



**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
Learning Theories & Models	8600302040		T=2 P=0 ECTS=5.04	2	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator	
	Prof. Dr. Mustaji, M.Pd. I Dr. Syaiputra Wahyuda Meisa Diningrat, M.Pd		Prof. Dr. Mustaji, M.Pd.	Prof. Dr. Mustaji, M.Pd.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																					
	Program Objectives (PO)																																																																																																					
	PO - 1	Mastering the concepts, principles and characteristics of learning theory,																																																																																																				
	PO - 2	Mastering learning and learning theories: behaviorist, cognitivist, constructivist, and connectivist learning theories,																																																																																																				
	PO - 3	Mastering the characteristics of the learning process which include interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered																																																																																																				
	PO - 4	Mastering learning models such as group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate learning																																																																																																				
	PLO-PO Matrix																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin: auto;"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr><td>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></tr> <tr><td>PO-2</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> <tr><td>PO-3</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> <tr><td>PO-4</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> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																	PO-3																	PO-4																
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Short Course Description	Examining (1) the concept of learning theories and models, (2) the theoretical foundations of behaviorism, cognitivism, constructivism and connectivism, (3) the characteristics of the learning process which include interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative, and learner-centered, (4) learning models such as group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods that can effectively facilitate learning, (5) basic procedures for developing learning models, ADDIE, Holistic 4D, and Flomp models, (6) taxonomy of learning model designs (class, product and system oriented) and (7) Practice developing learning models for developing new learning models. The methods/models used for study learning are lectures, discussions, questions and answers, team based learning, problem based learning, project based learning, case based learning, and collaborative learning.
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References	Main :
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1. Robert Maribe Branch Tonia A. Dousay. 2015. Survey of Instructional Development Models. Association for Educational Communications and Technology 320 West 8th Street, Suite 101 Bloomington, Indiana 47404-3745 USA aect.org
2. Charles M. Reigeluth. (2017). INSTRUCTIONAL-DESIGN THEORIES AND MODELS, VOLUME IV HISTORICITY The Learner-Centered Paradigm of Education. Routledge is an imprint of the Taylor & Francis Group, an informa business
3. Tjeerd Plomp & Nienke Nieveen (2013). Educational Design Research Part A: An introduction. <http://international.slo.nl/publications/edr/> Enschede, November 2013

Supporters:

1. Anderson, L.R., & Kratwohl, D.R. 2001. A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. A Bridged Edition. New York, NY: Longman
2. Robert Maribe Branch. 2009. Instructional Design: The ADDIE Approach. Springer New York Dordrecht Heidelberg London
3. Chee-Kit Looi, Lung-Hsiang Wong Christian Glahn, Su Cai. 2019. Seamless Learning: Perspectives, Challenges and Opportunities. Springer Nature Singapore Pte Ltd.
4. Charles M. Reigeluth and Yunjo An 2021. Merging the Instructional Design Process with Learner-Centered Theory: The Holistic 4D Model. Routledge 52 Vanderbilt Avenue, New York, NY 10017
5. Ronghuai Huang, J. Michael Spector, Junfeng Yang. 2019. Educational Technology A Primer for the 21st Century. Springer Nature Singapore Pte Ltd
6. M. D. Roblyer. 2015. Introduction to Systematic Instructional Design for Traditional, Online, and Blended Environments. USA. Pearson Education, Inc. All rights reserved.
7. Walter Dick, Lou Carey, and James O. Carey. 2015. The Systematic Design of Instruction. eighth edition. All rights reserved. Manufactured in the United States of America
8. Kemp. 2013, Designing Effective Instruction. John Wiley & Sons, Inc. All rights reserved.
2. 4. Charles M. Reigeluth and Yunjo An 2021. Merging the Instructional Design Process with Learner-Centered Theory: The Holistic 4D Model. Routledge 52 Vanderbilt Avenue, New York, NY 10017

Supporting lecturer

Prof. Dr. Mustaji, M.Pd.
Dr. Andi Kristanto, S.Pd., M.Pd.

