

Short Course Description	This course examines the principles of message design, various message symbols (visual, audio, audio-visual) and how to design messages so that they can be received according to the objectives and produce specified changes in behavior.						
References	Main :						
	1. Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.						
	Supporters:						
	1. Fleming, M. L. 1993. Instructional message design: Principles from the behavioral and cognitive sciences. Educational Technology. 2. Wang, M., & Shen, R. 2012. Message design for mobile learning: Learning theories, human cognition and design principles. British Journal of Educational Technology, 43(4), 561-575. 3. Bishop, M. J. 2014. Reconceptualizing instructional message design: Toward the development of a new guiding framework. In Design in educational technology (pp. 143-159). Springer, Cham. 4. Chapman, N. & Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley & Sons, Ltd. 5. Miller, C. H., Massey, Z. B., & Ma, H. 2020. Psychological reactance and persuasive message design. The Handbook of Applied Communication Research , 457-483. 6. Pettersson, R. 2013. Message design . Institute for infology. 7. Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana 8. Khotimah. 2020. Panduan Desain Grafis. Jember: CV Cerdas Ulet Kreatif 9. Bishop, M. J. 2014. Instructional message design: Past, present, and future relevance. In Handbook of research on educational communications and technology (pp. 373-383). Springer, New York, NY.						
Supporting lecturer	Dr. Bachtiar Sjaiful Bachri, M.Pd. Khusnul Khotimah, S.Pd., M.Pd. Dr. Atan Pramana, M.Pd. Dr. Syaiputra Wahyuda Meisa Diningrat, 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	Analyze the concept of message design, learning message design and message design in educational technology	1. Students can analyze message design concepts 2. Students can analyze the concept of learning message design 3. Students can analyze message design in educational technology	Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99) Form of Assessment : Participatory Activities	Collaborative Learning 2 X 50	Collaborative Learning 2 x 50	Material: Instructional Technology and Media for Learning Reference: Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana Material: Learning message design concept References: Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.	2%

2	Analyze the concept of message design, learning message design and message design in educational technology	<p>1.Students can analyze message design concepts</p> <p>2.Students can analyze the concept of learning message design</p> <p>3.Students can analyze message design in educational technology</p>	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative Learning 2 X 50	Collaborative Learning 2 x 50	<p>Material: Instructional Technology and Media for Learning</p> <p>Reference: <i>Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</i></p> <hr/> <p>Material: Learning message design concept</p> <p>References: <i>Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.</i></p>	2%
3	Analyze the principles of perception in message design	Students can analyze the principles of perception in message design	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative Learning 2 X 50	Collaborative Learning 2 x 50	<p>Material: Communicating Design in Visual Communication</p> <p>Library: Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd.</p> <hr/> <p>Material: Instructional Technology and Media for Learning.</p> <p>References: <i>Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</i></p> <hr/> <p>Material: Principles of perception in message design</p> <p>References: <i>Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.</i></p>	4%

4	Analyze memory principles in message design	Students are able to analyze memory principles in message design	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative Learning 2 X 50	Collaborative Learning 2 x 50	<p>Material: Communicating Design in Visual Communication Library: Triggs Teal. 1995. <i>Communicating Design in Visual Communication</i>. London: Basford Ltd.</p> <hr/> <p>Material: Instructional Technology and Media for Learning. References: Smallino, 2011. <i>Instructional Technology and Media for Learning</i>. Jakarta : Kencana</p> <hr/> <p>Material: Principles of memory References: Fleming, Malcolm. 1978. <i>Instructional Message Design</i>. New Jersey: Educational Technology Publications.</p>	3%
5	Analyze the principles of concept learning in message design	Students are able to analyze the principles of learning concepts in message design	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative Learning 2 X 50	Collaborative Learning 2 x 50	<p>Material: Communicating Design in Visual Communication. Library: Triggs Teal. 1995. <i>Communicating Design in Visual Communication</i>. London: Basford Ltd.</p> <hr/> <p>Material: Instructional Technology and Media for Learning. References: Smallino, 2011. <i>Instructional Technology and Media for Learning</i>. Jakarta : Kencana</p> <hr/> <p>Material: Principles of conceptual learning References: Fleming, Malcolm. 1978. <i>Instructional Message Design</i>. New Jersey: Educational Technology Publications.</p>	3%

6	Analyze behavior change principles in message design	Students are able to analyze the principles of behavior change in message design	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative Learning 2 X 50	Collaborative Learning 2 x 50	<p>Material: Communicating Design in Visual Communication. Library: Triggs Teal. 1995. <i>Communicating Design in Visual Communication.</i> London: Basford Ltd.</p> <hr/> <p>Material: Instructional Technology and Media for Learning. References: Smallino, 2011. <i>Instructional Technology and Media for Learning.</i> Jakarta : Kencana</p> <hr/> <p>Material: Principles of behavior change Reference: Fleming, Malcolm. 1978. <i>Instructional Message Design.</i> New Jersey: Educational Technology Publications.</p>	2%
7	Analyze behavior change principles in message design	Students are able to analyze the principles of behavior change in message design	<p>Criteria: A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Participatory Activities</p>	Collaborative Learning 2 X 50	Collaborative Learning 2 x 50	<p>Material: Communicating Design in Visual Communication. Library: Triggs Teal. 1995. <i>Communicating Design in Visual Communication.</i> London: Basford Ltd.</p> <hr/> <p>Material: Instructional Technology and Media for Learning. References: Smallino, 2011. <i>Instructional Technology and Media for Learning.</i> Jakarta : Kencana</p> <hr/> <p>Material: Principles of behavior change Reference: Fleming, Malcolm. 1978. <i>Instructional Message Design.</i> New Jersey: Educational Technology Publications.</p>	2%

