

Learning theory and learning

Module Name :	Learning and Learning Theory	
Module Level :	Undergraduate	
Code :	00052144	
Sub-heading, if applicable :		
Classes, if applicable :		
Semester :	5 th	
Module coordinator :		
Lecturer(s) :		
Language :	Indonesian	
Classification within the curriculum :	Compulsory course	
Type of Teaching	Contact hours per week during the semester	Class Size
Lecture (Expository, discussion, exercise)	100 minutes	40
Workload	Total workload of this course 90,6 hours (3 ECTS) per semester which consist of 26,67 hours (0,89 ECTS) classroom activity, 32 hours (1.06 ECTS) structured task, and 32 hours (1.06 ECTS) per semester.	
Credit points :	3 ECTS	
Prerequisite course(s) :	-	
Course Outcomes :	<p>After taking this course the student have ability to :</p> <p>CLO11. Mastering the concepts and principles of learning and learning and motivation in learning</p> <p>CLO12. Master the theories and concepts from various schools of psychology and their application in curriculum curriculum.</p> <p>CLO13. Able to organize learning by applying innovative approaches</p> <p>CLO14. Able to apply concepts and procedures for evaluating learning and learning outcomes</p>	
Content :	<p>1. Definition of learning, characteristics of learning, and types of learning according to certain classifications.</p> <p>Definition of learning & characteristics of learning</p> <ul style="list-style-type: none"> • Definition of learning • Characteristics of learning • Learning motivation and its influence • Types of learning according to certain classifications classification • Definition and characteristics of learning, • Differences between learning and teaching. 	