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	Lecture Orientation Course Theory and Learning Models	Describe the roadmap for the Theory and Learning Models course	<p>Criteria: Accuracy in describing the road map for the Theory and Learning Models course</p> <p>Form of Assessment : Test</p>	Lectures 2 X 50		<p>Material: Concept Map Material Theory and Learning Models</p> <p>Library: Charles M. Reigeluth. (2017). INSTRUCTIONAL-DESIGN THEORIES AND MODELS, VOLUME IV HISTORICITY The Learner-Centered Paradigm of Education. Routledge is an imprint of the Taylor & Francis Group, an information business</p>	0%

2	Students are able to examine concepts, types, and relationships between components of learning variables	<ol style="list-style-type: none"> 1. Analyzing the concept of learning variables 2. describe the components of learning variables 3. analyze the relationship between components of learning variables 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy of analyzing the concept of learning variables 2. Accuracy of describing the components of learning variables 3. Accuracy of analyzing the relationship between components of learning variables <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project-based learning 2 X 50		<p>Material: learning variables References: <i>Reigeluth CM 2007. Instructional Design Theories and Models: Anew Paradigm of Instructional Theory. New Jersey: Luaren Elrbaum Associate</i> 2. <i>Robert Maribe Branch and Tonia A. Dousay, 2015. Survey Of Instructional Models. Association for Educational Communications and Technology. 320 West 8th Street, Suite 101Bloomington, Indiana 47404-3745 USA</i></p> <hr/> <p>Material: variable components of learning Reference: <i>Charles M. Reigeluth. (2017). INSTRUCTIONAL-DESIGN THEORIES AND MODELS, VOLUME IV HISTORICITY The Learner-Centered Paradigm of Education. Routledge is an imprint of the Taylor & Francis Group, an information business</i></p>	5%
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3	Students are able to examine the theoretical basis of learning for developing learning models	<ol style="list-style-type: none"> 1. Analyzing learning theories and learning theories 2. Applying learning theory and behaviorist learning as a basis for developing learning models 3. Applying learning theory and cognitivist learning as a basis for developing learning models 4. Applying learning theory and constructivist learning as a basis for developing learning models 5. Applying learning theory and connectivist learning as a basis for developing learning models 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy of analyzing learning theories and learning theories 2. The accuracy of applying learning theory and behaviorist learning as a basis for developing learning models 3. The accuracy of applying learning theory and cognitivist learning as a basis for developing learning models 4. The accuracy of applying learning theory and constructivist learning as a basis for developing learning models 5. The accuracy of applying learning theory and connectivist learning as a basis for developing learning models <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project-based learning 2 X 50		<p>Material: Learning and learning theory Bibliography: <i>Charles M. Reigeluth. (2017). INSTRUCTIONAL-DESIGN THEORIES AND MODELS, VOLUME IV HISTORICITY The Learner-Centered Paradigm of Education. Routledge is an imprint of the Taylor & Francis Group, an information business</i></p> <hr/> <p>Material: learning theory References: 3. <i>Chee-Kit Looi, Lung-Hsiang Wong Christian Glahn, Su Cai. 2019. Seamless Learning: Perspectives, Challenges and Opportunities. Springer Nature Singapore Pte Ltd.</i></p>	5%
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4	Students are able to examine the theoretical basis of learning for developing learning models	<ol style="list-style-type: none"> 1. Analyzing learning theories and learning theories 2. Applying learning theory and behaviorist learning as a basis for developing learning models 3. Applying learning theory and cognitivist learning as a basis for developing learning models 4. Applying learning theory and constructivist learning as a basis for developing learning models 5. Applying learning theory and connectivist learning as a basis for developing learning models 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy of analyzing learning theories and learning theories 2. The accuracy of applying learning theory and behaviorist learning as a basis for developing learning models 3. The accuracy of applying learning theory and cognitivist learning as a basis for developing learning models 4. The accuracy of applying learning theory and constructivist learning as a basis for developing learning models 5. The accuracy of applying learning theory and connectivist learning as a basis for developing learning models <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project-based learning 2 X 50		<p>Material: Learning and learning theory Bibliography: <i>Charles M. Reigeluth. (2017). INSTRUCTIONAL-DESIGN THEORIES AND MODELS, VOLUME IV HISTORICITY The Learner-Centered Paradigm of Education. Routledge is an imprint of the Taylor & Francis Group, an information business</i></p> <hr/> <p>Material: learning theory References: 3. <i>Chee-Kit Looi, Lung-Hsiang Wong Christian Glahn, Su Cai. 2019. Seamless Learning: Perspectives, Challenges and Opportunities. Springer Nature Singapore Pte Ltd.</i></p>	5%
