



**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
Global Multiliteracy of Primary Education	8612202628	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	July 3, 2023
<b>AUTHORIZATION</b>	<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>	
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<b>Learning model</b>	<b>Case Studies</b>																
<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																
	<b>PLO-6</b>	Work together and have social sensitivity and concern for society and the environment															
	<b>PLO-8</b>	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															
	<b>PLO-9</b>	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															
	<b>Program Objectives (PO)</b>																
	<b>PO - 1</b>	Able to develop and practically analyze global multiliteracy content in the field of basic education															
	<b>PO - 2</b>	Demonstrate a responsible attitude in criticizing global multiliteracy in basic education.															
	<b>PO - 3</b>	Able to develop logical, critical, systematic and creative thinking through scientific research in the field of global multiliteracy published in accredited or international scientific journals.															
	<b>PO - 4</b>	Able to analyze global multiliteracy policies and innovations in basic education through an interdisciplinary approach															
	<b>PLO-PO Matrix</b>																
		P.O				PLO-6				PLO-8				PLO-9			
		PO-1															
		PO-2															
		PO-3															
		PO-4															
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																	
	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																
<b>Short Course Description</b>	This course discusses the concept of multiliteracy and the importance of developing holistic literacy skills in children at the primary education level. Apart from that, students will also learn various types of literacy needed in everyday life including global literacy, as well as how to integrate technology and media in multiliteracy learning to improve the quality of learning carried out. Students are directed to evaluate learning outcomes reflectively to improve the quality of the learning carried out.																

References	<b>Main :</b>	<ol style="list-style-type: none"> <li>1. Tompkins, G., Campbell, R., Green, D., &amp; Smith, C. (2014). Literacy for the 21st century. Pearson Australia.</li> <li>2. Paterson, K. (2005). Differentiated learning: Language and literacy projects that address diverse backgrounds and cultures. Pembroke Publishers Limited</li> <li>3. Steen, L. A., Turner, R., &amp; Burkhardt, H. (2007). Developing mathematical literacy. In Modelling and applications in mathematics education: The 14th ICMI study (pp. 285-294). Boston, MA: Springer US.</li> <li>4. National Academies of Sciences, Engineering, and Medicine. (2016). Science literacy: Concepts, contexts, and consequences.</li> <li>5. Street, B. V. (2014). Social literacies: Critical approaches to literacy in development, ethnography and education. Routledge</li> <li>6. Dobson, A. (2010). Environmental citizenship and pro-environmental behaviour: Rapid research and evidence review. Sustainable Development Research Network: London, UK.</li> <li>7. Hadjichambis, A. C., Reis, P., Paraskeva-Hadjichambi, D., Činčera, J., Boeve-de Pauw, J., Gericke, N., &amp; Knippels, M. C. (2020). Conceptualizing environmental citizenship for 21st century education (p. 261). Springer Nature.</li> <li>8. Parker, L., &amp; Prabawa-Sear, K. (2019). Environmental education in Indonesia: Creating responsible citizens in the global South? In Environmental Education in Indonesia: Creating Responsible Citizens in the Global South? <a href="https://doi.org/10.4324/9780429397981">https://doi.org/10.4324/9780429397981</a></li> </ol>
	<b>Supporters:</b>	<ol style="list-style-type: none"> <li>1. Cope, B., &amp; Kalantzis, M. (2013). "Multiliteracies": New literacies, new learning. In Framing languages and literacies (pp. 105-135). Routledge.</li> <li>2. Rochmah, Z., &amp; Bakar, M. Y. A. (2021). Studi Kebijakan mengenai Gerakan Literasi Sekolah. Asatiza: Jurnal Pendidikan, 2(2), 110-115.</li> <li>3. Rusydiyah, E. F., AR, Z. T., &amp; Rahman, M. R. (2023). Literacy policy in southeast Asia: a comparative Study between Singapore, Malaysia, and Indonesia. Center for Educational Policy Studies Journal, 13(2), 79-96</li> <li>4. Pratama, A. (2022). Strategi Pembelajaran Berdiferensiasi Meningkatkan Kemampuan Literasi Membaca Pemahaman Siswa. Jurnal Didaktika Pendidikan Dasar, 6(2), 605-626.</li> <li>5. Abidin, Y., Mulyati, T., &amp; Yunansah, H. (2021). Pembelajaran literasi: Strategi meningkatkan kemampuan literasi matematika, sains, membaca, dan menulis. Bumi Aksara.</li> <li>6. Capra, F. (1997). Titik balik peradaban: Sains, masyarakat dan kebangkitan kebudayaan. Yayasan Bentang Budaya.</li> <li>7. Keraf, A. S. (2014). Filsafat lingkungan hidup, alam sebagai sebuah sistem kehidupan. Yogyakarta: Kanisius</li> </ol>

