National curriculum assessment: a Review of policy 1987 – 1994. London: The Palmer Press.</i>	10%
13	Students understand the principles and components of curriculum development	Students can explain the principles and components of curriculum development	<b>Criteria:</b> 1. Concepts assessed: 2. Principles and components of curriculum development: 3.1. Peng principle. Curriculum 4.2. Peng components. curriculum  <b>Form of Assessment :</b> Participatory Activities	Group discussion, collaborative learning 2 X 50		<b>Material:</b> Principles of curriculum development <b>References:</b> <i>Daugherty, E. 2001. Shifting Gears: Standards, assessment, curriculum, and instruction. Fulcom Publishers</i>	5%
14	Students understand curriculum developments from time to time	Students can explain curriculum developments in Indonesia	<b>Criteria:</b> 1. Concepts assessed: 2. Curriculum development: 3.1. CBC Curriculum 4.2. KTSP Curriculum 5.3. 2013 Curriculum	2 X 50 project based learning		<b>Material:</b> Development of the National Curriculum <b>References:</b> <i>Daugherty, R. 1995. National curriculum assessment: a Review of policy 1987 – 1994. London: The Palmer Press.</i>	10%
15	Students understand about curriculum development in various countries	Students can explain the development of country curricula in the world	<b>Criteria:</b> 1. Concepts assessed: 2.1. Curriculum in Asia 3.2. Curriculum in Europe 4.3. American Continent Curriculum 5.4. Curriculum in Australia	Group discussion, collaborative learning 2 X 50		<b>Material:</b> Curriculum Development <b>Library:</b> <i>Daugherty, E. 2001. Shifting Gears: Standards, assessment, curriculum, and instruction. Fulcom Publishers</i>	10%

16	Students understand the concept of the 2013 curriculum	Students can explain various things about the 2013 curriculum	<b>Criteria:</b> 1. Concepts assessed: 2.1. Definition of 2013 3.2. 2013 Components 4.3. 2013 Structure  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Discussion, Assignment 2 X 50		<b>Material:</b> Curriculum Development <b>Library:</b> <i>Daugherty, E. 2001. Shifting Gears: Standards, assessment, curriculum, and instruction. Fulcom Publishers</i>	5%
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#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	37.5%
2.	Project Results Assessment / Product Assessment	40%
3.	Test	2.5%
		80%

#### 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** 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.
- 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.