MODULE HANDBOOK

LEARNING PLANNING

Module/Course Title **8720202208**	Student Workload **2 CU X 16 X 170'= 90,6618**	Credits **2 CU 3.18 ECTS**	Semester 2ND	Frequency ONCE YEAR	Duration **1 SEMESTER**
1	**Types of courses** LECTURES PRACTICUM	Contact hours (3CU X 1,59 ECTS) X{(50:170')X 28,51 Workhours= 39,99	Independent Study (3CU X 1,59 ECTS) X{(60:170')X 28,51 Workhours= 47,99	Structured Study (3CU X 1,59 ECTS) X{(60:170')X 28,51 Workhours= 47,99	Class size MAX 120 STUDENT
2	**Prerequisites for participation (if applicable)**				
3	**Program Learning outcomes**				
	PLO-1 Able to analyze student characteristics, material characteristics (content knowledge), plan, evaluate/assess, and develop follow-up in innovative Geography learning by utilizing various science and technology-based learning resources.				
	PLO-4 Able to apply logical, critical, systematic, and innovative thinking in the fields of geography and geography education .				
	PLO-7 Able to plan, implement, evaluate/assess, and arrange follow-up in learning Geography by utilizing various science and technology-based learning resources.				
	PLO-11 Shows a responsible attitude towards work in the field of expertise independently				
	Course Learning Outcome (CLO)				
	CLO-1 Able to analyze student characteristics, material characteristics (knowledge content), plan, evaluate/assess, and develop follow-up in innovative Geography learning by utilizing various science and technology-based learning resources in the context of National Education.				
	CLO-4 Able to make appropriate decisions in the context of solving problems in the field of geography and geography education, based on the results of analysis of information and data related to concept acquisition, Meaningful Verbal Learning, Direct Instruction, discussions, SET, and Learning strategies that are relevant to competencies, subject matter characteristics, and student characteristics.				

	CLO-7 Able to plan, implement, evaluate/assess, and compile follow-up in learning Geography by utilizing various science and technology-based learning resources for the presentation of concepts, presenting operational examples of each learning models in the form of learning tools, and learning device development workshops.
	CLO-11 Apply academic values, norms, and ethics in the knowledge of characteristics of learning models and be able to communicate scientifically and work effectively both individually and in groups.
4	**Learning materials** 1. CAM Concept Attainment Model of Teaching: Characteristics of CAM and the theory that supports it 2. Ausubel's Meaningful Learning Advanced organizer Subsumption theory from Ausubel 3. MVL oriented learning tools, Learning steps using MVL 4. Learning Model with Directions (Direct Instruction) Behavioristic theory and other theories supporting DI 5. Characteristics of the Discussion Learning Model 6. Learning theory that supports discussion learning 7. Learning strategies and SET, LS and SET tool development procedures
5	**Teaching methods** *Self Direction Learning, Project Base Learning*
6	**Assessment methods** *Paper test, Portofolio, presentation*
7	**This module/course is used in the following study programme/s as well** -
8	**Responsibility for module/course** COMPULSORY/~~ELECTIVE~~*/
9	1. Arends, Richard I. 2012. Learning To Teach sixth Edition. New York: McGraw-Hill Book Company 2. Ibrahim, Muslimin.(2012. Konsep, Miskonsepsi, dan Cara Pembelajarannya. Surabaya: University Press 3. Nur, Mohamad. 2000. Strategi-strategi Belajar. Surabaya: Pusat Sains dan Matematika Sekolah 4. Nur, Mohamad, Kardi Soeparman. 2000. Pembelajaran Langsung. Surabaya: Pusat Sains dan Matematika Sekolah