

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

Document Code

CO	ue	

## SEMESTER LEARNING PLAN

Courses		CODE				Cou	irse F	amil	у		Crec	lit We	ight		SEME	ESTER	Con	npilat e
Learning Sys	tem Design	860030203	3			Con	npuls	ory S	tudy		T=2	P=0	ECTS=5	.04		2	July	17, 2
AUTHORIZA	ΓΙΟΝ	SP Develo	per			LPro	<del>Jra</del> m-	Subje	Cts C	ours	e Clu	ster C	oordinate	or	Study Coor	/ Progr dinator	am	
		Dr. Fajar A	Arianto, M.Pd Prof. Dr. Mustaji, M.Pd						Prof. Dr. Mustaji, M.Pd.									
Learning model	Project Based L	earning																
Program	PLO study pro	gram which is ch	arge	d to	the c	ours	е											
Learning Outcomes	Program Object	ctives (PO)																
(PLO)	PO - 1	Master various ba	sic co	ncept	ts of l	earnir	ng de	sign a	and L	.earni	ng Sy	stem I	Design					
	PO - 2	Mastering the con	cepts	and p	princip	oles o	f lear	ning	syste	m de	sign d	evelop	oment					
	PO - 3	Understand the ba	sic or	ienta	tion o	f lear	ning s	syster	n de	sign d	evelo	pment						
	PO - 4	understand the lea	rning	syste	em de	esign	proce	dures	s acc	ording	g to K	EM						
	PO - 5	understand the lea	rning	syste	em de	esign	proce	dures	s acc	ording	g to A	DDIE						
	PO - 6	understand the lea	rning	syste	em de	esign	proce	dures	s acc	ording	g to R	obyer						
	PLO-PO Matrix	ς	-	-							-	-						
	PO Matrix at th	PO-2 PO-3 PO-4 PO-5 PO-6	urning	g sta	ge (S	Sub-F	20)											
		PO									\\/o	ak						
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		PO-6																
Short Course Description	Examining the c objectives and c students or train learning models,	haracteristics of co obstacles faced in ning participants in through project lea	urse ( imple terms ming	conte menti s of p	nt an ing e osych	id/or s ducat ology	subje ion/le , soc	cts o arnin iology	r traii g/trai /, pol	nıng ( ining. litics,	facts, The cultui	conc study e and	epts, prin can be d l others a	ciple lirec Is in	s, proo ted at devel	cedures the ch loping t	), tax aracte heorie	eristic: es and
Short Course Description	Examining the c objectives and c students or train learning models, Main :	haracteristics of co obstacles faced in ning participants in through project lea	urse ( imple terms ming	conte menti s of p	nt an ing e osych	id/or s ducat ology	subje ion/le , soc	cts o arnin iology	r traii g/trai /, pol	ning ( ining. litics,	facts, The cultur	conc study re and	epts, prin can be o l others a	ciple lirec Is in	s, proo ted at devel	cedures the ch loping t	i), tax aracte heorie	eristic: es and

	1. 2. 3. 4. 5. 6. 7. 8. 9. <b>Suppo</b> 1.	<ol> <li>Atwi Suparman . 2012. Desain Instruksional Modern: Panduan Para Pengajar &amp; Inovator Pendidikan. Jakarta: Erlangga</li> <li>Carey, W. Dick, and Carey, L &amp; Carey, J.O. 2009. The Systematic Design of Instruction. New Jersey: Pearson</li> <li>Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. Designing Efective Instruction. Third Edition</li> <li>Reigeluth, C.M and Yunjo An (2021). Merging the Instructional Design Process with Learner-Centered Theory The Holistic 4D Model. Deanta Global Publishing Services, Chennai, India</li> <li>Robert Maribe Branch (2009). Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg London</li> <li>M. D. Roblyer.(2015). Introduction to Systematic Instructional Design for Traditional, Online, and Blended Environments. Pearson Education, Inc. All rights reserved. Manufactured in the United States of America.</li> <li>Brown , Abbie H. , Timothy D. Green. 2015. The Essentials of Instructional Design: NY; Connecting. Routledge</li> <li>Thiagarajan, Sivasailam. 1974. Instructional Development for Training Teachers of Exceptional Children: A Sourcebook.NY: ERIC</li> <li>Gabriela Gutierrez. 2013. Newby, Stepich, Lehman and Russell (PIE Model) and ADDIE</li> </ol>								
Support lecturer	ting Prof. D Dr. Faji Dr. Uta	r. Mustaji ar Arianto ri Dewi, S	, M.Pd. , S.Pd., S.Sn., M	M.Pd. .Pd.		He	eln Learning			
Week-	Final abilit each learn stage	ies of ing		Eva	luation	Lear Stude [Es	rning methods, nt Assignments, stimated time]	Learning materials [ References	Assessment Weight (%)	
	(Sub-PO)		lr	ndicator	Criteria & Form	Offline( offline)	Online ( <i>online</i> )	1		
(1)	(2)			(3)	(4)	(5)	(6)	(7)	(8)	
1	Understan learning de	ding esign	Clari mea learn from pers	fy the ning of ning design various pectives	Criteria: 1.concept suitability 2.depth of discussion Form of Assessment : Participatory Activities, Tests	Project based learning using the lecture method, question and answer, and individual structured assignments 2 X 50	read lecture materials in the LMS	Material: Learning design <b>References</b> : <i>Reigeluth,</i> <i>CM</i> and Yunjo An (2021). Merging the Instructional Design Process with Learner- Centered Theory The Holistic 4D Model. Deanta Global Publishing Services, Chennai, India	5%	
2	Understan learning de	ding esign	Clari mea learr from pers	fy the ning of ning design various pectives	Criteria: 1.concept suitability 2.depth of discussion Form of Assessment : Test	Project based learning using the lecture method, question and answer, and individual structured assignments 2 X 50	read lecture materials in the LMS	Material: Learning design References: Reigeluth, CM and Yunjo An (2021). Merging the Instructional Design Process with Learner- Centered Theory The Holistic 4D Model. Deanta Global Publishing Services, Chennai, India	5%	

