



**UNIVERSITAS NEGERI SURABAYA
FACULTY OF LANGUAGES AND ART
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

Document Code

LESSON PLAN

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
Learning Theories			2	1	24 September 2022
AUTHORIZATION	Lesson Plan Developer		Course Cluster Coordinator		Head of Study Programme
	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.				Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.
Learning Outcomes (CP)	Programme Learning Outcomes (PLO)-Study Programme imposed on courses				
	PLO 2	Demonstrate good understanding about the concepts of English learning in national and global perspectives.			
	PLO 4	To plan, carry out and evaluate English instructions effectively and creatively.			
	PLO 7	To apply critical thinking and analytic skills in solving problems in English instructions.			
	Course Learning Outcomes (CLO)				
	CLO 1	Utilizing any available resources to broaden the students' knowledge of the concepts and principles of how learners learn which also covers the concepts in learning theories such as (a) behaviouristic theory, (b) cognitive theory, (c) constructivist theory, (d) Socio-cultural learning theory, (e) humanistic theory and to analyse and evaluate critically how learners learn by using the concepts and principles of learning theories.			
	CLO 2	Communicating the concepts and principles of learning theories effectively, both orally and in writing.			
	CLO 3	Making necessary decision related the concepts and principles of learning based on analysis of classroom learning cases and provide idea for choosing alternatives solution.			
	CLO 4	Being responsible, independent, and honest character for the implementation of the concepts and principles of learning theories.			
	Lesson Learning Outcomes (LLO)				
	LLO 1.1	Being able to define some key concepts and principles of learning			
LLO 1.2	Being able analyse and evaluate critically how learners learn by using the concepts and principles of learning theories.				
LLO 2.1	Being able to produce a short analytical essay on the concepts and principles of learning theories effectively, both orally and in writing.				

	LLO 3.1	Being able to deliver an oral presentation on based on analysis of classroom learning cases and provide idea for choosing alternatives solution using appropriate English.
	LLO 3.2	Being able to respond to others' presentations in English using an appropriate manner
	LLO 4.1	Being able to be responsible and independent to implement the knowledge of concepts and principles of learning theories.
Brief description of the course	The course introduces and discusses learning theories from various educational experts, ranging from learning concepts, types of learning, learning principles, and learning resources, and its application which can be used as references for carrying out learning and analyzing case examples in class. Specifically, this course is designed to help students to understand how students learn based on certain learning theory. and principles of learning theories and its implication in teaching learning process. Classroom activities will be dominated by classroom discussion, presentation, question and answer, and case studies using problem-based learning.	
Study Materials: Learning Materials	<ul style="list-style-type: none"> • Concepts and approaches in learning, kinds of learning theories, Learning styles, Difficulties with learning, Self-regulated learning, Contextual influences 	
References	<p>Main reference:</p> <p>1. Hergenhahn, B.R.& Olson, Matthew H. 2001. Theories of Learning (Sixth edition). Prentice Hall.</p> <p>Supplementary reading:</p> <p>2. Schunk, D. H. 2012. Learning Theories: An Educational Perspective. Pearson Inc. 3. Pritchard, A. 2009. Ways of Learning: Learning theories and learning styles in the classroom. Routledge.</p>	
Lecturer (s)	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	
Course requirements	-	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Being able to define some key concepts and principles of learning	1. Students can explain the	Written			[2]	3%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		concepts of learning 2. Students are able to explain the principles of learning		Discussion, question-answer 2 x 50 minutes			
2	Being able to describe the early notions about learning	Students can explain about the early notions of learning	Written	Discussion, question-answer 2 x 50 minutes		[2]	3%
3	Being able to describe behavioristic learning theory	Students can explain behavioristic learning theory	Written		Discussion, question-answer 2 x 50 minutes	[1], [2]	3%
4	Being able to describe cognitive learning theory	Students can explain about cognitive learning theory	Written		Discussion, question-answer 2 x 50 minutes Assignment: Writing reflective journal about teaching and learning process.	[1], [2]	3%
5-6	Being able to analyse the problems from given case studies and to give alternative solution	1. Students can give at least 3 examples of constructive	Spoken	Problem-based Learning 2x50 minutes		[1], [2] and other references	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	related to constructive learning theories	<p>learning theories</p> <p>2. Students are able to identify sources of problems in constructive learning theories</p> <p>3. Students can give solution to the problems related to constructive learning theories.</p>		<p>Phase 1 (Students' orientation on the problem)</p> <ul style="list-style-type: none"> - Students are introduced to a problem related to constructive learning theory. <p>Phase 2 (organized students and determine the procedure to discuss the problem- individually or in groups)</p> <ul style="list-style-type: none"> - students should have multiple opportunities to brainstorm solutions. All suggestions should be accepted and recorded. <p>Phase 3 (Individual or group discussion)</p> <ul style="list-style-type: none"> - Students conduct investigations (search for data /references /sources) for group discussion materials. 			16%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				<p>Phase 4 (Individual or group presentation)</p> <ul style="list-style-type: none"> - Groups conduct discussions to produce problem-solving solutions and the results are presented in the form of works. <p>Phase 5 (Analyze and evaluate the problem solving process.</p> <ul style="list-style-type: none"> - After each group have made a presentation, the other groups give appreciation. The activity is continued by summarizing / making conclusions according to the input obtained from other groups. <p>Assignment:</p>			

