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

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Research proposal		8600303028		**T=3**	**P=0**	**ECTS=7.56**	3	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	Dr. Fajar Arianto, M.Pd	Prof. Dr. Mustaji, M.Pd	Prof. Dr. Mustaji, M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

	P.O

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

Short Course Description	Examining research methodology to determine research themes and compiling research designs based on scientific writing techniques. Lectures are carried out using a system of presentations, discussions, book/journal reports, and reflections.

References	**Main :**

1. Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York
2. John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc
3. Walter Dick, Lou Carey, James O. Carey. 2015. The systematic design of instruction. Pearso: New York

Supporters:

1. Meredith D. Gall, Walter R. Borg, Joyce P. Gall. 2003. Educational Research: An Introduction . Allyn & Bacon
2. Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York

Supporting lecturer	Prof. Dr. Rusijono, M.Pd. Dr. H. Lamijan Hadi Susarno, M.Pd. Dr. H. Andi Mariono, M.Pd. Prof. Dr. Mustaji, M.Pd. Dr. Hari Sugiharto Setyaedhi, M.Si. Dr. Bachtiar Sjaiful Bachri, M.Pd. Dr. Fajar Arianto, S.Pd., M.Pd. Dr. Alim Sumarno, M.Pd. Irena Yolanita Maureen, S.Pd., M.Sc., Ph.D. Dr. Utari Dewi, S.Sn., M.Pd. Dr. Andi Kristanto, S.Pd., M.Pd. Dr. Atan Pramana, M.Pd. Dr. Syaiputra Wahyuda Meisa Diningrat, M.Pd.

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, **[Estimated time]**	Learning materials	

	stage (Sub-PO)	Indicator	Criteria & Form	Offline (*offline*)	Online (*online*)	[References]	Assessment Weight (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand research in the area of educational technology	1. Understand the emerging field of educational technology 2. Identify types of development, utilization and evaluation research	**Criteria:** Accurate understanding of the field of educational technology **Form of Assessment** : Test	inquiry 2 x 50	-	**Material:** Educational Technology Area **Bibliography:** *Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York*	2%
2	Understand research in the area of educational technology	1. Understand the emerging field of educational technology 2. Identify types of development, utilization and evaluation research	**Criteria:** 1. Accurate understanding of the field of educational technology 2. Accuracy in identifying types of development, utilization and evaluation research **Form of Assessment** : Test	inquiry 2 x 50	-	**Material:** Educational Technology Area **Bibliography:** *Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York*	3%
3	Determine the basic ideas of research in the field of Educational Technology	1. Identify research themes according to the field of Educational Technology 2. Identify types of research in Educational Technology	**Criteria:** 1. Accuracy in identifying research themes according to the field of Educational Technology 2. Accuracy of identifying types of research on Educational Technology **Form of Assessment** : Test	Inquiry 2 x 50		**Material:** Research in the field of Educational Technology **Bibliography:** *Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York*	2%
4	Determine the basic ideas of research in the field of Educational Technology	1. Identify research themes according to the field of Educational Technology 2. Identify types of research in Educational Technology	**Criteria:** Accuracy in identifying research themes according to the field of Educational Technology **Form of Assessment** : Test	Inquiry 2 x 50	-	**Material:** Research in the field of Educational Technology **Bibliography:** *Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York*	3%

5	Determine development research in the field of Educational Technology	1.Identify development models 2.Designing development research	**Criteria:** Suitability of the development model to the type of development **Form of Assessment**: Project Results Assessment / Product Assessment	Project based learning	-	**Material:** Development model **Bibliography:** *Meredith D. Gall, Walter R. Borg, Joyce P. Gall. 2003. Educational Research: An Introduction. Allyn & Bacon* **Material:** development design **Bibliography:** *Walter Dick, Lou Carey, James O. Carey. 2015. The systematic design of instruction. Pearso: New York*	10%
6	Determine development research in the field of Educational Technology	1.Identify development models 2.Designing development research	**Criteria:** Suitability of the development model to the type of development **Form of Assessment**: Project Results Assessment / Product Assessment	Project based learning	-	**Material:** Development model **Bibliography:** *Meredith D. Gall, Walter R. Borg, Joyce P. Gall. 2003. Educational Research: An Introduction. Allyn & Bacon* **Material:** development design **Bibliography:** *Walter Dick, Lou Carey, James O. Carey. 2015. The systematic design of instruction. Pearso: New York*	5%
7	Determine development research in the field of Educational Technology	1.Identify development models 2.Designing development research	**Criteria:** Suitability of the development model to the type of development **Form of Assessment**: Project Results Assessment / Product Assessment	Project based learning	-	**Material:** Development model **Bibliography:** *Meredith D. Gall, Walter R. Borg, Joyce P. Gall. 2003. Educational Research: An Introduction. Allyn & Bacon* **Material:** development design **Bibliography:** *Walter Dick, Lou Carey, James O. Carey. 2015. The systematic design of instruction. Pearso: New York*	5%
8	midterm exam			-	-		0%