3	principles of learning	principles	1.Conformity of concepts with sources or literature 2.depth of discussion Form of Assessment Participatory Activities, Tests	Project based learning model with lecture methods, questions and answers, and individual structured assignments 2 X 50	in the LMS	Material: Learning design <b>References:</b> <i>Reigeluth</i> , <i>CM and</i> <i>Yunjo An</i> (2021). <i>Merging the</i> <i>Instructional</i> <i>Design</i> <i>Process with</i> <i>Learner-</i> <i>Centered</i> <i>Theory The</i> <i>Holistic 4D</i> <i>Model</i> . <i>Deanta</i> <i>Global</i> <i>Publishing</i> <i>Services</i> , <i>Chennai</i> , <i>India</i> <b>Material:</b> learning principles <b>References:</b> <i>Brown</i> , <i>Abbie H.</i> , <i>Timothy D.</i> <i>Green.</i> <i>2015. The</i> <i>Essentials of</i> <i>Instructional</i> <i>Design: NY</i> ; <i>Connecting.</i> <i>Routledge</i>	10%
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4	various learning	1.Identify the	Criteria:	Collaborative	Material:	30%
	design models	characteristics	L.Clarity Of	Learning	design	
		oreach	uiscussion oi	Learning	planning	
		learning	models	Model with 2	References:	
		2 Clarify the	2 conformity with	X 50	Brown,	
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5	Understand various learning design models	<ol> <li>Identify the characteristics of each learning design model</li> <li>Clarify the learning design according to the model</li> </ol>	Criteria: 1.clarity of discussion of learning design models 2.conformity with the learning design concept in the model studied View of the studied	Collaborative Learning Model with 2 X 50 Question and Answer, Assignment and Discussion methods	Material: Learning design planning References: Brown, Abbie H., Timothy D. Green. 2015. The Essentials of Instructional Design: NY; Connecting. Routledge Material: learning design model References: Carey, W. Dick, and Carey, L & Carey, JO 2009. The Systematic Design of Instruction. New Jersey: Pearson Material: learning design model Reference: Robert Maribe Branch (2009). Instructional Design: The Approach. Springer New York Dordrecht Heidelberg London Material: learning design model Reference: Robert Maribe Branch (2009). Instructional Design: The Approach. Springer New York Dordrecht Heidelberg London Material: learning design model Reference: Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. Designing Effective Instruction. Third Edition	0%
					learning design model <b>References:</b>	

