

**Learning Theory and Learning**

**according to the ECTS User’s Guide 2015**

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| Course unit title | Learning Theory and Learning |
| Course unit code |  |
| Type of course unit (compulsory, optional) | Compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) | Bachelor Degree |
| Year of study when the course unit is delivered  (if applicable) | 2nd years |
| Semester/trimester when the course unit is delivered | 3rd semester |
| Number of ECTS credits allocated | 6 ECTS |
| Name of lecturer(s) | Drs. R.A. Hirmana W., M.Sc., Ed |
| Learning outcomes of the course unit | After taking this course, student able to:   1. Analyzing the meaning, characteristics, types, principles of learning and learning. 2. Analyzing Learning Theory and its application 3. Analyzing media, learning resources and curriculum. |
| Mode of delivery (face-to-face, distance learning) | Face-to-face, distance learning |
| Prerequisites and co-requisites (if applicable) | Introduction to Students Development  Introduction to Education Insights  Introduction to Educational Foundation |
| Course content | 1. Lecture Orientation and Understanding, Characteristics, Types, Principles, and differences in learning, learning, and teaching, as well 2. Learning Planning, Learning Styles, Theory of multiple intelligences (*multiple intelligences*), ARCS motivation model (*attention, relevance, confidence, satisfaction*), and Application of ARCS in learning. 3. Behavioristic learning theory in learning 4. Cognitivist learning theory in learning. 5. Humanistic learning theory in learning 6. Constructivist learning theory and its application in learning. 7. The concept of media, the concept of learning resources, the definition of curriculum, the foundation of the curriculum, the curriculum approach, and the principles of curriculum development. 8. Mid Term Examination 9. 21st Century Learning, The role of the teacher in 21st century learning, Characteristics of 21st century students, and Implications of 21st century learning for education in Indonesia. 10. Definition of learning, learning approaches, learning strategies, learning methods, learning techniques, different approaches, strategies, methods and techniques in learning, classification and characteristics of learning methods, and selecting methods for learning. 11. Approach*Self-directed learning* and its application in learning, Approach*Collaborative learning* and its application in learning, Approach*Small group discussion* and its application in learning, and approach*Project - based learning* and its application in learning. 12. Approach*Cooperative learning* and its application in learning, Approach*Discovery learning* and its application in learning, and approach*Simulation* and its application in learning. 13. Definition of Evaluation of Learning Outcomes, Functions of the Instrument of Evaluation of Learning Outcomes, Definition of Learning Evaluation, Functions of Learning Evaluation instruments, Differences in Benchmark Reference Assessment and Norm Referenced Assessment, Formative Assessment, Summative Assessment, Describes the meaning of alternative assessment, Describes the benefits of alternative assessment, Describes the types of alternative assessment, and Describe the procedure for developing alternative assessments 14. Scientific Journal Articles 15. Application of learning theory in learning, implementation student *centered learning* and the type of assessment used by teachers in schools 16. Final Examination |
| Recommended or required  reading and other learning resources/tools | * Amstrong, School of Champions: Implementing Multiple Intelligences in Education, Bandung: Kaifa Publishers, 2003. * Anderson & Krathwohl, A Taxonomy for Learning, Teaching and Assessing, USA: Addison WesleTeachery Longman, Inc, 2001 * Arikunto, Suharsimi, Fundamentals of Educational Evaluation, Jakarta: Earth Script, 1993. * Ashburn, Elizabeth A & Floden, Robert E., Meaningful Learning Using Technology, Teacher College Press, 2006 * DePorter, Bobbi, Quantum Teaching: Practicing Quantum Learning in Classrooms, Bandung: Kaifa Publisher, 2003 * Dick & Carey, The Systematic Design of Instruction, Pearson, 2015 |
| Planned learning activities and teaching methods | Teaching large groups, demonstrating in practical clases, discussion |
| Language of instruction | English, Indonesian |
| Assessment methods and criteria | Performance, Product, Practice   1. Components and assessment weight in percentage: 2. Attitude 10 % 3. General skills 30 % 4. Special skills 30% 5. Knowledge 30% 6. Assessment strategy: 7. Midterm exam & Final exams. 8. Non-test (Group presentation & Attendance).  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Assessment Strategy** | **Attitude** | **General Skills** | **Special skill** | **Knowledge** | | ***Achievement test*** | **○** | **◑** | **●** | **●** | | **Performance assessment** | **◑** | **●** | **●** | **●** | | **Portofolio** | **◑** | **●** | **◑** | **◑** | | **Observation** | **●** | **◑** | **◑** | **◑** | | **Survey** | **●** | **◑** | **○** | **○** |   ○ Not used in assessment  ◑ Sometimes used in certain assessment cases  ● Often used to assess the skill in question  - Attitude (including 21st Century Skills according to the categorization of the Minister of Education and Culture: Communication, Collaboration, Critical thinking, Creative thinking, Computational logic, Compassion and civic responsibility)  - General Skills (Covering 21st Century Skills and Digital Literacy)  - The assessment strategy is adjusted to the activities carried out by students in the course.  2. Instruments: multiple choice questions on the quiziz application  3. Assessment criteria  Students are categorized as passing this course if they have a minimum final grade of C based on the following range of assessments:   |  |  |  |  | | --- | --- | --- | --- | | **Mastery Level (%)** | **Letter** | **Number** | **Information** | | 86 – 100 | A | 4,0 | Pass | | 81 – 85 | A- | 3,7 | Pass | | 76 – 80 | B+ | 3,3 | Pass | | 71 – 75 | B | 3,0 | Pass | | 66 – 70 | B- | 2,7 | Pass | | 61 – 65 | C+ | 2,3 | Pass | | 56 – 60 | C | 2,0 | Pass | | 51 – 55 | C- | 1,7 | Not Graduated | | 46 – 50 | D | 1,0 | Not Graduated | | 0 – 45 | E | 0,0 | Not Graduated | |

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