	Universitas Negeri Surabaya Faculty of Economics and Business Economic Education Undergraduate Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
DIGITAL ECONOMIC LEARNING	8720303368	Compulsory Study Program Subjects	T=3	P=0	ECTS=4.77	5	November 17, 2022

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Case Studies**

Program Learning Outcomes (PLO)

PLO study program that is charged to the course	
PLO-10	Able to design and compile economic learning tools based on science and technology

Program Objectives (PO)	
PO - 1	Able to internalize the entrepreneurial spirit, namely independence, creativity and innovation in learning the digital economy
PO - 2	Able to analyze pedagogical concepts in digital-based economic learning
PO - 3	Able to develop economic learning by utilizing developments in information and technology
PO - 4	Able to design & compile economic learning tools based on science and technology

PLO-PO Matrix

P.O	PLO-10
PO-1	
PO-2	
PO-3	
PO-4	

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description

Through this course students can develop learning by including elements of science and technology with studies including: 1. Concept and Scope of the Digital Economy, 2. Information and communication technology concepts, 3. Digital goods and services, 4. digital business models, 5. Financial Technology in Economic Digitalization, 6. Scope of Learning Management Systems, 7. Use of LMS in Learning, 8. Scope of artificial intelligence, 9. Development of types of artificial intelligence in Learning, 10. Optimization of LMS through artificial intelligence

References

Main :

1. Harald Øverby & Jan Arild Audestad. 2021. Introduction to Digital Economics. Scotts Valley : Springer
2. Zulfiana, Tria., Pen, Jim Bar., Murhananto., Wadi Sopian. 2021. Optimalisasi Penggunaan LMS dalam Pembelajaran dalam Meningkatkan Mutu Pembelajaran. Jakarta : Direktorat Sekolah Menengah Atas, Direktorat Jenderal Pendidikan Usia Dini, Pendidikan Dasar dan Pendidikan Menengah, Kementerian Pendidikan dan Kebudayaan, Riset dan Teknologi.

Supporters:

	1. 1. Fitria, Yanti & Widya Indra. 2020. PBL Berbasis Digital . Padang : UNP Press 2. 2. Jack Koumi. 2006. Designing Video and Multimedia for Open and Flexible Learning. New York : Routledge 3. 3. Marilee Sprenger. 2010. Brain-based teaching in the digital age. Alexandria : Springer 4. 4 . Hendi Andriansyah, E. ., Sholikhah, N., Arief Rafsanjani , M. ., Purwa Pamungkas, H. ., & Ulfa Kamalia, P. . (2022). Pengembangan Kemampuan Guru dalam Evaluasi Pembelajaran Berbasis Aplikasi Digital bagi Guru Sekolah Penggerak. Jurnal Pengabdian Masyarakat Bestari, 1(5), 351–368. https://doi.org/10.55927/jpmb.v1i5.1073
Supporting lecturer	Muhammad Abdul Ghofur, S.E., M.Pd. Riza Yonisa Kurniawan, S.Pd., M.Pd. Eka Hendi Andriansyah, S.Pd., M.Pd.

Week-	**Final abilities of each learning stage (Sub-PO)**	**Evaluation**		**Help Learning, Learning methods, Student Assignments, [Estimated time]**		**Learning materials [References]**	**Assessment Weight (%)**
		Indicator	**Criteria & Form**	**Offline (*offline*)**	**Online (*online*)**		
(1)	**(2)**	**(3)**	**(4)**	**(5)**	**(6)**	**(7)**	**(8)**
1	Able to describe and analyze digital economy concepts individually/in groups	1.Accuracy in explaining the Digital Economy Concept 2.Accuracy of describing the Digital Economy Concept	**Criteria:** Scoring guidelines **Form of Assessment** : Participatory Activities	1. Lecture 2. Submission of Learning Contract 3. Students solve case studies presented by the lecturer regarding Digital Economy Concepts Task 1: Make an interactive presentation/video related to the material that will be discussed next. 3 X 50	-	**Material:** – the size and flexibility of the digital economy. – the adoption of internet access and mobile phones has enabled the digital economy. – Understanding the digitalization of the economy and its relationship to the digitalization of communication networks and the production and storage of digital information. **Bibliography:** *Harald Øverby & Jan Arild Audestad. 2021. Introduction to Digital Economics. Scotts Valley : Springer*	0%
2	Able to describe and analyze digital economy concepts individually/in groups	1.Accuracy in explaining the Digital Economy Concept 2.Accuracy of describing the Digital Economy Concept	**Criteria:** Scoring guidelines **Form of Assessment** : Participatory Activities	1. Presentation 2. Discovery Learning, individual/group discussion about digital economic concepts and solving case studies presented by the presenting group 3. Lecture 3 X 50	-	**Material:** – the size and flexibility of the digital economy. – the adoption of internet access and mobile phones has enabled the digital economy. – Understanding the digitalization of the economy and its relationship to the digitalization of communication networks and the production and storage of digital information. **Bibliography:** *Harald Øverby & Jan Arild Audestad. 2021. Introduction to Digital Economics. Scotts Valley : Springer*	25%

