



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
Critical Praxis of Elementary Education Science Learning	8612203634	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	2	July 18, 2024
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**

PLO-7	Internalize academic values, norms and ethics
PLO-8	Able to make decisions in the context of solving science and technology development problems that pay attention to and apply humanities values based on practical or experimental analytical studies of information and data
PLO-9	Able to communicate the results of research and development of science and technology in innovative and creative learning in the field of basic education through publications published in national journals (minimum Sinta 4) or accepted in international journals
PLO-10	Able to develop science and technology in the field of basic education based on global literacy or professional practice through ethnopedagogy-based research to produce innovative and tested work

Program Objectives (PO)

PLO-PO Matrix

P.O	PLO-7	PLO-8	PLO-9	PLO-10

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 This course facilitates students to design, implement and evaluate science learning in basic education in accordance with curriculum developments and examine cases related to science learning in basic education.

References **Main :**

1. Khun, Thomas S. (2008). The Structure of Scientific Revolution. Peran Paradigma dalam Revolusi Sains. Bandung: Remaja Rosdakarya.
2. James Trefil & Robert M. Hazen. (2010). The Science (Integrated Approach). New York: John Wiley & Sons
3. Wellington, J., & Ireson, G. (2017). Science Learning, Science Teaching (4th ed.). London: Routledge. <https://doi.org/10.4324/9781315623429>
4. Arends, Richard I. (2012). Learning to Teach. 6th Edition. New York: McGraw-Hill Book Company.
5. Savedra, A. R., & Opfer, D. V. (2012). Teaching and Learning 21st Century Skills, Lesson from The Learning Sciences (a global cities education network report). Asia Society-RAND Corporation. <https://asiasociety.org/files/rand-1012report.pdf>
6. Suryanti, Wahono Widodo, dan Mintohari. (2006). Pembelajaran IPA SD. Surabaya: Unesa University Press.

Supporters:

Supporting lecturer

Prof. Dr. Suryanti, 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							0%
2							0%
3							0%
4							0%
5							0%
6							0%
7							0%
8							0%
9							0%
10							0%
11							0%
12							0%
13							0%
14							0%
15							0%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.