

**Student Development**

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

|  |  |
| --- | --- |
| Course unit title | Student Development |
| 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) | 1st Year |
| Semester/trimester when the course unit is delivered | 2nd Semester |
| Number of ECTS credits allocated | 3 ECTS |
| Name of lecturer(s) | Lecturer Team |
| Learning outcomes of the course unit | After taking this course, student able to:   1. Analyze the basic concepts of student development theoretically 2. Analyze the principles of learner development 3. Use the application of developmental theories in analyzing individual development 4. Analyze the implications of developmental theories on the implementation of education |
| Mode of delivery (face-to-face, distance learning) | Distance learning, face to face |
| Prerequisites and co-requisites (if applicable) | Introduction to Learning Theory and Learning  Introduction to Educational Insights  Introduction to Foundation of Education |
| Course content | 1. The basic concept of development: growth, development and Maturity 2. The basic concept of development: growth, development and Maturity 3. Factors influencing development (Bronfenbrenner & ZPD Vygotsky's theory of ecological development) 4. Aspects of student development: Physical growth, cognitive development, language, social, emotional, and moral 5. Progressive changes in learning maturity, the beginning of a critical period, individual differences, and developmental tasks 6. Progressive changes in learning maturity, the beginning of a critical period, individual differences, and developmental tasks 7. Progressive changes in learning maturity, the beginning of a critical period, individual differences, and developmental tasks 8. Mid Term Examination 9. Basic concepts of Freud's psychoanalytic theory (id, ego and superego) 10. Concepts and views of the flow of behaviorism to analyze the development of students 11. The concept of cognitive development (Piaget & Vygotsky) and moral reasoning (Kohlberg) to analyze students' cognitive and moral development 12. Concepts and views of the flow of humanism to analyze the development of students 13. Psychosocial theory (Erikson) to analyze student development 14. Theories of developmental theories on the delivery of education 15. Theories of developmental theories on the delivery of education 16. Final Examination |
| Recommended or required  reading and other learning resources/tools | 1. Ashworth, P. (2000). Psychology and human nature. USA: Psychology Press Ltd. 2. Crain, W. (2007). Theories of developmental, concepts and applications (3rd Edition). New Jersey: Prentice Hall. 3. Dowling, M. (2001). Young children’s personal, social and emotional development. London: PCP Ltd. 4. Evita, et al. (2016). Instructional Materials for Student Development. Jakarta: UNJ Press 5. Havighurst (1961). Human development and education. New York: David Mckay C |
| Planned learning activities and teaching methods | Teaching large groups, demonstrating in practical classes, discussion |
| Language of instruction | 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 | |

© FIBAA – December 2020