| 9 | Defining Quantitative Research in Educational Technology | 1.Determining problems in research 2.Determine the type of quantitative research 3.Designing quantitative research | **Criteria:** Suitability of quantitative research design with research methods **Form of Assessment** : Project Results Assessment / Product Assessment | Project based learning | | **Material:** Research methods **Bibliography:** *Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York* **Material:** Research methods **Bibliography:** *John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc* | 5% |
| 10 | Defining Quantitative Research in Educational Technology | 1.Determining problems in research 2.Determine the type of quantitative research 3.Designing quantitative research | **Criteria:** Suitability of quantitative research design with research methods **Form of Assessment** : Project Results Assessment / Product Assessment | Project based learning | | **Material:** Research methods **Bibliography:** *Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York* **Material:** Research methods **Bibliography:** *John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc* | 5% |

| 11 | Defining Quantitative Research in Educational Technology | 1. Determining problems in research
2. Determine the type of quantitative research
3. Designing quantitative research | **Criteria:**
Suitability of quantitative research design with research methods

Form of Assessment :
Project Results Assessment / Product Assessment | Project based learning | | **Material:** Research methods
Bibliography: *Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York*

Material: Research methods
Bibliography: *John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc* | 5% |
| 12 | Defining qualitative research in Educational Technology | 1. Determining problems in research
2. Determine the type of qualitative research
3. Designing qualitative research | **Criteria:**
Suitability of qualitative research design to problems

Form of Assessment :
Project Results Assessment / Product Assessment | project based learning | | **Material:** qualitative research design
Bibliography: *Meredith D. Gall, Walter R. Borg, Joyce P. Gall. 2003. Educational Research: An Introduction. Allyn & Bacon*

Material: qualitative research design
Bibliography: *John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc* | 20% |

| 13 | Determine research instruments that are appropriate to the type of research | 1.Determine the type of research instrument 2.Develop research instruments according to the type of data needed in the research 3.Analyzing instrument validation results | **Criteria:** 1.suitability of the instrument to the research variables 2.accuracy of the validation used **Form of Assessment** : Project Results Assessment / Product Assessment | Project based learning | | **Material:** Research instruments and reliability validity **References:** *Meredith D. Gall, Walter R. Borg, Joyce P. Gall. 2003. Educational Research: An Introduction. Allyn & Bacon* **Material:** instruments and validation of research instruments **Reference:** *John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc* | 5% |
| 14 | Determining reliable research instruments | 1.Determining reliable instrument criteria 2.Analyze reliability test results | **Criteria:** accuracy of validity and reliability **Form of Assessment** : Project Results Assessment / Product Assessment | project based learning | | **Material:** validity and reliability **References:** *Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York* **Material:** instruments and validation of research instruments **References:** *Meredith D. Gall, Walter R. Borg, Joyce P. Gall. 2003. Educational Research: An Introduction. Allyn & Bacon* | 10% |

| 15 | Determine the relationship between problems, types of research, research design, and data analysis techniques | 1. Prepare a research draft that is appropriate to the type of research 2. Determine the research design based on the formula created 3. Determine the instrument and its validation 4. Determine data analysis techniques | **Criteria:** 1. conformity of the research proposal with the guidelines 2. suitability of the research design to the problem formulation 3. instrument accuracy 4. accuracy of data analysis techniques with problem formulation

Form of Assessment : Project Results Assessment / Product Assessment | Project based learning | | **Material:** Research methods **Bibliography:** *Jack Fraenkel, Norman Wallen, Helen Hyun. 2011. How to Design and Evaluate Research in Education. McGraw-Hill : New York*

Material: Research type **Bibliography:** *John W. Creswell. 2013. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, Inc*

Material: Research methods and research instruments **References:** *Walter Dick, Lou Carey, James O. Carey. 2015. The systematic design of instruction. Pearso: New York*

Material: development design **Bibliography:** *Walter Dick, Lou Carey, James O. Carey. 2015. The systematic design of instruction. Pearso: New York*

Material: studies in the field of educational technology **Bibliography:** *Joost Lowyck (auth.), J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2017. Handbook of Research on Educational Communications and Technology. Springer-Verlag: New York* | 20% |
| 16 | Final exams | | | | | | 0% |

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	90%
2.	Test	10%
		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.