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				Writing reflective journal about teaching and learning process			
7-8	Being able to analyse the problems from given case studies and to give alternative solution related to humanistic learning theory	<ol style="list-style-type: none"> Students can give at least 3 examples of humanistic learning theory Students are able to identify sources of problems in humanistic learning theory Students can give solution to the problems related to humanistic learning theory. 	Spoken	<p>Problem-based Learning 2x50 minutes</p> <p>Phase 1 (Students' orientation on the problem) - Students are introduced to a problem related to constructive learning theory.</p> <p>Phase 2 (organized students and determine the procedure to discuss the problem-individually or in groups) - students should have multiple opportunities to brainstorm solutions. All suggestions should be accepted and recorded.</p>		[1], [2] and other references	16%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				<p>Phase 3 (Individual or group discussion)</p> <ul style="list-style-type: none"> - Students conduct investigations (search for data /references /sources) for group discussion materials. <p>Phase 4 (Individual or group presentation)</p> <ul style="list-style-type: none"> - Groups conduct discussions to produce problem-solving solutions and the results are presented in the form of works. <p>Phase 5 (Analyze and evaluate the problem solving process)</p> <ul style="list-style-type: none"> - After each group have made a presentation, the other groups give appreciation. The activity is continued by summarizing / making conclusions according to the input obtained from other groups. 			

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
9	Being able to describe social learning theory	Students can explain about social learning theory	Written		Discussion, question-answer 2 x 50 minutes	[1], [2]	3%
10	Being able to describe multiple intelligences theory	Students can explain about multiple intelligences theory	Written		Discussion, question-answer 2 x 50 minutes	[1], [2]	3%
11	Being able to describe learning styles	Students can explain about different kinds of learning styles	Written	Discussion, question-answer 2 x 50 minutes		[1], [2]	3%
12	Being able to describe the difficulties in learning	Students can explain about the difficulties in learning	Written	Discussion, question-answer 2 x 50 minutes Assignment: Writing reflective journal about teaching and learning process		[1], [2]	3%
13-14	Being able to analyse the problems from given case studies and to give alternative solution	1. Students can give at least 3 examples of self-regulated	Spoken	Problem-based Learning 2x50 minutes		[1], [2] and other references	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	related to self-regulated learning theory	<p>learning theory</p> <p>2. Students are able to identify sources of problems in self-regulated learning theory</p> <p>3. Students can give solution to the problems related to self-regulated learning theory.</p>		<p>Phase 1 (Students' orientation on the problem)</p> <ul style="list-style-type: none"> - Students are introduced to a problem related to constructive learning theory. <p>Phase 2 (organized students and determine the procedure to discuss the problem-individually or in groups)</p> <ul style="list-style-type: none"> - students should have multiple opportunities to brainstorm solutions. All suggestions should be accepted and recorded. <p>Phase 3 (Individual or group discussion)</p> <ul style="list-style-type: none"> - Students conduct investigations (search for data /references /sources) for group discussion materials. 			16%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				<p>Phase 4 (Individual or group presentation)</p> <ul style="list-style-type: none"> - Groups conduct discussions to produce problem-solving solutions and the results are presented in the form of works. <p>Phase 5 (Analyze and evaluate the problem solving process)</p> <ul style="list-style-type: none"> - After each group have made a presentation, the other groups give appreciation. The activity is continued by summarizing / making conclusions according to the input obtained from other groups. 			
15-16	Being able to describe contextual influences in learning (Teachers, Classrooms, and Schools)	1. Students can give at least 3 examples of contextual influences in learning	Spoken	Problem-based Learning 2x50 minutes		[1], [2] and other references	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		<p>2. Students are able to identify sources of problems related to contextual influences in learning</p> <p>3. Students can give solution to the problems related to contextual influences in learning</p>		<p>Phase 1 (Students' orientation on the problem)</p> <ul style="list-style-type: none"> - Students are introduced to a problem related to constructive learning theory. <p>Phase 2 (organized students and determine the procedure to discuss the problem- individually or in groups)</p> <ul style="list-style-type: none"> - students should have multiple opportunities to brainstorm solutions. All suggestions should be accepted and recorded. <p>Phase 3 (Individual or group discussion)</p> <ul style="list-style-type: none"> - Students conduct investigations (search for data /references /sources) for group discussion materials. 			16%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form (Written/spoken)	Offline	Online (sync/async)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				<p>Phase 4 (Individual or group presentation)</p> <ul style="list-style-type: none"> - Groups conduct discussions to produce problem-solving solutions and the results are presented in the form of works. <p>Phase 5 (Analyze and evaluate the problem solving process)</p> <ul style="list-style-type: none"> - After each group have made a presentation, the other groups give appreciation. The activity is continued by summarizing / making conclusions according to the input obtained from other groups. <p>Assignment:</p> <p>Writing reflective journal about teaching and learning process</p>			