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5	Students are able to examine the characteristics of the learning process which includes interactive, holistic, integrative, scientific, contextual, thematic, effective, collaborative and learner-centered.	<ol style="list-style-type: none"> 1. Evaluate the characteristics of an interactive learning process 2. Evaluate the characteristics of a holistic learning process 3. Evaluate the characteristics of an integrative learning process 4. Evaluate the characteristics of a scientific and contextual learning process 5. Evaluate the characteristics of the thematic learning process 6. Evaluate the characteristics of an effective learning process 7. Evaluate the characteristics of a collaborative learning process 8. Evaluate the characteristics of a learner-centered learning process 	Criteria: <ol style="list-style-type: none"> 1. Accuracy Evaluating the characteristics of an interactive learning process 2. Accuracy Evaluating the characteristics of a holistic learning process 3. Accuracy of Evaluating the characteristics of an integrative learning process 4. Accuracy of evaluating the characteristics of a scientific and contextual learning process 5. Accuracy of evaluating the characteristics of the thematic learning process 6. Accuracy Evaluating the characteristics of an effective learning process 7. Accuracy Evaluating the characteristics of a collaborative learning process 8. Accuracy of evaluating the characteristics of a learner-centered learning process 	Case Method 2 X 50		Material: Effective and learner-centered online learning Reference: <i>Tim S. Roberts (2004). Online Collaborative Learning: Theory and Practice. Published in the United States of America by Information Science Publishing (an imprint of Idea Group Inc.)</i> <hr/> Material: Collaborative learning References: <i>Reigeluth CM 2007. Instructional Design Theories and Models: Anew Paradigm of Instructional Theory. New Jersey: Luaren Erlbaum Associate</i> <i>2. Robert Maribe Branch and Tonia A. Dousay, 2015. Survey Of Instructional Models. Association for Educational Communications and Technology. 320 West 8th Street, Suite 101Bloomington, Indiana 47404-3745 USA</i>	5%
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6	Students examine learning models of group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate learning	<ol style="list-style-type: none"> 1. Evaluate the characteristics of the team-based learning model 2. Evaluating the characteristics of the project-based learning model 3. Evaluating the characteristics of problem-based learning models 4. Evaluate the characteristics of the Case Based Learning model 5. Evaluate the characteristics of the Collaborative learning model 6. Evaluate the characteristics of the Distance Learning model 	Form of Assessment : <ul style="list-style-type: none"> Project Results Assessment / Product Assessment 	Case Method 2 X 50		Material: collaborative model Bibliography: <i>Charles M. Reigeluth. (2017). INSTRUCTIONAL-DESIGN THEORIES AND MODELS, VOLUME IV HISTORICITY The Learner-Centered Paradigm of Education. Routledge is an imprint of the Taylor & Francis Group, an information business</i> <hr/> Material: project based learning model References: <i>Reigeluth CM 2007. Instructional Design Theories and Models: Anew Paradigm of Instructional Theory. New Jersey: Luaren Elrbaum Associate</i> <i>2. Robert Maribe Branch and Tonia A. Dousay, 2015. Survey Of Instructional Models. Association for Educational Communications and Technology. 320 West 8th Street, Suite 101Bloomington, Indiana 47404-3745 USA</i> <hr/> Material: collaborative learning model Reference: <i>Tim S. Roberts (2004). Online Collaborative Learning: Theory and Practice. Published in the United States of America by Information Science Publishing (an imprint of Idea Group Inc.)</i>	5%
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7	Students examine learning models of group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate learning	<ol style="list-style-type: none"> 1. Evaluate the characteristics of the team-based learning model 2. Evaluating the characteristics of the project-based learning model 3. Evaluating the characteristics of problem-based learning models 4. Evaluate the characteristics of the Case Based Learning model 5. Evaluate the characteristics of the Collaborative learning model 6. Evaluate the characteristics of the Distance Learning model 	Form of Assessment : <ul style="list-style-type: none"> Project Results Assessment / Product Assessment 	Case Method 2 X 50		Material: collaborative model Bibliography: <i>Charles M. Reigeluth. (2017). INSTRUCTIONAL-DESIGN THEORIES AND MODELS, VOLUME IV HISTORICITY The Learner-Centered Paradigm of Education. Routledge is an imprint of the Taylor & Francis Group, an information business</i> <hr/> Material: project based learning model References: <i>Reigeluth CM 2007. Instructional Design Theories and Models: Anew Paradigm of Instructional Theory. New Jersey: Luaren Elrbaum Associate</i> <i>2. Robert Maribe Branch and Tonia A. Dousay, 2015. Survey Of Instructional Models. Association for Educational Communications and Technology. 320 West 8th Street, Suite 101Bloomington, Indiana 47404-3745 USA</i> <hr/> Material: collaborative learning model Reference: <i>Tim S. Roberts (2004). Online Collaborative Learning: Theory and Practice. Published in the United States of America by Information Science Publishing (an imprint of Idea Group Inc.)</i>	5%
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8	Students examine learning models of group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate learning	<ol style="list-style-type: none"> 1. Evaluate the characteristics of the team-based learning model 2. Evaluating the characteristics of the project-based learning model 3. Evaluating the characteristics of problem-based learning models 4. Evaluate the characteristics of the Case Based Learning model 5. Evaluate the characteristics of the Collaborative learning model 6. Evaluate the characteristics of the Distance Learning model 	Form of Assessment : <ul style="list-style-type: none"> Project Results Assessment / Product Assessment 	Case Method 2 X 50		Material: collaborative model Bibliography: <i>Charles M. Reigeluth. (2017). INSTRUCTIONAL-DESIGN THEORIES AND MODELS, VOLUME IV HISTORICITY The Learner-Centered Paradigm of Education. Routledge is an imprint of the Taylor & Francis Group, an information business</i> <hr/> Material: project based learning model References: <i>Reigeluth CM 2007. Instructional Design Theories and Models: Anew Paradigm of Instructional Theory. New Jersey: Luaren Elrbaum Associate</i> <i>2. Robert Maribe Branch and Tonia A. Dousay, 2015. Survey Of Instructional Models. Association for Educational Communications and Technology. 320 West 8th Street, Suite 101Bloomington, Indiana 47404-3745 USA</i> <hr/> Material: collaborative learning model Reference: <i>Tim S. Roberts (2004). Online Collaborative Learning: Theory and Practice. Published in the United States of America by Information Science Publishing (an imprint of Idea Group Inc.)</i>	5%
9	UTS	UTS	Form of Assessment : <ul style="list-style-type: none"> Test 	2 X 50			5%