3	Able to analyze information and communication technology concepts individually/in groups	Accuracy Describes the concept of Information and Communication Technology	**Criteria:** Scoring guidelines **Form of Assessment** : Participatory Activities	1. Presentation, 2. Discovery Learning, individual/group discussions on Information and Communication Technology Concepts and solving case studies presented by the presenting group 3. Lectures 3 X 50	-	**Material: •** Information and Communication Technologies **Bibliography:** *Harald Øverby & Jan Arild Audestad. 2021. Introduction to Digital Economics. Scotts Valley : Springer*	0%
4	Able to describe the convergence of technology and services individually/in groups	Accuracy of describing the Digital Economic Ecosystem	**Criteria:** Scoring guidelines	1. Presentation, 2. Discovery Learning, individual/group discussions about the Digital Economic Ecosystem and solving case studies presented by the presenting group 3. Lectures 3 X 50	-	**Material: •** Convergence of Technologies and Services **Bibliography:** *Harald Øverby & Jan Arild Audestad. 2021. Introduction to Digital Economics. Scotts Valley : Springer*	0%
5	Able to analyze and differentiate digital goods and services individually/in groups	Accuracy of differentiating Digital Goods and Services	**Criteria:** Scoring guidelines	1. Presentation 2. Discovery Learning, individual/group discussion about the Digital Economic Ecosystem and solving case studies presented by the presenting group 3. Lecture 3 X 50		**Material:** Digital Goods and Services **Reader:** *Harald Øverby & Jan Arild Audestad. 2021. Introduction to Digital Economics. Scotts Valley : Springer*	0%
6	Able to demonstrate and analyze individual/group digital business models	Accuracy of explaining Digital Market Evolution Competencies	**Criteria:** Scoring guidelines	1. Presentation, 2. Discovery Learning, individual/group discussions on Digital Market Evolution and solving case studies presented by the presenting group 3. Lectures 3 X 50	-	**Material:** Digital Business Models **Reader:** *Harald Øverby & Jan Arild Audestad. 2021. Introduction to Digital Economics. Scotts Valley : Springer*	0%
7	Able to demonstrate and analyze Financial Technology in Economic Digitalization individually/in groups	The accuracy of explaining Financial Technology in Economic Digitalization	**Criteria:** Scoring guidelines	1. Presentation, 2. Discovery Learning, individual/group discussions on Digital Market Evolution and solving case studies presented by the presenting group 3. Lectures 3 X 50	-	**Material:** Financial Technology **Reader:** *Harald Øverby & Jan Arild Audestad. 2021. Introduction to Digital Economics. Scotts Valley : Springer*	0%
8	MIDDLE SEMESTER EXAMINATION (UTS)	-	**Criteria:** Scoring guidelines **Form of Assessment** : Test	Written Test 3 X 50	-	**Material:** - **Library:**	20%

