



UNESA
Universitas Negeri Surabaya

Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Study Program

**Document
Code**

Lesson Plan

COURSE		Code	Cluster	Credits	Semester	Compilation Date
Learning Theories			Languages	T=3 P=1	...	2020
AUTHORIZATION		Lesson Plan Developer	Coordinator	Head of Study Program		
		Dr. Him'mawan Adi N., S.Pd., M.Pd.	Dr. Him'mawan Adi N., S.Pd., M.Pd.	Ahmad Munir, Ph.D.		
Program Learning Outcome (PLO)		PLO				
		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 Outcome (CLO)		CLO				
		CLO1	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) behavioristic theory, (b) cognitive theory, (c) constructivist theory, (d) Socio-cultural learning theory, (e) humanistic theory and to analyze and evaluate critically how learners learn by using the concepts and principles of learning theories.			
		CLO2	Communicating the concepts and principles of learning theories effectively, both orally and in writing			
		CLO3	Making necessary decision related the concepts and principles of based on analysis of classroom learning cases and provide idea for choosing alternatives solution.			
		CLO4	Being responsible, independent and honest character for the implementation of the concepts and principles of learning theories			
Course Description	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.					

Learning Materials/ Topics	Concepts and approaches in learning, kinds of learning theories, Learning styles, Difficulties with learning, Self-regulated learning, Contextual influences	
References	Primary	1. Hergenhahn, B.R.& Olson, Matthew H. 2001. Theories of Learning (Sixth edition). Prentice Hall.
	Supplementary	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.
Lecturer(s)	Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	
Prerequisite	None	

A. Learning-teaching Activities

Meetings	Objective(s)	Indicators	Topic(s)	Approach/ Model/Methods/ Learning Strategy	Learning Resources /Media	Time allotment	Learning experience
1	To describe and explain the concepts of learning	To describe about the concepts of learning To explain about the approaches of learning	Concepts and approaches in learning	Discussion, lecture, question-answer	[2]	100'	<ul style="list-style-type: none"> • Discussing what learning is • Discussing the approaches of learning
2	To describe the early notions about learning	To explain about the early notions of learning	The notions about learning	Discussion, lecture, question-answer, assignment	[2]	100'	<ul style="list-style-type: none"> • Discussing the early notions about learning
3	To describe behavioristic learning theory	To explain behavioristic about learning theory	Behavioristic theory	Discussion, lecture, question-answer, assignment	[1], [2]	100'	<ul style="list-style-type: none"> • Discussing behavioristic learning theory
4	To describe cognitive learning theory	To explain about cognitive learning theory	Cognitive learning theory	Discussion, lecture, question-answer, assignment	[1], [2]	100'	<ul style="list-style-type: none"> • Discussing cognitive learning theory •
5	To describe constructive learning theory	To explain about constructive learning theory	Constructive learning theory	Discussion, lecture, question-	[1], [3]	100'	<ul style="list-style-type: none"> • Discussing constructive learning theory • Comparing behaviorism,

				answer, assignment			cognitivism and constructivism learning theories
6	To describe humanistic learning theory	To explain about humanistic learning theory	Humanistic learning theory	Discussion, lecture, question-answer, assignment	[1]	100'	<ul style="list-style-type: none"> Discussing humanistic learning theory
7	To describe social learning theory	To explain about social learning theory	Social learning theory	Discussion, lecture, question-answer, assignment	[1]	100'	<ul style="list-style-type: none"> Discussing social learning theory Comparing humanistic and social learning theories
8	Mid-term test						
9	To describe multiple intelligences theory	To explain about multiple intelligences theory	Multiple intelligences	Discussion, lecture, question-answer, assignment	[3]	100'	<ul style="list-style-type: none"> Discussing multiple intelligences theory
10	To describe learning styles	To define and explain about learning styles	Learning styles	Discussion, lecture, question-answer, assignment	[3]	100'	<ul style="list-style-type: none"> Discussing learning styles
11	To describe difficulties with learning	To explain about the difficulties with learning	Difficulties with learning	Discussion, lecture, question-answer, assignment	[3]	100'	<ul style="list-style-type: none"> Discussing difficulties with learning
12-13	To describe self-regulated learning	To explain about self-regulated learning	Self-regulated learning	Discussion, lecture, question-answer, assignment	[2]	100'	<ul style="list-style-type: none"> Discussing self-regulated learning
14-15	To discuss about contextual influences (Teachers, Classrooms, and Schools)	To explain contextual influences (1) teachers , (2) classrooms, and (3) schools	Contextual influences	Discussion, lecture, question-answer, assignment	[2]	100'	<ul style="list-style-type: none"> Discussing contextual influences (1) teachers , (2) classrooms, and (3) schools and how they affect learning.
16	Final-term test						

B. Assessment Blueprint

Indicator(s)	Assessment Format				
	Type	Format	Instrument(s)	Kriteria	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. Behaviorism 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 also 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 answered and completed with appropriate example or justification.	30
4. To analyze and evaluate the self-regulated learning 5. To explain the contextual influences	Assignment	Report	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 students show in-depth analysis on the	30

				texts by following the guided questions provided.	
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Catatan:

bobot hasil penilaian sebesar **20%** diperoleh dari tingkat partisipasi mahasiswa baik dalam hal kehadiran dalam perkuliahan, keaktifan dalam mengikuti perkuliahan (bertanya, memperhatikan, dan bersungguh-sungguh), dan keaktifan dalam kegiatan diskusi kelompok dan presentasi kelas. Berikut adalah rubrik presentasi kelas.

Assessment Rubric for Presentation

Skor	Rubrik
4	Presentasi dilakukan dengan runtut dengan intonasi dan penekanan yang sesuai, menunjukkan pemahaman konsep yang baik, berbantuan media ppt sesuai kriteria media, jawaban kepada penanya benar, mampu memformulasikan saran untuk perbaikan
3	Presentasi dilakukan dengan runtut dengan intonasi dan penekanan yang sesuai, namun kurang dalam beberapa pemahaman konsep, berbantuan media ppt sesuai kriteria media, jawaban dari penanya secara umum benar, mampu memformulasikan saran untuk perbaikan
2	Presentasi dilakukan, kurang runtut dan/atau menunjukkan kekurang pahaman terhadap beberapa konsep, berbantuan media ppt namun tidak sesuai kriteria media, jawaban dari penanya secara umum tidak benar, mampu memformulasikan saran untuk perbaikan
1	Presentasi dilakukan, namun kurang runtut dan/atau menunjukkan kekurang pahaman terhadap banyak konsep, tidak berbantuan media ppt, jawaban dari penanya tidak benar, tidak mampu memformulasikan saran untuk perbaikan

Attendance

hadir	skor
lebih dari 12	60
11,12	50
9,10	40
7,8	30
kurang dari 7	20

Participation

keaktifan lebih dari	skor
12	40
9,10,11,12	30
5,6,7,8	20
3,4	10
0,1,2	5

Surabaya, 25 Agustus 2018
Dosen,

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