10	Students are able to examine the basic procedures for developing learning models	<ol style="list-style-type: none"> 1. Implement learning model development procedures using the ADDIE procedure 2. Establish procedures for developing learning models using KEMP procedures 3. Applying learning model development procedures using the DICK and Carey procedure 4. Implement learning model development procedures using the Borg and Gall procedure 5. Implement learning model development procedures using The Holistic 4D Model procedure 6. Implement learning model development procedures using the MD Roblyer procedure 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy of implementing learning model development procedures using the ADDIE procedure 2. Accuracy Determining procedures for developing learning models using KEMP procedures 3. Accuracy of implementing learning model development procedures using the DICK and Carey procedure 4. Accuracy of implementing learning model development procedures using the Borg and Gall procedure 5. Accuracy of implementing learning model development procedures using The Holistic 4D Model procedure 6. Accuracy of implementing learning model development procedures using the MD Roblyer procedure <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project-based learning 2 X 50		<p>Material: ADDIE MODEL Bibliography: <i>Robert Maribe Branch Tonia A. Dousay. 2015. Survey of Instructional Development Models. Association for Educational Communications and Technology 320 West 8th Street, Suite 101 Bloomington, Indiana 47404-3745 USA aect.org</i></p>	10%
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11	Students are able to examine the basic procedures for developing learning models	<ol style="list-style-type: none"> 1. Implement learning model development procedures using the ADDIE procedure 2. Establish procedures for developing learning models using KEMP procedures 3. Applying learning model development procedures using the DICK and Carey procedure 4. Implement learning model development procedures using the Borg and Gall procedure 5. Implement learning model development procedures using The Holistic 4D Model procedure 6. Implement learning model development procedures using the MD Roblyer procedure 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy of implementing learning model development procedures using the ADDIE procedure 2. Accuracy Determining procedures for developing learning models using KEMP procedures 3. Accuracy of implementing learning model development procedures using the DICK and Carey procedure 4. Accuracy of implementing learning model development procedures using the Borg and Gall procedure 5. Accuracy of implementing learning model development procedures using The Holistic 4D Model procedure 6. Accuracy of implementing learning model development procedures using the MD Roblyer procedure <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project-based learning 2 X 50		<p>Material: ADDIE MODEL Bibliography: <i>Robert Maribe Branch Tonia A. Dousay. 2015. Survey of Instructional Development Models. Association for Educational Communications and Technology 320 West 8th Street, Suite 101 Bloomington, Indiana 47404-3745 USA aect.org</i></p>	15%
12	Students are able to examine taxonomies in designing learning models	<ol style="list-style-type: none"> 1. Analyzing the characteristics of classroom-oriented models 2. Analyze the characteristics of Product-Oriented models 3. Analyzing the characteristics of System-Oriented Models 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Accuracy of Analyzing the characteristics of classroom-oriented models 2. Accuracy of Analyzing the characteristics of Product-Oriented models 3. Accuracy of Analyzing the characteristics of System-Oriented Models <p>Form of Assessment : Participatory Activities</p>	Case Method 2 X 50			10%

