

## Universitas Negeri Surabaya Faculty of Languages and Arts Bachelor of Visual Communication Design Study Program

Document Code

					SE	ΞN	IES	TE	R L	EA.	RN	INC	G P	PLA	N						
Courses				со	DE				Co	urse F	amily			Cred	dit We	ight	s	EMES	TER	Compilation Date	on
TEACHIN	NG G	RAPHIC DESIGN		902	4103	094								T=3	P=0	ECTS=4.7	77	7		July 18, 20	)24
AUTHOR	RIZAT	TION		SP	Deve	lope	er		l			С	ourse	e Clus	ster C	oordinator		tudy P oordir			
														Marsudi, S.Pd., M.Pd.							
Learning model	I	Case Studies																			
Program		PLO study pro	gram 1	that	is ch	arg	ed to	the c	ourse	9											
Learning Outcom (PLO)		PLO-2	Demo entre					er of be	eing to	ugh, c	ollaboi	ative	, ada	ptive,	innov	ative, inclus	sive, I	ifelong	learr	ning and	
		PLO-4	Deve	lop y	ourse	elf co	ntinuo	ously a	and co	llabora	ite.										
		PLO-5	Maste Desig		e facts	s, co	ncept	s, prin	ciples,	laws,	theorie	es an	d met	thodo	logies	of the core	fields	of Vis	ual C	Communicati	on
		Program Object	tives	(PO	)																
		PLO-PO Matrix																			
				F	P.O			PLO-	2		PLO-4	ļ		PLO	D-5						
		PO Matrix at th	e end	of e	ach l	lear	ning	stage	(Sub	-PO)											
			Р	.0									We	eek							
					1	2	3	4	5	6	7	8	9	1	0	11 12	13	14	1	15 16	
Short Course Descript	tion	Knowledge of the learning design	e nature	e of I	earnii	ng a	nd lea	rning,	learni	ng the	ories, s	strate	gies a	and in	inovat	ive learning	mod	els and	thei	r application	to
Referen	ces	Main :																			
		1. Martadi. 2. Dahar, F 3. Dimyati d 4. Nana Su 5. Agus Su 6. Sardima	R.W. 19 dan Mu djana. prijono	189. 7 Idjior 1987 I. 200	Геогі- 10. 20 7. Das 09. Со	teori 106. sar-[ oope	i Belaj Belaja Dasar rative	ar. Jak ır dan Belaja Learn	karta: I Pember Ir Men ing; Te	Depdik elajara gajar . eori da	kbud, D n . Jak Bandu n Aplik	arta: ing: S asi F	Pene Sinar PAIKE	erbit R Baru. EM . Y	ineka ogyak	arta: Pusta		elajar.			
		Supporters:																			
Support lecturer		Dr. Martadi, M.Sı	٦.																		
Final abilities of each learning  Week-  Week-  Week-  Evaluation  Etalian  Evaluation  Etalian  Evaluation  Evalu		Learni materi	als	Assessme Weight (9																	
	sta (Su	b-PO)	lr	ndica	ator		C	riteria	ı & Fo	rm		ffline		Online ( online )		R	References ]		Treight (7	٠,	
(1)		(2)		(3)	)			(	4)			(5)				(6)		(7)		(8)	

1	Understand the scope of lecture substance. Understand the nature of learning and learning	1.Understand the scope of the Basic Design Teaching course 2.Understand the process, assignments, assessment of Basic Teaching Design lectures 3.Explain the nature of learning and learning	Criteria:  1.1) Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, 2.2) Cohesion and cooperation between group members. Weight 30%, and 3.3) Presentation (Communication ability, broadcast quality, ability to argue and answer questions. Weight 30%	Discussion Questions and answers Lecture 3 X 50		0%
2	Understand the principles, objectives, learning and learning processes	1.Explain the principles of learning 2.Explain learning and learning objectives 3.Describes the learning and learning process	Criteria:  1.1) Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, 2.2) Cohesion and cooperation between group members. Weight 30%, and 3.3) Presentation (Communication ability, broadcast quality, ability to argue and answer questions. Weight 30%	Lecture Discussion Questions and answers 3 X 50		0%
3	Understanding learning theories: behavioristic, cognitive, humanistic, cybernetic, constructivist, Ki Hajar Dewantara	1.Explain each concept of learning theory thinking 2.Identify the application of each learning theory in learning	Criteria: 1.1) Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, 2.2) Cohesion and cooperation between group members. Weight 30%, and 3.3) Presentation (Communication ability, broadcast quality, ability to argue and answer questions. Weight 30%	Lectures, discussions, assignments 3 X 50		0%

