

<b>Learner Development</b>					
<b>module code</b> UNIVUM6012	<b>student workload</b> 123 hours	<b>credits</b> (according to ECTS) 4.92	<b>semester</b> 1 or 2	<b>frequency</b> each semester	<b>duration</b> 1 semester
<b>1</b>	<b>Types of courses</b> Lectures	<b>contact hours</b> 35 hours	<b>independent study</b> 88 hours	<b>class size</b> 40 students	
<b>2</b>	<b>Prerequisites for participation:</b> N/A				
<b>3</b>	<b>Learning outcomes</b> <p>To possess values and insights of education and learning science in a theoretical and applicative manner in the framework of Indonesian culture, in the role as an educator and education staff that is critical, innovative, adaptive, and communicative according to the character and culture of students in the global era.</p>				
<b>4</b>	<b>Subject aims</b> <p>Students are able to:</p> <ol style="list-style-type: none"> <li>1. study in depth the essence of learner development</li> <li>2. study the theory of development</li> <li>3. study aspects of learner development</li> <li>4. study the developmental characteristics of children with special needs</li> <li>5. apply steps of diagnosis for learner development</li> <li>6. analyze the task achievement of learner development</li> </ol> <p><b>Contents:</b></p> <ol style="list-style-type: none"> <li>1. Essence of learner development and the perspective of the human lifetime</li> <li>2. Essence of growth and development</li> <li>3. Issues and factors of development</li> <li>4. Principles and laws of development</li> <li>5. Developmental tasks of each period of learner development</li> <li>6. Theory of development (psychoanalytic, behavioristic, cognitive)</li> <li>7. Developmental aspects of learners (physical-psychomotor, cognitive, linguistic, social, emotional, moral-spiritual)</li> <li>8. Characteristics of children with special needs from the physical-psychomotor, social-emotional, and cognitive aspects</li> <li>9. Assessment of individual understanding of learners (test and non-test techniques)</li> <li>10. Analysis of learner development and solutions to problems of learner development</li> <li>11. Role of teacher/educator in development intervention</li> </ol>				
<b>5</b>	<b>Teaching methods</b> <p>Lectures, modelling, presentations, discussions, observations</p>				
<b>6</b>	<b>Assessment methods</b> <p>10% Attitude 15% Assignments 35% Midterm examination</p>				

	40% Final Examination
<b>7</b>	<b>This module is used in the following degree programmes as well</b> All S1 Education Degree
<b>8</b>	<b>Responsibility for module</b> Nugraheni Warih Utami , S.Pd, M.Pd
<b>9</b>	<b>Other information, references</b> Delphie, B. 2006. Pembelajaran Anak Berkebutuhan Khusus, dalam Setting Pendidikan Inklusi. Jakarta: PT. Refika Aditama Desmita. 2013. Psikologi Perkembangan. Bandung: PT Remaja Rosdakarya. Elliot, S. N.; Kratochwill, T. R.; Littlefield, J; dan Travers, J. F. 1996. Educational Psychology: Effective Teaching, Effective Learning. Chicago: Brown & Benchmark. Hallahan, D.P. & Kauffman, J.M. 2006. Exceptional Learners: Introduction to Special Education. USA: Pearson. Hurlock, E.B. 1991. Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan. Terjemahan oleh Istiidayanti, dkk. Jakarta: Penerbit Erlangga. Hurlock, E. B. 2002. Psikologi Perkembangan. Jakarta: Erlangga Kail, R.V. 2010. Children and Their Development. New Jersey: Pearson Education. Santrock. J. W. 2002. Life-Span Development: Perkembangan Masa Hidup.(edisi kelima) Jakarta: Erlangga Santrock, J.W. 2004. Child Development. Boston: McGraw-Hill. Santrock, J.W. 2012. Adolescence: Perkembangan Remaja. Alih Bahasa: Shinto D. Adelar & Sherly Saragih. Jakarta: Erlangga. Slavin, R. E. 2006. Educational Psychology: Theory and Practice. Boston: Pearson Education, Inc. Triyono, dkk. 2012. Perkembangan Peserta Didik. Malang: Fakultas Ilmu Pendidikan UM. Wade, C. & Tavis, C. 2008. Psikologi. Alih bahasa: Benedictine Widyasinta. Jakarta: Erlangga. Artikel yang relevan