	<ol style="list-style-type: none"> 2. Learning styles and their relation to the theory of multiple intelligences <ul style="list-style-type: none"> • Learning styles and their influence on learning • Different learning styles, V-A-K, Field Independent (FI) & Field Dependent (FD) and learning styles according to multiple intelligences 3. Learning theory and application <ul style="list-style-type: none"> • Behavioristic learning theory and its application in learning • Cognitivist learning theory and its application • Humanistic learning theory and its application • Constructivist learning theory and its application in learning 4. Definition, types, sources and models of motivation and <ul style="list-style-type: none"> • Definition of motivation • Types of motivation • sources of motivation its application in learning • Application of motivation in learning • ARCS (attention, relevance, confidence, satisfaction) motivation model and its application in learning 5. Learning principles in learning <ul style="list-style-type: none"> • Principles of learning according to Atwi Suparman's model Atwi Suparman model in learning • Gagne's learning principles (Nine events of instruction) in learning Review of Basic Entrepreneurship Concepts in general 6. Definition, foundation and principles of curriculum development and curriculum approaches <ul style="list-style-type: none"> • Definition of curriculum • Foundation of curriculum development • Principles of curriculum development • Curriculum approaches (subject-oriented, objective oriented, competency based curriculum) & their application in the Indonesian curriculum 7. Understanding of media and learning resources, their characteristics and utilization in learning <ul style="list-style-type: none"> • Concept of media and learning resources • Variety and classification of media • Selection of learning media • Media utilization steps (ASSURE) 8. 21st century learning
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	<ul style="list-style-type: none"> • 21st Century Learning • Role of teacher & student in 21st century learning • Designing & assessing 21st Century learning • Integration of media and technology into learning <p>9. Learning planning</p> <ul style="list-style-type: none"> • Definition of lesson planning • Learning design steps (MPI Model, PROGRAM) Writing a learning program plan (RPP) as a result of instructional design • instructional design <p>10. Definition of approaches, strategies, methods and techniques and identify their application in learning.</p> <ul style="list-style-type: none"> • Definition of learning approach • Definition of learning strategy • Definition of learning techniques • application of approaches, strategies, methods and techniques in learning. <p>11. Classification of learning methods and their characteristics (usefulness, advantages and limitations) as well as the selection of methods for learning.</p> <ul style="list-style-type: none"> • Classification of learning methods • Characteristics of learning methods (usefulness, advantages and limitations) • Selection of methods for learning <p>12. Innovative approaches and their application in learning</p> <ul style="list-style-type: none"> • Innovative approach (quantum teaching) and its application in learning • Innovative approach (active learning) and its application in learning • Innovative approaches (cooperative learning) and their application in learning • Innovative approaches (scientific learning) and its application in learning • Innovative approach (project-based learning) and its application in learning • Innovative approach (problem-based learning) and its application in learning • Innovative approach (e-learning) and its application in learning • Innovative approaches (discovery learning and its application in learning <p>13. Concepts of learning outcome evaluation and learning evaluation</p> <ul style="list-style-type: none"> • Definition of measurement, assessment and evaluation
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	<ul style="list-style-type: none"> • Function of Learning Outcome Evaluation • Definition of Learning Evaluation and its function • Benchmark Assessment and Norm-referenced Assessment • Formative and summative assessment • Various learning and learning outcome evaluation instruments 																				
Study/exam achievements:	<p>Examination are conducted as unit test, as following</p> <table border="1"> <thead> <tr> <th>No</th> <th>Assesment Object</th> <th>Assesment Technique</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Case Based Learning</td> <td>Project Assessment (for group project assessment)</td> <td>55%</td> </tr> <tr> <td>2</td> <td>Mid-semester exam (UTS)</td> <td>Written test</td> <td>15%</td> </tr> <tr> <td>3</td> <td>Final semester exam</td> <td>Written test</td> <td>15%</td> </tr> <tr> <td>4</td> <td>Paper presentation</td> <td>Presentation</td> <td>20%</td> </tr> </tbody> </table>	No	Assesment Object	Assesment Technique	Weight	1	Case Based Learning	Project Assessment (for group project assessment)	55%	2	Mid-semester exam (UTS)	Written test	15%	3	Final semester exam	Written test	15%	4	Paper presentation	Presentation	20%
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Media :	Laptop/Computer, Epsilon (Study Program E-Learning), Projector, Video Conference Software: Zoom Meeting and Ms Team, Reference book, PHET Web																				
Literatures :	<ol style="list-style-type: none"> 1. Amstrong, Sekolah Para Juara: Menerapkan Multiple Intelegences di Dunia Pendidikan, Bandung: Penerbit Kaifa, 2003. 2. Anderson & Krathwohl, A Taxonomy for Learning, Teaching and Assessing, USA: Addison WesleTeachery Longman, Inc, 2001 3. Arikunto, Suharsimi, Dasar-dasar Evaluasi Pendidikan, Jakarta: Bumi Aksara, 1993. 4. Ashburn, Elizabeth A & Floden, Robert E., Meaningful Learning Using Technology, Teacher College Press, 2006 5. DePorter, Bobbi, Quantum Teaching: Mempraktikkan Quantum Learning di Ruang- ruang Kelas, Bandung: Penerbit Kaifa,2003 6. Dick & Carey, The Systematic Design of Instruction, Pearson, 2015 7. Djiwandono, Sri Esti Wuryani, Psikologi Pendidikan, Penerbit: PT.Gramedia Widiasarana Indonesia, 2002 8. Kilbane, Clare L & Milman, Natalie B, Teaching Models, Pearson, 2014 9. Mulyasa, Kurikulum Berbasis Kompetensi: Konsep, Karakteristik dan Implementasi, Bandung: PT.Remaja Rosdakarya, 2004 10. Paul Suparno, Teori Intelegensi Ganda, Yogyakarta: Penerbit Kanisius, 2004 																				

	<ol style="list-style-type: none"> 11. Paulina Pannen dkk., Konstruktivisme dalam Pembelajaran, Jakarta: PAU-PPAI Dirjen Dikti Depdikbud, 2001 12. Siregar Eveline & Hartini Nara, Teori Belajar dan pembelajaran, Jakarta: Ghalia Indonesia, 2010 13. Schunk, Dale.H, Learning Theories, an educational perspectives, pearson, 2012 14. Smaldino dkk, Instructional Technology and Media for Learning, Eleventh edition, 2015 15. Suparman, Atwi, Desain Instruksional, Jakarta: PAU-PPAI Dirjen Dikti Depdikbud, 2001 16. Yuliani Nurani dkk, Strategi Pembelajaran: Materi Pokok Akta 8820, Jakarta: Universitas Terbuka, 2003. 17. Zainul, Asmawi, Alternative Assesment, Jakarta: PAU-PPAI Dirjen Dikti Depdiknas, 2001 18. Video-video pembelajaran yang relevan untuk memberikan ilustrasi dan membuka wawasan mahasiswa.
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