	Universitas Negeri Surabaya Faculty of Education, Educational Technology Masters Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Learning Design	8610303010	Study Program Elective Courses	T=3	P=0	ECTS=6.72	5	May 4, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-6	Able to uphold human values to improve the quality of life in society, nation, state and civilization based on Pancasila and diversity in carrying out their duties
	PLO-7	Able to develop logical, ethical, critical, systematic and creative thinking which includes design, development (creation), management, utilization and evaluation in education and learning systems in the fields of science, technology and arts through planning, process, evaluation and dissemination based on rules , procedures, and scientific ethics.
	PLO-9	Able to solve educational problems through multidisciplinary educational/learning technology studies taking into account economic, socio-cultural and information technology factors
	PLO-12	Able to master knowledge about the theory of implementing education and training programs (performance technology); general concept of curriculum development, learning, learning resources through a multidisciplinary approach, research and development of educational/learning/training technology that is beneficial to society and science, receiving national and international recognition
	Program Objectives (PO)	
	PO - 1	Master various basic concepts of learning design and Learning System Design
	PO - 2	Mastering the concepts and principles of learning system design development
	PO - 3	understand the design of the ADDIE model learning system
	PO - 4	Understanding the design of the Dick and Carey model of learning systems
	PLO-PO Matrix	

P.O	PLO-6	PLO-7	PLO-9	PLO-12
PO-1				
PO-2				
PO-3				
PO-4				

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
PO-1																
PO-2																
PO-3					✔	✔	✔	✔	✔							
PO-4													✔	✔	✔	✔

Short Course Description	Examining various basic concepts of learning system design and development, learning system models and learning system development steps as well as the practice of developing learning systems	
References	**Main :**	

1. Carey, W. Dick, and Carey, L & Carey, J.O. 2015. The Systematic Design of Instruction. New Jersey: Pearson.
2. Gustafson, Kent L., Branch, Robert M., 2002, Survey of Instructional Development Models, New York: Syracuse University
3. Branch, 2009. Instructional Design: The ADDIE Approach. DepartmentofEducational Psychologyand Instructional Technology University of Georgia 604 Aderhold Hall Athens, GA 30602 USA

Supporters:

1. Januszewski, Alan., Molenda, Michael., 2008, Educational Technology: a definition with commentary, AECT: Indiana University

Supporting lecturer	Prof. Dr. Mustaji, M.Pd. Dr. Utari Dewi, S.Sn., 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	Able to understand the concept of learning design	1. Explain the general design concept 2. Describe the meaning of learning 3. Identifying the relationship of components in the TP domain	**Criteria:** 1. A= Very good B= Good C= Fairly good D=Not good & written description 2. Very good **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Lectures, discussions, questions and answers 3 x 50	Lectures, discussions, questions and answers 3 x 45	**Material:** LEARNING DESIGN CONCEPTS **Bibliography:** *Gustafson, Kent L., Branch, Robert M., 2002, Survey of Instructional Development Models, New York: Syracuse University*	2%
2	get to know various learning system designs	1. Explain the general design concept 2. Describe the meaning of learning 3. Identifying the relationship of components in the TP domain	**Criteria:** 1. A= Very good B= Good C= Fairly good D=Not good & written description 2. Very good **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Practices / Performance	Lectures, discussions, questions and answers 3 x 50	Lectures, discussions, questions and answers 3 x 45	**Material:** learning design concepts **References:** *Gustafson, Kent L., Branch, Robert M., 2002, Survey of Instructional Development Models, New York: Syracuse University*	2%
3	1. Able to understand the ADDIE model 2. analysis stage	explains the concept of the ADDIE model	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Form of Assessment** : Participatory Activities, Portfolio Assessment	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	**Material:** ADDIE analysis stage **References:** *Branch, 2009. Instructional Design: The ADDIE Approach. Department ofEducational Psychologyand Instructional Technology University of Georgia 604 Aderhold Hall Athens, GA 30602 USA*	2%

4	1. Able to understand the ADDIE model 2. development stage	1. explains the concept of the ADDIE model 2. able to describe the stages of development	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Form of Assessment** : Participatory Activities, Portfolio Assessment	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	**Material:** design stage **References:** *Branch, 2009. Instructional Design: The ADDIE Approach. Department ofEducational Psychologyand Instructional Technology University of Georgia 604 Aderhold Hall Athens, GA 30602 USA* **Material:** brane **Library:**	2%
5	understand the design stage	Explain the ADDIE model in the design stage	**Criteria:** accuracy in design description **Form of Assessment** : Participatory Activities	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	**Material:** development stage **Bibliography:** *Branch, 2009. Instructional Design: The ADDIE Approach. Department ofEducational Psychologyand Instructional Technology University of Georgia 604 Aderhold Hall Athens, GA 30602 USA*	2%
6	Able to design learning by applying a scientific approach	describe the stages of development	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	**Material:** implementation stage **References:** *Branch, 2009. Instructional Design: The ADDIE Approach. Department ofEducational Psychologyand Instructional Technology University of Georgia 604 Aderhold Hall Athens, GA 30602 USA*	2%