<b>Supporting lecturer</b>	Dr. Heru Subrata, M.Si. Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D. Dr. Agus Suprijono, M.Si. Neni Mariana, S.Pd., M.Sc., Ph.D. Dr. Nurul Istiq'faroh, M.Pd.
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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	Analyzing multiliteracy policies globally in terms of philosophical, psychological, sociological and juridical foundations based on practical analysis of research results.	<ol style="list-style-type: none"> <li>1.1. Practically analyze the results of global literacy policy research in various countries in terms of several bases.</li> <li>2.2. Analyze practically through research results related to literacy policy in Indonesia from several bases</li> </ol>	<b>Form of Assessment :</b> Participatory Activities		online 2 x 50'	<b>Material:</b> research articles relevant to multiliteracy policy locally and globally. <b>References:</b> 1. Tompkins, G., Campbell, R., Green, D., & Smith, C. (2014). Literacy for the 21st century. Pearson Australia. <hr/> <b>Material:</b> research articles relevant to multiliteracy policy locally and globally. <b>Reference:</b> 2. Rochmah, Z., & Bakar, MYA (2021). Policy Study on the School Literacy Movement. Asatiza: Journal of Education, 2(2), 110-115.	7%

2	Analyzing multiliteracy policies globally in terms of philosophical, psychological, sociological and juridical foundations based on practical analysis of research results.	<p>1.1. Practically analyze the results of global literacy policy research in various countries in terms of several bases.</p> <p>2.2. Analyze practically through research results related to literacy policy in Indonesia from several bases</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>		<p>online 2 x 50'</p>	<p><b>Material:</b> research articles relevant to multiliteracy policy locally and globally. <b>References:</b> 1. <i>Tompkins, G., Campbell, R., Green, D., &amp; Smith, C. (2014). Literacy for the 21st century. Pearson Australia.</i></p> <hr/> <p><b>Material:</b> research articles relevant to multiliteracy policy locally and globally. <b>Reference:</b> 2. <i>Rochmah, Z., &amp; Bakar, MYA (2021). Policy Study on the School Literacy Movement. Asatiza: Journal of Education, 2(2), 110-115.</i></p>	7%
3		<p>1.1. Identify the implementation of multiliteracy in basic education in Indonesia.</p> <p>2.2. Solve problems found in the implementation of multiliteracy in basic education in Indonesia</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>		<p>online 2 x 50'</p>	<p><b>Material:</b> articles on research results that are relevant to the practice of multiplication in basic education in Indonesia. (2x50 minutes) <b>References:</b> 5. <i>Abidin, Y., Mulyati, T., &amp; Yunansah, H. (2021). Literacy learning: Strategies to improve literacy skills in mathematics, science, reading and writing. Literary Earth.</i></p>	7%

4		<p>1.1. Identify the implementation of multiliteracy in basic education in Indonesia.</p> <p>2.2. Solve problems found in the implementation of multiliteracy in basic education in Indonesia</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>		<p>online 2 x 50'</p>	<p><b>Material:</b> articles on research results that are relevant to the practice of multiplication in basic education in Indonesia. (2x50 minutes) <b>References:</b> 5. <i>Abidin, Y., Mulyati, T., &amp; Yunansah, H. (2021). Literacy learning: Strategies to improve literacy skills in mathematics, science, reading and writing. Literary Earth.</i></p>	7%
5	Identifying basic literacy that focuses on language skills (listening, reading, speaking, writing) and its implementation in practical differentiated learning through related research results	<p>1.1. Analyze the results of research on basic literacy in differentiated learning in the independent curriculum</p> <p>2.2. Communicate the findings in the form of a presentation</p>	<p><b>Criteria:</b> Benchmark assessment criteria</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		<p>Online 2 x 50'</p>	<p><b>Material:</b> articles from research results relevant to basic literacy that focus on language skills. (2x50 minutes) <b>References:</b> 1. <i>Tompkins, G., Campbell, R., Green, D., &amp; Smith, C. (2014). Literacy for the 21st century. Pearson Australia.</i></p>	7%
6	Identifying basic literacy that focuses on language skills (listening, reading, speaking, writing) and its implementation in practical differentiated learning through related research results	<p>1.1. Analyze the results of research on basic literacy in differentiated learning in the independent curriculum</p> <p>2.2. Communicate the findings in the form of a presentation</p>	<p><b>Criteria:</b> Benchmark assessment criteria</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		<p>Online 2 x 50'</p>	<p><b>Material:</b> articles from research results relevant to basic literacy that focus on language skills. (2x50 minutes) <b>References:</b> 1. <i>Tompkins, G., Campbell, R., Green, D., &amp; Smith, C. (2014). Literacy for the 21st century. Pearson Australia.</i></p>	7%
7	Identifying basic literacy that focuses on language skills (listening, reading, speaking, writing) and its implementation in practical differentiated learning through related research results	<p>1.1. Analyze the results of research on basic literacy in differentiated learning in the independent curriculum</p> <p>2.2. Communicate the findings in the form of a presentation</p>	<p><b>Criteria:</b> Benchmark assessment criteria</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		<p>Online 2 x 50'</p>	<p><b>Material:</b> articles from research results relevant to basic literacy that focus on language skills. (2x50 minutes) <b>References:</b> 1. <i>Tompkins, G., Campbell, R., Green, D., &amp; Smith, C. (2014). Literacy for the 21st century. Pearson Australia.</i></p>	7%
8	Midterm exam		<p><b>Form of Assessment :</b> Test</p>				1%