			I			1
4	Understand models, approaches, strategies, methods, tactics and learning techniques	1.Explain the meaning of models, approaches, strategies, methods, tactics and learning techniques 2.Identify differences in models, approaches, strategies, methods, tactics and learning techniques	Criteria:  1.1) Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%,  2.2) Cohesion and cooperation between group members. Weight 30%, and  3.3) Presentation (Communication ability, broadcast quality, ability to argue and answer questions. Weight 30%	Lectures, discussions, assignments 3 X 50		0%
5	Understand the Student Centered Learning oriented learning model	1.Explains the concept of student-centered learning 2.Identifying the differences between student-centered learning and teacher-centered learning	Criteria: Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50		0%
6	Describe the principles and stages of selecting innovative learning models	1.Explain the principles in selecting innovative learning models     2.Explain the stages in selecting an innovative learning model	Criteria: Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50		0%
7	Understand the Blended Learning learning model	1.Explain the concept of blended learning 2.Explain the stages in blended learning	Criteria: Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50		0%
8	Midterm exam	Midterm exam	Criteria: Midterm exam	Midterm Exam 3 X 50		0%

9	Understand the innovative learning model Problem Base Learning and its application in design learning	1.Explain the concept and meaning of Problem Base Learning 2.Explains the application of the Problem Base Learning learning model in design learning 3.Describe the syntax of the Problem Base Learning learning model	Criteria: Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50		0%
10	Understand the innovative learning model Discovery Learning and its application in design learning	1.Explain the concept and meaning of Discovery Learning 2.Describe the syntax of the Discovery Learning learning model 3.Explains the application of the Discovery Learning learning model in design learning	Criteria: Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50		0%
11	Understand the innovative learning model Inquiry Learning and its application in design learning	1.Explain the concept and meaning of inquiry learning 2.Describe the syntax of the inquiry learning learning model 3.Explain the application of the inquiry learning model in design learning	Criteria: Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50		0%
12	Understand the innovative learning model Project Base Learning Learning and its application in design learning	1.Explain the concept and meaning of Project Base Learning Learning 2.Describe the syntax of the Project Base Learning Learning model 3.Explains the application of the Project Base Learning Learning model in design learning	Criteria: Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	Lectures, discussions, questions and answers, presentations 3 X 50		0%

13 Understand the Cooperative				T	1	T	1	
differences, strengths and weaknesses of each innovative learning model  15  Understand the differences between each innovative learning model  15  Understand the differences of each innovative learning model  16  Understand the differences of each innovative learning model  17  Understand the differences of each innovative learning model  18  Understand the differences of each innovative learning model  19  Understand the differences of each innovative learning model  10  Understand the differences of each innovative learning model  10  Understand the differences of each innovative learning model  10  Understand the differences of each innovative learning model  10  Understand the differences of each innovative learning model  11  Understand the differences of each innovative learning model  12  Understand the differences of each innovative learning model  13  Understand the differences of each innovative learning model  14  Understand the differences of each innovative learning model  15  Understand the differences of each innovative learning theory enablysis results (sharpness and depth of analysis), weight and weaknesses of each innovative learning model  15  Understand the differences of each innovative learning theory enablysis results (sharpness of analysis). Weight and weaknesses of each innovative learning model  17  Understand the differences of each innovative learning theory enables and each learning theory enables and expensive the each learning	13	innovative Cooperative Learning learning model and its application in	concept and meaning of Cooperative Learning 2. Describe the syntax of the Cooperative Learning learning model 3. Explains the application of the Cooperative Learning learning model in design	Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer	discussions, questions and answers, presentations			0%
differences, strengths and weaknesses of each innovative learning model  the differences between each learning theory 2.Understand the strengths and weaknesses of each innovative learning model  veaknesses of each innovative learning model  the Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer questions. 30% weight	14	differences, strengths and weaknesses of each innovative	the differences between each learning theory 2.Understand the strengths and weaknesses of each innovative learning	Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer	discussions, questions and answers, presentations			0%
16 0%	15	differences, strengths and weaknesses of each innovative	the differences between each learning theory 2.Understand the strengths and weaknesses of each innovative learning	Quality of reports on learning theory analysis results (sharpness and depth of analysis, systematic thinking, completeness of analysis). Weight 40%, Cohesiveness and cooperation between group members. 30% weight, and Presentation (Communication ability, quality of impressions, ability to argue and answer	discussions, questions and answers, presentations			0%
	16							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.
- 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.
- 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.