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6	Understand various learning design models	<ol> <li>Identify the characteristics of each learning design model</li> <li>Clarify the learning design process for each model</li> <li>Develop learning designs according to the model</li> </ol>	Criteria: 1.clarity of discussion of learning design models 2.conformity with the learning design concept in the model studied 	Collaborative Learning Model with 2 X 50 Question and Answer, Assignment and Discussion methods	MateriaLearnindesignplanninRefereiBrown,Abbie HTimothyGreen.2015. TEssentiInstructDesign:ConneceRoutleaMaterialearningdesignmodelRefereiCarey,Dicke, atCarey,Dicke, atCarey,2009. TSystemDesignInstructNew JePearsolMaterialearningdesignmodelRefereiRobertMaribeBranch(2009).InstructDesign:ADDIEApproaSpringeNew YCDordreeHeidelbLondonMaterialearningdesignmodelRefereiMorrisoGary R.Ross,StevenKemp,Jerrold2001.DesigniEffectivInstructThird Effectiv	I:       0%         J       J         Joces:           D.         he       As of         als of       onal         NY;       ting.         ge       I:         ices:          NY;          igg       I:         id          alic          No          id          id
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9	Understand	1.Identify the	Criteria:	Collaborativa		Material:	0%
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		learning	learning design	Model with 2	F	References:	
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			the learning	Question	A	Abbie H.,	
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Understand various learning design models	<ol> <li>Identify the characteristics of each learning design model</li> <li>Clarify the learning design process for each model</li> <li>Develop learning designs according to the model</li> </ol>	Criteria: 1.clarity of discussion of learning design models 2.conformity with the learning design concept in the model studied View of the studied view of the studied view of the studied view of the studied view of the studied view of	Collaborative Learning Model with 2 X 50 Question and Answer, Assignment and Discussion methods	Material Learning design planning Referen Brown, Abbie H Timothy Green. 2015.T12015.T1 Essentia Instructi Design: Connect RoutledgMaterial learning design modelReferen Carey, V Dick, an Carey, L Carey, J 2009.T1Systema Design Design design modelReferen Referen Carey, V Dick, an Carey, J 2009.T1Systema Design Design design modelReferen Referen Referen Robert Matie Branch (2009) Instructi Design: ADDIE Approad Springer New Yon Dordrec Heidelbe LondonMaterial learning design modelReferen Robert Maribe Branch (2009) Instructi Design: ADDIE Approad Springer New Yon Dordrec Heidelbe LondonMaterial learning design modelReferen Robert Maribe Branch (2009) Instructi Design: ADDIE Approad Springer New Yon Dordrec Heidelbe LondonMaterial learning design modelReferen Robert Heidelbe LondonReferen Morrisor Gary R., Ross, Steven I Kemp, Jerrold B 2001, Design:	: 0% ces: , D. e Is of onal NY; ing. re : ces: V. f m. sey: : ce: onal The h. k th trrg : ce:
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12	Students can develop learning strategies	1.Prepare a needs analysis 2.Determining an appropriate learning design 3.Carrying out learning design	Criteria: 1.conformity with the indicators in the selected learning design model 2.completeness at each stage of development 3.depth of learning	project based learning 2 X 50	Material: Learning design Reader: Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001.	50%
		4.Carrying out the feasibility of the learning design that has been developed	assessment Form of Assessment : Project Results Assessment / Product Assessment		Designing Effective Instruction. Third Edition Material: Learning design References: Carey, W. Dick, and Carey, L & Carey, JO 2009. The Systematic Design of Instruction.	
					New Jersey: Pearson Material: Learning design Reference: Robert Maribe Branch (2009). Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg	
					London Material: Learning design Reader: Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. Designing Effective Instruction. Third Edition	

13	Students can develop learning	1.Prepare a	Criteria:	project based	Material: Learning	0%
	strategies	analysis	the indicators in	learning	design	
		2.Determining	the selected	2 \ 30	Morrison	
		an appropriate	learning design		Gary R	
		learning	model		Ross.	
		design	2.completeness at		Steven M.,	
		3.Carrying out	each stage of		Kemp,	
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14	Students can	1 Prenara a	Criteria:	project	Material:	0%
	develop learning	neede	1.conformity with	based	Learning	070
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		3.Carrying out	each stage of		Kemp,	
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		<ol><li>Carrying out</li></ol>	assessment		Effective	
		the feasibility	<b>-</b>		Instruction.	
		of the learning	Form of Assessment		Third Edition	
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Image: Third Edition     Third Edition       16     Final exams     0%	15	Students can develop learning strategies	<ol> <li>Prepare a needs analysis</li> <li>Determining an appropriate learning design</li> <li>Carrying out learning design development</li> <li>Carrying out the feasibility of the learning design that has been developed</li> </ol>	Criteria: 1.conformity with the indicators in the selected learning design model 2.completeness at each stage of development 3.depth of learning design assessment Form of Assessment Project Results Assessment / Product Assessment	project based learning 2 X 50	Material: Learning design Reader: Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. Designing Effective Instruction. Third Edition Material: Learning design References: Carey, W. Dick, and Carey, L & Carey, JO 2009. The Systematic Design of Instruction. New Jersey: Pearson Material: Learning design Reference: Robert Maribe Branch (2009). Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg London Material: Learning design Reference: Robert Maribe Branch (2009). Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg London Material: Learning design Reader: Morrison. Gary R., Ross, Steven M., Kemp, Jerrold E. 2001. Designing Effective Instruction.	0%
	16	Final exams			2 X 50	Third Edition	0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	37.5%
2.	Project Results Assessment / Product Assessment	50%
3.	Test	12.5%
		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 which are the formation for the program of a study program graduates (CPL-Study Program) which are several learning for a several learning outcomes of study program graduates (CPL-Study Program) which are several learning to a several learning outcomes of study program graduates (CPL-Study Program) which are several learning to a several learning outcomes of study program graduates (CPL-Study Program) which are several learning to a several learning outcomes of study program graduates (CPL-Study Program) which are several learning to a several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes are several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes of study program graduates (CPL-Study Program) which are several learning outcomes of study program graduates (C
- 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.