13	Students are able to design and develop learning models	<ol style="list-style-type: none"> 1.Analyzing learning model needs 2.Designing a learning model 3.Developing Models 4.Developing an instrument for assessing the quality of learning models 5.Assess the quality of the model 6.Prepare a report on the results of the learning model assessment 7.Present a report on the results of the learning model assessment 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Accuracy of Analyzing, designing, developing learning models 2.Accuracy of developing instruments for assessing the quality of learning models and conducting assessments <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project-based learning 2 X 50		<p>Material: Learning Model Library: Charles M. Reigeluth. (2017). <i>INSTRUCTIONAL-DESIGN THEORIES AND MODELS, VOLUME IV HISTORICITY The Learner-Centered Paradigm of Education.</i> Routledge is an imprint of the Taylor & Francis Group, an information business</p> <hr/> <p>Material: Online learning model Reference: Tim S. Roberts (2004). <i>Online Collaborative Learning: Theory and Practice.</i> Published in the United States of America by Information Science Publishing (an imprint of Idea Group Inc.)</p>	10%
14	Students are able to design and develop learning models	<ol style="list-style-type: none"> 1.Analyzing learning model needs 2.Designing a learning model 3.Developing Models 4.Developing an instrument for assessing the quality of learning models 5.Assess the quality of the model 6.Prepare a report on the results of the learning model assessment 7.Present a report on the results of the learning model assessment 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Accuracy of Analyzing, designing, developing learning models 2.Accuracy of developing instruments for assessing the quality of learning models and conducting assessments <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project-based learning 2 X 50		<p>Material: Learning Model Library: Charles M. Reigeluth. (2017). <i>INSTRUCTIONAL-DESIGN THEORIES AND MODELS, VOLUME IV HISTORICITY The Learner-Centered Paradigm of Education.</i> Routledge is an imprint of the Taylor & Francis Group, an information business</p> <hr/> <p>Material: Online learning model Reference: Tim S. Roberts (2004). <i>Online Collaborative Learning: Theory and Practice.</i> Published in the United States of America by Information Science Publishing (an imprint of Idea Group Inc.)</p>	10%

15	Students are able to design and develop learning models	<ol style="list-style-type: none"> Analyzing learning model needs Designing a learning model Developing Models Developing an instrument for assessing the quality of learning models Assess the quality of the model Prepare a report on the results of the learning model assessment Present a report on the results of the learning model assessment 	<p>Criteria:</p> <ol style="list-style-type: none"> Accuracy of Analyzing, designing, developing learning models Accuracy of developing instruments for assessing the quality of learning models and conducting assessments <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project-based learning 2 X 50		<p>Material: Learning Model Library: Charles M. Reigeluth. (2017). <i>INSTRUCTIONAL-DESIGN THEORIES AND MODELS, VOLUME IV HISTORICITY The Learner-Centered Paradigm of Education.</i> Routledge is an imprint of the Taylor & Francis Group, an information business</p> <hr/> <p>Material: Online learning model Reference: Tim S. Roberts (2004). <i>Online Collaborative Learning: Theory and Practice.</i> Published in the United States of America by Information Science Publishing (an imprint of Idea Group Inc.)</p>	5%
16	Students create new theories and learning models	<ol style="list-style-type: none"> Analyze the needs for developing learning models Design learning models Develop learning models and tools Implement learning models Test the feasibility and effectiveness of learning models 	<p>Form of Assessment : Test</p>	2 X 50 Project			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	10%
2.	Project Results Assessment / Product Assessment	80%
3.	Test	5%
		95%

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.