9	Analyzing contemporary issues from the results of global mathematical literacy research	<p>1.1. Analyze articles about mathematical literacy in Indonesia</p> <p>2.2. Conclude how to develop mathematical literacy in basic education</p>	<p><b>Criteria:</b> Benchmark assessment criteria</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	online 2 x 50'	<p><b>Material:</b> contemporary issues from the results of global mathematical literacy research.</p> <p><b>References:</b> 1. Cope, B., &amp; Kalantzis, M. (2013). "Multiliteracies": <i>New literacies, new learning. In Framing languages and literacies</i> (pp. 105-135). Routledge.</p>	7%
10	Analyzing contemporary issues from the results of global mathematical literacy research	<p>1.1. Analyze articles about mathematical literacy in Indonesia</p> <p>2.2. Conclude how to develop mathematical literacy in basic education</p>	<p><b>Criteria:</b> Benchmark assessment criteria</p> <p><b>Form of Assessment :</b> Participatory Activities</p>	online 2 x 50'	<p><b>Material:</b> contemporary issues from the results of global mathematical literacy research.</p> <p><b>References:</b> 1. Cope, B., &amp; Kalantzis, M. (2013). "Multiliteracies": <i>New literacies, new learning. In Framing languages and literacies</i> (pp. 105-135). Routledge.</p>	7%
11	Analyzing contemporary issues from the results of global scientific literacy research.	<p>1.1. Analyze articles about scientific literacy in Indonesia</p> <p>2.2. Conclude how to develop scientific literacy in basic education</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	online 2 x 50'	<p><b>Material:</b> contemporary issues from the results of global scientific literacy research.</p> <p><b>Bibliography:</b> 5. Street, B.V. (2014). <i>Social literacies: Critical approaches to literacy in development, ethnography and education.</i> Routledge</p>	7%
12	Analyzing contemporary issues from the results of global scientific literacy research.	<p>1.1. Analyze articles about scientific literacy in Indonesia</p> <p>2.2. Conclude how to develop scientific literacy in basic education</p>	<p><b>Form of Assessment :</b> Participatory Activities</p>	online 2 x 50'	<p><b>Material:</b> contemporary issues from the results of global scientific literacy research.</p> <p><b>Bibliography:</b> 5. Street, B.V. (2014). <i>Social literacies: Critical approaches to literacy in development, ethnography and education.</i> Routledge</p>	7%

13	Analyzing contemporary issues from global literacy research results (civic, environmental, digital, financial).	<ol style="list-style-type: none"> <li>1.1. Identify the characteristics of various social-critical literacy perspectives</li> <li>2.2. Identify the characteristics of various global citizenship literacy perspectives</li> <li>3.3. Identify the characteristics of various environmental literacy perspectives (environmental literacy)</li> </ol>	<p><b>Criteria:</b> Benchmark assessment criteria</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		online 2 x 50'	<p><b>Material:</b> contemporary issues from global literacy research results (citizenship, environment, digital, finance. <b>Reference:</b> 6. Dobson, A. (2010). <i>Environmental citizenship and pro-environmental behavior: Rapid research and evidence review. Sustainable Development Research Network: London, UK.</i></p>	7%
14	Analyzing contemporary issues from global literacy research results (civic, environmental, digital, financial).	<ol style="list-style-type: none"> <li>1.1. Identify the characteristics of various social-critical literacy perspectives</li> <li>2.2. Identify the characteristics of various global citizenship literacy perspectives</li> <li>3.3. Identify the characteristics of various environmental literacy perspectives (environmental literacy)</li> </ol>	<p><b>Criteria:</b> Benchmark assessment criteria</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		online 2 x 50'	<p><b>Material:</b> contemporary issues from global literacy research results (citizenship, environment, digital, finance. <b>Reference:</b> 6. Dobson, A. (2010). <i>Environmental citizenship and pro-environmental behavior: Rapid research and evidence review. Sustainable Development Research Network: London, UK.</i></p>	7%
15	Analyzing contemporary issues from global literacy research results (civic, environmental, digital, financial).	<ol style="list-style-type: none"> <li>1.1. Identify the characteristics of various social-critical literacy perspectives</li> <li>2.2. Identify the characteristics of various global citizenship literacy perspectives</li> <li>3.3. Identify the characteristics of various environmental literacy perspectives (environmental literacy)</li> </ol>	<p><b>Criteria:</b> Benchmark assessment criteria</p> <p><b>Form of Assessment :</b> Participatory Activities</p>		online 2 x 50'	<p><b>Material:</b> contemporary issues from global literacy research results (citizenship, environment, digital, finance. <b>Reference:</b> 6. Dobson, A. (2010). <i>Environmental citizenship and pro-environmental behavior: Rapid research and evidence review. Sustainable Development Research Network: London, UK.</i></p>	7%
16	final exams		<p><b>Form of Assessment :</b> Test</p>				1%

**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
1.	Participatory Activities	98%
2.	Test	2%

### 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.