9	Able to describe and understand individual/group Learning Management Systems (LMS).	The ability to explain the Scope of LMS, Functions and Role of LMS in Improving the Quality of Learning	**Criteria:** Scoring guidelines	1. Lecture 2. Submission of Learning Contract 3. Students solve case studies presented by the lecturer regarding standards and strategies. The long tail Task 2: Make an interactive presentation / video related to the material that will be discussed next. 3 X 50		**Material:** Why LMS Plays an Important Role in Improving the Quality of Learning **References:** *Zulfiana, Tria., Pen, Jim Bar., Murhananto., Wadi Sopian. 2021. Optimizing the Use of LMS in Learning to Improve the Quality of Learning. Jakarta: Directorate of High Schools, Directorate General of Early Childhood Education, Primary Education and Secondary Education, Ministry of Education and Culture, Research and Technology.*	0%
10	Able to understand and practice LMS in individual/group learning	1. Accuracy in explaining LMS features 2. Accuracy Simulates LMS usage	**Criteria:** Scoring guidelines **Form of Assessment** : Participatory Activities	1. Presentation 2. Discovery Learning, individual/group discussion about the Digital Economic Ecosystem and solving case studies presented by the presenting group 3. Lecture 3 X 50		**Material:** How to Use LMS to Improve the Quality of Learning **References:** *Zulfiana, Tria., Pen, Jim Bar., Murhananto., Wadi Sopian. 2021. Optimizing the Use of LMS in Learning to Improve the Quality of Learning. Jakarta: Directorate of High Schools, Directorate General of Early Childhood Education, Primary Education and Secondary Education, Ministry of Education and Culture, Research and Technology.*	0%

11	Able to understand and practice LMS in individual/group learning	Accuracy differentiates digital business models	**Criteria:** Scoring guidelines	1. Presentation 2. Discovery Learning, individual/group discussion about digital business models and solving case studies presented by the presenting group 3. Lecture 3 X 50		**Material:** How to Use LMS to Improve the Quality of Learning **References:** *Zulfiana, Tria., Pen, Jim Bar., Murhananto., Wadi Sopian. 2021. Optimizing the Use of LMS in Learning to Improve the Quality of Learning. Jakarta: Directorate of High Schools, Directorate General of Early Childhood Education, Primary Education and Secondary Education, Ministry of Education and Culture, Research and Technology.*	0%
12	Able to understand the scope of artificial intelligence individually/in groups	1. Able to explain the differences between each type of AI 2. Accuracy of explanation Distinguishing between types of AI that are appropriate to learning	**Criteria:** Scoring guidelines	1. Presentation 2. Discovery Learning, individual/group discussion about differentiating Big Data Economics and solving case studies presented by the presenting group 3. Lecture 3 X 50	-	**Material:** artificial intelligence **Bibliography:** *Zulfiana, Tria., Pen, Jim Bar., Murhananto., Wadi Sopian. 2021. Optimizing the Use of LMS in Learning to Improve the Quality of Learning. Jakarta: Directorate of High Schools, Directorate General of Early Childhood Education, Primary Education and Secondary Education, Ministry of Education and Culture, Research and Technology.*	0%
13	Able to develop types of artificial intelligence in individual/group learning	Precision differentiates the Big data Economy from other strategies	**Criteria:** Scoring guidelines	1. Presentation 2. Discovery Learning, individual/group discussion about differentiating Big Data Economics and solving case studies presented by the presenting group 3. Lecture 3 X 50	-	**Material:** Accuracy in Choosing Artificial Intelligence in accordance with learning **References:** *3. Marilee Sprenger. 2010. Brain-based teaching in the digital age. Alexandria : Springer*	0%

14	Able to apply AI in LMS learning individually/in groups	The accuracy of applying AI in LMS learning	**Criteria:** Scoring guidelines	1. Presentation 2. Discovery Learning, Individual/group discussion about differentiating Digital Regulations and solving case studies presented by the presenting group 3. Lecture 3 X 50	-	**Material:** Implementation of Artificial Intelligence Development in Optimizing Learning Management Systems **References:** *3. Marilee Sprenger. 2010. Brain-based teaching in the digital age. Alexandria : Springer*	10%
15	Able to apply AI in LMS learning individually/in groups	The accuracy of applying AI in LMS learning	**Criteria:** Scoring guidelines **Form of Assessment** : Practical Assessment	1. Presentation 2. Discovery Learning, Individual/group discussion about differentiating Digital Regulations and solving case studies presented by the presenting group 3. Lecture 3 X 50	-	**Material:** Implementation of Artificial Intelligence Development in Optimizing Learning Management Systems **References:** *3. Marilee Sprenger. 2010. Brain-based teaching in the digital age. Alexandria : Springer*	25%
16	Final Semester Examination (UAS)	-	**Criteria:** Scoring guidelines **Form of Assessment** : Test	written test 3 X 50	-	**Material:** - **Library:**	30%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	25%
2.	Practical Assessment	25%
3.	Test	50%
		100%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.