	Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Master of Science Education Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Advanced Learning Theory	8410102223		T=2	P=0	ECTS=4.48	1	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. Eko Hariyono, S.Pd., M.Pd.

Learning model	**Case Studies**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	Program Objectives (PO)	
	PO - 1	Able to think critically and creatively to support science learning by applying certain learning theories
	PO - 2	Mastering learning theories and being able to apply them in science learning
	PO - 3	Able to analyze examples of science learning cases in class and solve cases based on relevant learning theories
	PO - 4	Able to demonstrate a responsible attitude in completing assignments on learning theories relevant to science learning

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	Study of the principles and ways students learn according to behavioral learning theory, social learning theory, cognitive learning theory, constructivist approach, connectivism theory, as well as motivating students to learn; and its application in learning through analysis of case examples in class	
References	**Main :**	

1. Susantini, E., dkk. Improving Learning Process in Genetics Classroom by Using Metacognitve Strategy. Asia Pacific Education Review, 19 (3), 2018.
2. Susantini, E., dkk. Designing Easy DNA Extraction: Teaching Creativity through Laboratory Practice. Biochemistry and Molecular Biology Education Biochemistry and Molecular Biology Education, 45 (3), 2017
3. Hergenhahn, B. R. & Olson, Matthew H. 2012. Theories of Learning (Teori Belajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group.
4. Santrock, J. W. 2008. Educational Psychology. Third Edition. Boston: McGraw-Hill.
5. Slavin, R. E. 2009. Educational Psychology Theory and Prctice. Eight Edition. Boston: Pearson.
6. Schunk, Dale. H., 2012. Learning Theories An Educational Perspective. Sixth Edition. Boston: Allyn & Bacon.
7. Woolfolk, A. 2010. Educational Psychology, Global Edition. Eleventh Edition. New Jersey: Pearson Education.

Supporters:	
Supporting lecturer	Prof. Dr. Endang Susantini, M.Pd. Dr. Elok Sudibyo, S.Pd.,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	Exemplifying behavioral learning theory and its application in learning	1. Provide examples of behavior that reflects learning and non-learning 2. Describe the development of behavioral learning theory 3. Provides examples of the application of Pavlov, Thorndike, and Skinner theories in science learning		Explain RPS Divide into groups Discuss material on Behavioral learning theory based on PPT Behavioral learning theory and books	Visit the website for online lectures. Chat regarding the real way		5%
2	Analyzing behavioral learning theory and its application in learning	1. Explains the principles of behavioral learning 2. Provide examples of the application of behavioral learning principles in science learning		Determine learning cases that are in accordance with behavioral learning theory through article analysis Discuss the results of case study analysis Conclude the results of case study analysis of behavioral learning theory, reflect and evaluate 2 x 50 minutes	Visiting the website for online lectures Presentation and discussion of concepts in behavioral learning theory Providing feedback between students 2 x 50 minutes		0%
3	Analyzing social learning theory and its application in learning						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: Case Study

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.