SEMESTER LESSON PLAN
COGNITIVE PSYCHOLOGY IN LEARNING

Lecturer: :
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MASTER PROGRAM IN EDUCATIONAL PSYCHOLOGY
SCHOOL OF POSTGRADUATE STUDIES
UNIVERSITAS PENDIDIKAN INDONESIA
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	SEMESTER LESSON PLAN	No. Doc: Revision : 00 Date : January 31, 2023 Pages: 11
	Cognitive Psychology in Learning	

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SEMESTER LESSON PLAN

1. Course Identity

Name of Study Program : Educational Psychology
Course Name : Cognitive Psychology in Learning
Course Code : SP761
Course Group : Core Competency Courses of Study Program
Credits : 3 credits
Program : Master Program
Semester : 2 (Two)
Prerequisite : -
Status : Compulsory

Lecturer name and code : Dr. Tina Hayati Dahlan, M.Pd., Psychologist (2537)

2. Course Description

This course examines the definition of cognitive psychology, the history of the development of cognitive psychology, research methods used in cognitive psychology, and six approaches to studying cognitive development; *cognitive neuroscience;* the theory of cognitive development from Piaget and Vygotsky; sensation, perception, attention, and awareness; memory and *working memory*; organizing knowledge in the mind; problem-solving and reflective thinking; assessment and decision making; reasoning; and intelligence, creativity, and multiple intelligences; which is equipped with a simulation of thinking processes and information processing and includes a study of the implementation of cognitive psychology in learning. This course ends with community service activities in the form of training/seminars for teachers on the implementation of cognitive psychology in learning.

3. Learning Outcomes

A	Demonstrate scientific, educative, and religious attitudes and behaviors, which contribute to improving the quality of life in society, nation, and country based on culture, norms, and academic ethics.
K1	Comprehend the concepts, theories, and principles in educational psychology, developmental psychology, and pedagogy, and their implementation in educational practices.
GS2	Develop logical, critical, systematic, and creative thinking and apply them in conducting and publishing interdisciplinary research that takes into account humanities values in accordance with the educational psychology expertise.
SS1	Creatively and innovatively manage the teaching of educational psychology and developmental psychology by applying the instructional and ICT skills, theories, and principles in educational psychology, developmental psychology, and pedagogy comprehensively.

SS2 Manage evidence-based research independently in solving problems in educational practices from educational psychology perspective and publish the findings in national and international journals.

4. Course Learning Outcomes

- Able to understand and be grateful for thought processes that are very complex and very useful for human benefit as a gift from Almighty God.
- Able to analyze thinking processes, as well as identify and examine problems in learning related to thinking processes using a scientific approach.
- Able to master the concepts and theories of cognitive psychology and their implications in educational practice.
- Being able to carry out assessments of thinking processes in learning through observing learning behavior and analyzing and communicating the results to the public.
- Able to design learning strategies and appropriate assignments to stimulate *higher-order thinking skills* in learning in order to increase learning effectiveness.
- Able to convey knowledge and expand public insight through scientific activities.

5. Lesson Plan Description

Meetings	Learning Indicators	Study Materials / Teaching Materials	Learning Approach/Method	Time	Student Learning Experience	Evaluation	Reference
1	- Students understand the goals, directions, and targets of lectures; know the learning resources used; know the topics to be studied; know the	- Cognitive Psychology in Learning's course module - Cognitive psychology	- Reflective learning - apperception - Class discussion	150 minutes	Sharing experiences; Express opinions; listen to other	Active participation in class.	Course module of Cognitive Psychology in Learning; Braisby & Gellaty (2012); Papalia, Olds, &

	tasks that must be done; and know the learning outcomes assessment system. - Students can appreciate and describe personal experiences in thinking and processing information which form the basis for receiving knowledge of cognitive psychology.	material preview			people's opinions.		Feldman (2007); Santrock (2011); Sternberg & Sternberg (2017).
2	Students can understand and explain the definition of cognitive psychology, the history of the development of cognitive psychology, research methods in cognitive psychology, and the six approaches to studying cognitive development.	- Cognitive psychology definition - The history of the development of cognitive psychology - Research methods in cognitive psychology - Six approaches to studying cognitive development	- *Flipped learning* - Lecture - Question and answer - Class discussion - *case method* - Simulation - Reflective learning	150 minutes	Deliver reading results; listen to the lecturer's explanation; Express opinions; listen to other people's opinions.	Active participation in class, explanation of reading results, material *review.*	Braisby & Gellaty (2012) chapter 1 ; Papalia, Olds, & Feldman (2007) chapter 5; Sternberg & Sternberg (2017) chapter 1; scientific articles.
3	Students can explain and relate mental activity to the anatomy and mechanics of the brain.	- Assumptions in *cognitive neuropsychology* - Cognition in the brain: anatomy	- *Flipped learning* - Lecture - Question and answer - Class discussion - *case method*	150 minutes	Deliver reading results; listen to the lecturer's explanation; express opinions; listen	Active participation in class, explanation of reading results, material *review .*	Braisby & Gellaty (2012) chapter 13; Sternberg & Sternberg (2017) chapter 2; scientific articles.

