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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Cognitive Development	8612202097	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	August 22, 2022

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 that is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Explains the concept and implications of cognitive development
	PO - 2	Explains the field of cognitive development and cognitive development theory according to experts
	PO - 3	Explains learning methods and cognitive development media
	PO - 4	Explaining evaluation in the development of cognitive development
	PLO-PO Matrix	

P.O
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	This course examines the nature of cognitive development, theories of cognitive development, methods and tools for evaluating cognitive development, as well as the application of cognitive development in early childhood.

References

Main :

1. Lerner, R (2015) Handbook of child psychology and developmental science. Seven edition
2. Hapsari, I (2016) Psikologi Perkembangan Anak. Jakarta : Indeks

Supporters:

1. Piaget, J Inhelder B (2016) Psikologi Anak, Pustaka Pelajar

Supporting lecturer	Dr. Umi Anugerah Izzati, M.Psi., Psikolog.

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	Understanding cognitive development	Explain the scope of cognitive development	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** Concept of cognitive development **Reference:** *Hapsari, I (2016) Psychology of Child Development. Jakarta : Index*	3%
2	Understand the concept and its implications for cognitive development	Explains concepts and implications in cognitive development	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** Concepts and implications for cognitive development **Reference:** *Hapsari, I (2016) Psychology of Child Development. Jakarta : Index*	2%
3	Understanding the areas of cognitive development 1	1.Explains the field of auditory cognitive development 2.Explains the areas of visual cognitive development 3.Explains the area of tactile cognitive development	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** The field of auditory, visual and tactile cognitive development. **Reference:** *Hapsari, I (2016) Psychology of Child Development. Jakarta : Index*	5%
4	Understand the areas of cognitive development 2	1.Explains the field of kinesthetic cognitive development 2.Explains the field of cognitive development of arithmetic 3.Explains the field of geometric cognitive development 4.Explains the field of scientific cognitive development	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** Fields of kinesthetic cognitive development, arithmetic, geometry and science. **Reference:** *Lerner, R (2015) Handbook of child psychology and developmental science. Seventh edition*	3%
5	Understanding Vygtosky's theory of cognitive development	1.Exploring Vygtosky's theory of cognitive development 2. Implementing Vygtosky's theory of cognitive development	**Criteria:** 1.Group presentation 2.Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** Vygtosky's cognitive development theory **References:** *Lerner, R (2015) Handbook of child psychology and developmental science. Seventh edition*	2%

6	Understanding Vygtosky's theory of cognitive development	1. Explore Piaget's theory of cognitive development 2. Implementing Piaget's theory of cognitive development	**Criteria:** 1. Group presentation 2. Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** Piaget's cognitive development theory **References:** *Lerner, R (2015) Handbook of child psychology and developmental science. Seventh edition*	2%
7	Understanding Jerome Bruner's theory of cognitive development	1. Exploring Jerome Bruner's theory of cognitive development 2. Implementing Jerome Bruner's theory of cognitive development	**Criteria:** 1. Group presentation 2. Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** Jerome Bruner's cognitive development theory **References:** *Lerner, R (2015) Handbook of child psychology and developmental science. Seventh edition*	3%
8	Understanding David Ausubel's theory of cognitive development	1. Exploring David Ausubel's theory of cognitive development 2. Implementing David Ausubel's theory of cognitive development	**Criteria:** 1. Group presentation 2. Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** David Ausubel's theory of cognitive development **Reference:** *Lerner, R (2015) Handbook of child psychology and developmental science. Seventh edition*	3%
9	UTS	UTS	**Criteria:** UTS **Form of Assessment** : Project Results Assessment / Product Assessment	UTS 2 x 50		**Material:** Meeting Material 1-7 **References:** *Hapsari, I (2016) Psychology of Child Development. Jakarta : Index*	20%
10	Understanding cognitive learning methods 1	1. Explore auditory, visual and tactile cognitive learning methods 2. Analyzing auditory, visual and tactile cognitive learning methods	**Criteria:** 1. Group presentation 2. Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** Auditory, visual and tactile cognitive learning methods **References:** *Piaget, J Inhelder B (2016) Child Psychology, Student Library*	5%

11	Understanding cognitive learning methods 1	1. Explore kinesthetic cognitive learning methods, arithmetic, geometry and science 2. Analyzing kinesthetic, arithmetic, geometry and science cognitive learning methods	**Criteria:** 1. Group presentation 2. Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** Kinesthetic cognitive learning methods, arithmetic, geometry and science **Library:** *Piaget, J Inhelder B (2016) Child Psychology, Student Library*	5%
12	Understanding cognitive development media	Exploring cognitive development media	**Criteria:** 1. Group presentation 2. Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** Cognitive development media **Reference:** *Lerner, R (2015) Handbook of child psychology and developmental science. Seventh edition*	5%
13	Understanding Bloom's Taxonomy model in the cognitive domain	1. Exploring Bloom's Taxonomy model in the cognitive domain 2. Practicing Bloom's Taxonomy model in the cognitive domain	**Criteria:** 1. Group presentation 2. Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** Bloom's Taxonomy Model in the cognitive domain **Reference:** *Lerner, R (2015) Handbook of child psychology and developmental science. Seventh edition*	5%
14	Understand the nature and concepts of mathematics and science games	Explore the nature and concepts of mathematics and science games	**Criteria:** 1. Group presentation 2. Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** The nature and concept of mathematics and science games **Reference:** *Lerner, R (2015) Handbook of child psychology and developmental science. Seventh edition*	2%
15	Understanding Evaluation in cognitive development	Providing evaluation in cognitive development	**Criteria:** 1. Group presentation 2. Review paper documents **Form of Assessment** : Participatory Activities	Student Centered, exposition Discovery learning, discussion and question and answer 2 x 50		**Material:** Evaluation in cognitive development **References:** *Lerner, R (2015) Handbook of child psychology and developmental science. Seventh edition*	5%

16	UAS	UAS	**Criteria:** UAS **Form of Assessment** : Project Results Assessment / Product Assessment	UAS 2 x 50		**Material:** Meeting Material 9-15 **References:** *Hapsari, I (2016) Psychology of Child Development. Jakarta : Index*	30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Project Results Assessment / Product Assessment	50%
		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.