➤ **Assessment Blue-print**

Mid-Term

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
1. To describe briefly the concept of learning 2. To explain various learning theories	Written test (Essay)	1. Using your own words, describe your understanding on the following terms: a. Learning: b. Behaviourism theory: c. Cognitive theory: d. Constructive theory: e. Humanistic theory: f. Social theory: g. Multiple intelligence: 2. Which of the learning theories is the best? Justify your answer.	Maximum score will be obtained when all questions are perfectly answered and completed with appropriate example or justification .	20
3. To explain different models of learning styles and the difficulties with learning	Written test (Essay)	Answer all questions 1. What are the examples of learning styles? Choose one of the styles and explain. 2. How does learning styles influence the learning process? 3. How to face the learning difficulties?	Maximum score will be obtained when all questions are perfectly	30

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
			answered and completed with appropriate example or justification .	

Final-Term

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
<ol style="list-style-type: none"> 1. To analyze and evaluate the self-regulated learning. 2. To explain the contextual influences 	Report	In groups, present the following questions prompts. <ol style="list-style-type: none"> 1. How can self-regulated learning help learners? 2. What does it take to be able to have a good self-regulated learning habit? 3. How contextual influences give impact to learning process? Please explain. 	Maximum score will be obtained when the groups show in-depth analysis on the texts by following the guided questions provided.	30

Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)

Note: the weight of the assessment results of 20% is obtained from the level of student participation in terms of attendance in lectures, activeness in attending lectures (asking, paying attention, and being serious), and activeness in group discussion activities and class presentations. The following is a class presentation rubric.

➤ **Rubric**

Rubric for presentation

Score	Rubric
4	The presentation is carried out in a coherent manner with appropriate intonation and emphasis, shows a good understanding of concepts, is assisted by PPT media according to media criteria, answers to the questioner are correct, is able to formulate suggestions for improvement.
3	The presentation is carried out in a coherent manner with appropriate intonation and emphasis, but lacking in some understanding of concepts, assisted by PPT media according to media criteria, answers from the questioner are generally correct, able to formulate suggestions for improvement.
2	The presentation is done, is not coherent and/or shows a lack of understanding of several concepts, is assisted by PPT media but does not match the criteria of the media, answers from the questioner are generally incorrect, able to formulate suggestions for improvement.
1	The presentation was carried out, but was not coherent and/or showed a lack of understanding of many concepts, was not assisted by ppt media, the answer from the questioner was not correct, was unable to formulate suggestions for improvement.

- Students are assigned to write reflective journal related to the teaching and learning process of the course.

Examples of students' reflective journal:

1.