		and mechanics of the brain - Intelligence and *neuroscience*	- Simulation - Reflective learning		to other people's opinions.		
4	Students can explain and evaluate the stages of cognitive development from Piaget and adult cognition.	- Cognitive processes - *Sensorimotor stage* - *Preoperational stage* - *Concrete operational stage* - *Formal operational stage* - Evaluation of Piaget's stages of cognitive development	- *Flipped learning* - Lecture - Question and answer - Class discussion - *case method* - Simulation - Reflective learning	150 minutes	Deliver reading results; listen to the lecturer's explanation; Express opinions; listen to other people's opinions.	Active participation in class, explanation of reading results, material *review.*	Papalia, Olds, & Feldman (2007) chapter 5, 7, 9, 11, 13; Santrock (2011) chapter 5, 7, 9, 11, 13; scientific articles.
5	Students can explain and evaluate Vygotsky's sociocultural theory of cognitive development.	- Vygotsky's ideas on cognitive development - Language and thought - *Zone of Proximal Development* - *Scaffolding* - Evaluation of Vygotsky's sociocultural theory of	- *Flipped learning* - Lecture - Question and answer - Class discussion - *Case method* - Simulation - Reflective learning	150 minutes	Deliver reading results; listen to the lecturer's explanation; express opinions; listen to other people's opinions.	Active participation in class, explanation of reading results, material *review* .	Papalia, Olds, & Feldman (2007) chapter 5, 7, 9, 11, 13; Santrock (2011) chapter 5, 7, 9, 11, 13; scientific articles.

		cognitive development - Comparison of Piaget's and Vygotsky's theories					
6	- Students can explain sensations and perceptions and relate them to thought processes. - Students can explain approaches to perception. - Students can provide examples of the implementation of sensations and perceptions in learning.	- Sensing and perception - Sensation and representation - Approaches to perception	- *Flipped learning* - Lecture - Question and answer - Class discussion - *Case method* - Simulation - Reflective learning	150 minutes	Deliver reading results; listen to the lecturer's explanation; express opinions; listen to other people's opinions.	Active participation in class, explanation of reading results, and material *review.*	Braisby & Gellaty (2012) chapter 3; Sternberg & Sternberg (2017) chapter 3; scientific articles.
7	- Students can explain attention and awareness and relate them to thought processes. - Students can provide examples of the implementation of attention in learning.	- Attention and awareness - Habituation and adaptation - Attention and distraction	- *Flipped learning* - Lecture - Question and answer - Class discussion - *case method* - Simulation - Reflective learning	150 minutes	Deliver reading results; listen to the lecturer's explanation; Express opinions; listen to other people's opinions.	Active participation in class, explanation of reading results, material *review.*	Braisby & Gellaty (2012) chapter 2; Sternberg & Sternberg (2017) chapter 4; scientific articles.
8	**MIDTERM EXAM**						
9	- Students can explain definitions and operations in the stages of memory processing.	- Memory definition - Operations in the memory	- Collaborative learning - Group presentation - Class discussion	150 minutes	Delivering the results of group discussions; listen to the	Group reports and presentations, active	Braisby & Gellaty (2012) chapter 8; Sternberg & Sternberg (2017)

	- Students can explain and differentiate tasks to measure memory and memory models. - Students can provide examples of the implementation of memory models in learning. - Students can explain the results of a study of research articles about memory.	processing stage - Tasks to measure memory - Memory models - Study of research articles on memory	- *case method* - Reflective learning		explanations of students and lecturers; Express opinions.	participation in class, and reviews.	chapter 6; research articles.
10	- Students can explain the three main operations in the memory process. - Students can explain *working memory*. - Students can explain the process of forgetting and memory distortion. - Students can give examples of the implementation of *working memory* in learning. - *working memory* processes.	- *Encoding* and transfer of information - *Retrieval* - *working memory* - Forgetting process - Memory distortion - Study of research articles on memory processes/ *working memory*	- Collaborative learning - Group presentation - Class discussion - *case method* - Reflective learning	150 minutes	Delivering the results of group discussions; listen to the explanations of students and lecturers; Express opinions.	Group reports and presentations, active participation in class, and reviews.	Braisby & Gellaty (2012) chapter 9; Sternberg & Sternberg (2017) chapter 7; research articles.
1 1	- Students can explain the organizing knowledge in the mind.	- Declarative knowledge - Procedural knowledge	- Collaborative learning - Group presentation - Class discussion	150 minutes	Deliver the results of group discussions; listen to the	Group reports and presentations, active	Braisby & Gellaty (2012) chapter 2; Sternberg & Sternberg (2017)

