



Universitas Negeri Surabaya
Faculty of Languages and Arts
Master's Program in Language and Literature Education

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date										
My flower Gengo Kyouikuhyouka	8811102016		T=2	P=0	ECTS=4.48	2	July 18, 2024										
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator											
			Dr. Titik Indarti, M.Pd.											
Learning model	Case Studies																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																
	Program Objectives (PO)																
	PLO-PO Matrix																
		P.O															
	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	Understanding the basic concepts of assessment, designing and testing learning outcomes assessment instruments, the process of implementing learning outcomes assessments and learning outcomes reports in the fields of education and language and literature teaching. The assessment is carried out through concept exposure, presentation of examples of evaluation instruments, workshops on developing evaluation instruments by students. The assessment activity ended with an implementation exercise in preparing a learning plan complete with learning outcome evaluation instruments.																
References	Main :																
	1. Davies, Alan. (2008). Studies in language testing. Cambridge: Cambridge University Press. Worthen, B. R. Dan Sanders, J. R. (2001). Educational evaluation. New York: Longman.																
	Supporters:																
Supporting lecturer	Dr. Mintowati, M.Pd. Didik Nurhadi, M.Pd., M.A., Ph.D.																
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	Understand the direction/purpose of evaluation lectures Understand the materials that must be studied in evaluation MK Know the tasks that must be carried out during evaluation lectures Know the evaluation lecture system Understand the rules and regulations of evaluation lectures	Carry out lectures according to the established plan		Lecture, sharing (discussion), question and answer 2 X 50			0%										

2	Understand the basic concepts of testing, assessment, and teaching	Explains the basic concepts of testing, assessment, and teaching	Criteria: correct answer	Discussion, questions and answers 2 X 50		0%
3	Explain the latest issues about class tests Identify the principles of class evaluation Discover the latest issues about class tests Explain the principles of evaluation	Discover the latest issues about class tests Explain the principles of evaluation	Criteria: correct answer	Inquiry, class discussion 2 X 50		0%
4	Create a language test plan	Presents a language test plan	Criteria: according to the criteria	Discussion and presentation 2 X 50		0%
5	Be sensitive to UN questions	Analyzing UN questions	Criteria: ACCORDING TO THE CRITERIA	discussion and presentation 2 X 50		0%
6	Understand the concept of listening assessment	Explain listening assessment	Criteria: according to the criteria	Inquiry, demonstration, discussion 2 X 50		0%
7	Applying speaking assessment in learning	Develop speaking assessments in learning	Criteria: according to the criteria	discussion and presentation 2 X 50		0%
8	Understand the basic concepts of language learning evaluation	Explains the basic concepts of assessment in language learning	Criteria: according to the criteria	Test 1, 2 X 50		0%
9	Understand the concept of reading assessment	MasteringUnderstanding the concept of reading assessment the concept of reading assessment	Criteria: according to the criteria	discussion, presentation 2 X 50		0%
10	Understanding writing assessment in language learning	Developing writing assessments in language learning	Criteria: according to the criteria	discussion, presentation 2 X 50		0%
11	Understanding grammar assessment in language learning	ComposingGrammarizingGrammar in language learning	Criteria: according to the criteria	discussion, presentation 4 X 50		0%
12	Understanding grammar assessment in language learning	ComposingGrammarizingGrammar in language learning	Criteria: according to the criteria	discussion, presentation 4 X 50		0%
13	Understanding literary assessment in language learning	Mastering literary assessment in language learning	Criteria: according to the criteria	discussion, presentation 6 X 50		0%
14	Understanding literary assessment in language learning	Mastering literary assessment in language learning	Criteria: according to the criteria	discussion, presentation 6 X 50		0%
15	Understanding literary assessment in language learning	Mastering literary assessment in language learning	Criteria: according to the criteria	discussion, presentation 6 X 50		0%
16	Develop language or literature learning assessment tools	Mastering language or literature learning assessment tools	Criteria: according to the criteria	Written test 2 X 50		0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

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.

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.