7	understand the implementation stage	describe the implementation stages	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, questions and answers 3 x 50	**Material:** evaluation stage **References:** *Branch, 2009. Instructional Design: The ADDIE Approach. Department ofEducational Psychologyand Instructional Technology University of Georgia 604 Aderhold Hall Athens, GA 30602 USA* **Material:** evaluation stage **References:** *Branch, 2009. Instructional Design: The ADDIE Approach. Department ofEducational Psychologyand Instructional Technology University of Georgia 604 Aderhold Hall Athens, GA 30602 USA*	2%
8	Midterm Exam (UTS)		**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description	Written test 90	Written test 90	**Material:** models oriented to classes, products and systems **References:** *Gustafson, Kent L., Branch, Robert M., 2002, Survey of Instructional Development Models, New York: Syracuse University* **Material:** ADDIE model **Reference:** *Branch, 2009. Instructional Design: The ADDIE Approach. Department ofEducational Psychologyand Instructional Technology University of Georgia 604 Aderhold Hall Athens, GA 30602 USA*	10%
9	Understand the evaluation stage	describe the evaluation stage	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, question and answer 3 X 50	Presentation, Discussion, questions and answers 3 X 45	**Material:** formulation of learning objectives **References:** *Carey, W. Dick, and Carey, L & Carey, JO 2015. The Systematic Design of Instruction. New Jersey: Pearson.*	2%

10	Able to understand the Dick model DSP	Able to analyze learning	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, question and answer 3 X 50	Presentation, Discussion, questions and answers 3 X 45	**Material:** instructional analysis **References:** *Carey, W. Dick, and Carey, L & Carey, JO 2015. The Systematic Design of Instruction. New Jersey: Pearson.*	2%
11	Understand the concept of the problem-based learning model (MPBM).	analyze the context and students	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, question and answer 3 X 50	Presentation, Discussion, questions and answers 3 X 45		2%
12	Able to understand the Dick and Carey DSP Model	understand the needs identification and learning analysis stages	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Form of Assessment** : Participatory Activities	Presentation, Discussion, question and answer 3 X 50	Presentation, Discussion, questions and answers 3 X 45	**Material:** specific learning objectives **References:** *Carey, W. Dick, and Carey, L & Carey, JO 2015. The Systematic Design of Instruction. New Jersey: Pearson.*	2%
13	Able to understand the concept of electronic learning (e-learning).	Discriminate the context analysis stage and student characteristics	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Portfolio Assessment, Tests	Presentation, Discussion, question and answer 3 X 50	Presentation, Discussion, questions and answers 3 X 45	**Material:** preparation of learning assessments **References:** *Carey, W. Dick, and Carey, L & Carey, JO 2015. The Systematic Design of Instruction. New Jersey: Pearson.*	2%
14	Able to understand the Dick and Carey DSP Model	able to prepare learning objectives and learning assessment instruments	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Tests	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	**Material:** learning strategies **References:** *Carey, W. Dick, and Carey, L & Carey, JO 2015. The Systematic Design of Instruction. New Jersey: Pearson.*	13%
15	Able to understand the Dick and Carey DSP Model	able to design and carry out formative and summative evaluations	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Presentation, Discussion, questions and answers 3 x 50	Presentation, Discussion, question and answer 3 x 45	**Material:** formative and summative evaluation **References:** *Carey, W. Dick, and Carey, L & Carey, JO 2015. The Systematic Design of Instruction. New Jersey: Pearson.*	13%

16	uts	1. Doing UAS questions 2. designing and implementing formative and summative evaluations	**Criteria:** A= Very good B= Good C= Fairly good D=Not good & written description	Written test 90	Written test 90	**Material:** goal formulation to summative evaluation **References:** *Carey, W. Dick, and Carey, L & Carey, JO 2015. The Systematic Design of Instruction. New Jersey: Pearson.*	40%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	18.94%
2.	Project Results Assessment / Product Assessment	8.92%
3.	Portfolio Assessment	13.6%
4.	Practice / Performance	1.34%
5.	Test	7.27%
		50.07%

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.