	- Students can provide examples of the implementation of organizing knowledge in the mind in learning. - Students can explain the results of the study of research articles about organizing knowledge in the mind.	- Study of research articles on organizing knowledge in the mind	- *case method* - Reflective learning		explanations of students and lecturers; express opinions.	participation in class, and reviews.	chapter 8; research articles.
1 2	- Students can explain problem-solving and reflective thinking in the thinking process. - Students can provide examples of the implementation of problem-solving and reflective thinking in learning. - Students can explain the results of research article studies on problem-solving and reflective thinking.	- Troubleshooting cycle - Types of problems and problem-solving - Dewey's reflective thinking model - Obstacles and support in solving problems	- Collaborative learning - Group presentation - Class discussion - *Case method* - Reflective learning	150 minutes	Deliver the results of group discussions; listen to the explanations of students and lecturers; Express opinions.	Group reports and presentations, active participation in class, reviews .	Braisby & Gellaty (2012) chapter 10; Dewey (1933); Sternberg & Sternberg (2017) chapter 11; research articles.
13	- Students can explain about decision-making in the thinking process. - Students can provide examples of the implementation of decision-making in learning.	- Consideration and decision making - Theories about decision-making	- Collaborative learning - Group presentation - Class discussion - *Case method* - Reflective learning	150 minutes	Deliver the results of group discussions; listen to the explanations of students and lecturers; Express opinions.	Group reports and presentations, active participation in class, and reviews.	Braisby & Gellaty (2012) chapter 11; Sternberg & Sternberg (2017) chapter 12; research articles.

	- Students can explain the results of a study of research articles about decision-making.						
14	- Students can explain reasoning in the process of thinking. - Students can provide examples of the implementation of reasoning in learning. - Students can explain the results of a study of research articles about reasoning.	- Deductive and inductive reasoning - Psychological theories about reasoning	- Collaborative learning - Group presentation - Class discussion - *case method* - Reflective learning	150 minutes	Deliver the results of group discussions; listen to the explanations of students and lecturers; express opinions.	Group reports and presentations, active participation in class, and reviews.	Braisby & Gellaty (2012) chapter 12; Sternberg & Sternberg (2017) chapter 12; research articles.
1 5	- Students can explain the nature of intelligence and the history of the development of intelligence concepts and tests. - Students can explain about creativity and its implementation in learning. - Students can explain multiple intelligences and their implementation in learning. - Students can explain the results of research article studies on intelligence, creativity, and multiple intelligences.	- The essence of intelligence - History of the development of intelligence concepts and tests - Creativity - Multiple intelligences	- Collaborative learning - Group presentation - Class discussion - *case method* - Reflective learning	150 minutes	Delivering the results of group discussions; listen to the explanations of students and lecturers; Express opinions.	Group reports and presentations, active participation in class, and reviews.	Gardner (1993, 1999, 2011, Guilford (1950, 1966); Sternberg & Sternberg (2017) chapter 11; Sternberg (2018); artikel hasil penelitian.

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6. References

1. Braisby, N. & Gellaty, A. (2012). *Cognitive Psychology.* Oxford: University Press
2. Dewey, J. (1933). How We Think: A Restatement of The Relation of Reflective Thinking to The Educative Process. Lexington: D.C. Heath and Company.
3. Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
4. Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21th Century*. New York: Basic Books.
5. Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Inteligences*. New York: Basic Books.
6. Guilford, J.P. (1966). *Measurement and Creativity.* Theory into Practice, 5, 185-189. http://dx.doi.org/10.1080/00405846609542023
7. Guilford, J. P. (1950). Creativity. *American Psychologist, 5*(9), 444–454.
8. Papalia, D. E, Olds, S. W., & Feldman, R.D. (2007). *Human Development* (tenth edition). New York: McGraw-Hill.
9. Santrock, J.W. (2011). *Life-Span Development* (thirteen edition). New York: McGraw-Hill.
10. Sternberg, R. & Sternberg, K. (2017). *Cognitive Psychology* (seventh edition). Belmont: Wadsworth.
11. Sternberg, RJ (2018). The Nature of Human Intelligence. New York: Cambridge University Press.
12. Scientific articles from accredited journals (minimum Sinta 2) or reputable international journals.

7. Attachment

Appendix 1. Teaching Materials
Appendix 2. Media
Appendix 3. Assessment Instrument