STUDENT'S REFLECTIVE JOURNAL

Course: Learning Theories

Lecturer: Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Stage	Probing questions	Student's Reflective Note
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Context	What happened in the classroom? (Topics, activities, quizzes, exams)	My lecturer presented information about learning theories. We also have some conversations to discuss the material.
Action	<p>What did I do?</p> <p>Why did I choose this action?</p> <p>What else happened (other activities)?</p> <p>What other actions could I have chosen? (Not necessarily giving you the same result)</p>	<p>I was studying theories for the first time at the moment, so I felt a little confused. I asked to have my uncertainty cleared up when there was a chance throughout the conversation.</p> <p>I made this decision because I wanted to find a solution to my difficulty comprehending the materials connected to learning theories.</p> <p>We also perform presentations that are broken up into different groups in addition to conversations. There were Q&A sessions and my speaker gave feedback.</p>
Results	<p>Did I accomplish what I wanted?</p> <p>Did my actions accomplish what I wanted in the way I expected?</p> <p>What are the implications of my actions on myself/others/in similar situations in the future?</p> <p>Could different activities have given me the same result?</p> <p>Is there a way I could improve my results or actions?</p>	<p>My lecturer responded to my question. Also, the critiques provided by my lecturers make it simpler for me to comprehend the content of learning theories.</p> <p>It did, indeed.</p>

Learning	<p>What did I learn from the experience?</p> <p>Would I do the same thing again or would I change something?</p> <p>What should I do next time I'm in a similar experience?</p> <p>Should I change anything about the way I do things? Explain?</p>	<p>I developed the confidence to voice my views and pose a query.</p> <p>I would act in the same manner.</p> <p>As long as I am doing things correctly, I shouldn't alter anything.</p>
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2.

STUDENT'S REFLECTIVE JOURNAL

Course : Learning Theories

Lecturer : Dr. Him'mawan Adi Nugroho, M.Pd

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	My lecturer explained the learning theories material clearly and relaxedly so that it could be properly absorbed. Besides that, my lecturer often opens joint discussion sessions so that we as students can convey our ideas or difficulties and they will be discussed together.
Action	<p>What did I do?</p> <p>Why did I choose this action?</p> <p>What else happened (other actions)?</p> <p>What other actions could I have chosen? (Not necessarily giving you the same result)</p>	I listened and took notes from the lecturer's explanation. Sometimes I'm a little confused by some of the material explained. Therefore, sometimes I ask in the discussion forum opened by my lecturer. Besides that, we were also given the opportunity to ask questions during the Q&A presentations conducted by our friends.
Results	<p>Did I accomplish what I wanted?</p> <p>Did my actions accomplish what I wanted in the way I expected?</p> <p>What are the implications of my actions on myself/others/similar situations in the future?</p> <p>Could different actions have given me the same result?</p> <p>Is there a way I could improve my results or actions?</p>	<p>The lecturer answered my question by giving an example, so the answer was very clear. Finally, I get a better understanding of the material in the learning theories course.</p> <p>Yes, it did.</p>

Learning	<p>What did I learn from the experience?</p> <p>Would I do the same thing again or would I change something?</p> <p>What should I do next time I'm in a similar experience?</p> <p>Should I change anything about the way I do things? Explain?</p>	<p>I learned that actively asking questions in class can help me better understand the material presented by the lecturer. I will continue to improve my questioning skills and also express more effective opinions.</p>

3.

STUDENT'S REFLECTIVE JOURNAL

Course: Learning Theories

Lecturer: Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	In class my lecturer explains about the types of learning theories that exist. Communication often occurs between lecturers and students in terms of asking and answering.
Action	<p>What did I do?</p> <p>Why did I choose this action?</p> <p>What else happened (other actions)?</p> <p>What other actions could I have chosen? (Not necessarily giving you the same result)</p>	I listened to explanations about learning theory courses while taking notes in my book. I will also try to answer questions asked by my lecturer. I also tried to find learning theory material sourced from the internet.
Results	<p>Did I accomplish what I wanted?</p> <p>Did my actions accomplish what I wanted in the way I expected?</p> <p>What are the implications of my actions on myself/others/similar situations in the future?</p> <p>Could different actions have given me the same result?</p> <p>Is there a way I could improve my results or actions?</p>	I try to understand learning theory material from the material provided by the lecturer, then I also look for material from other sources such as the internet. I think that has had positive results for me.

Learning	What did I learn from the experience? Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience? Should I change anything about the way I do things? Explain?	I had experienced confusion with some learning theory material, so what I did was ask my lecturer when class started, that way I got what I wanted. Then I also do the assignments given, it makes me understand the material better.
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