8	Midterm exam	Students are able to create audio media designs	<p>Criteria: Create audio media designs</p> <p>Form of Assessment : Test</p>			<p>Material: Digital multimedia (Second Edition)</p> <p>References: <i>Chapman, N. & Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley & Sons, Ltd.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning</p> <p>Reference: <i>Smallino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</i></p>	8%
9	Develop visual message designs	Students are able to develop visual message designs	<p>Criteria: 1.A = The visual message is conveyed clearly 2.B = The visual message is conveyed quite clearly 3.C = The visual message is conveyed less clearly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Project based learning 2 X 50	<p>Material: Communicating Design in Visual Communication.</p> <p>Library: <i>Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning.</p> <p>References: <i>Smallino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</i></p> <hr/> <p>Material: Principles of graphic design</p> <p>Reader: <i>Khotimah. 2020. Graphic Design Guide. Jember: Smart Tenacious Creative CV</i></p>	10%

10	Develop visual message designs	Students are able to develop visual message designs	<p>Criteria:</p> <p>1.A = The visual message is conveyed clearly</p> <p>2.B = The visual message is conveyed quite clearly</p> <p>3.C = The visual message is conveyed less clearly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Project based learning 2 X 50	<p>Material: Communicating Design in Visual Communication. Library: <i>Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning. References: <i>Smallino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</i></p> <hr/> <p>Material: Principles of graphic design Reader: <i>Khotimah. 2020. Graphic Design Guide. Jember: Smart Tenacious Creative CV</i></p>	10%
11	Develop audio message design	Students are able to develop audio message designs	<p>Criteria:</p> <p>1.A = The audio message was conveyed clearly</p> <p>2.B = The audio message is conveyed quite clearly</p> <p>3.C = The audio message was conveyed less clearly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Project based learning 2 X 50	<p>Material: Instructional Message Design. References: <i>Malcom Fleming, 1978. Instructional Message Design. New Jersey.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning. References: <i>Smallino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</i></p>	7%

12	Develop audio message design	Students are able to develop audio message designs	<p>Criteria:</p> <p>1.A = The audio message was conveyed clearly</p> <p>2.B = The audio message is conveyed quite clearly</p> <p>3.C = The audio message was conveyed less clearly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Project based learning 2 X 50	<p>Material: Instructional Message Design.</p> <p>References: <i>Malcom Fleming, 1978. Instructional Message Design. New Jersey.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning.</p> <p>References: <i>Smallino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</i></p>	7%
13	Can apply message design principles in audio-visual media design	Students are able to develop audio-visual message designs	<p>Criteria:</p> <p>1.A = The audio-visual message is conveyed clearly</p> <p>2.B = The audio-visual message is conveyed quite clearly</p> <p>3.C = The audio-visual message is conveyed less clearly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Project based learning 2 X 50	<p>Material: The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications).</p> <p>References: <i>Phillips, Rob. 1997. The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications). London: Kogan Page.</i></p> <hr/> <p>Material: Communicating Design in Visual Communication.</p> <p>Library: <i>Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd.</i></p> <hr/> <p>Material: Instructional Technology and Media for Learning.</p> <p>References: <i>Smallino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</i></p> <hr/> <p>Material: message design principles</p> <p>References: <i>Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.</i></p>	10%

14	Can apply message design principles in audio-visual media design	Students are able to develop audio-visual message designs	<p>Criteria:</p> <p>1.A = The audio-visual message is conveyed clearly</p> <p>2.B = The audio-visual message is conveyed quite clearly</p> <p>3.C = The audio-visual message is conveyed less clearly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Project based learning 2 X 50	<p>Material: The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications). References: Phillips, Rob. 1997. <i>The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications)</i>. London: Kogan Page.</p> <hr/> <p>Material: Communicating Design in Visual Communication. Library: Triggs Teal. 1995. <i>Communicating Design in Visual Communication</i>. London: Basford Ltd.</p> <hr/> <p>Material: Instructional Technology and Media for Learning. References: Smaldino, 2011. <i>Instructional Technology and Media for Learning</i>. Jakarta : Kencana</p> <hr/> <p>Material: message design principles References: Fleming, Malcolm. 1978. <i>Instructional Message Design</i>. New Jersey: Educational Technology Publications.</p>	10%
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15	Can apply message design principles in audio-visual media design	Students are able to develop audio-visual message designs	<p>Criteria:</p> <p>1.A = The audio-visual message is conveyed clearly</p> <p>2.B = The audio-visual message is conveyed quite clearly</p> <p>3.C = The audio-visual message is conveyed less clearly</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project based learning 2 X 50	Project based learning 2 X 50	<p>Material: The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications). References: Phillips, Rob. 1997. <i>The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications)</i>. London: Kogan Page.</p> <hr/> <p>Material: Communicating Design in Visual Communication. Library: Triggs Teal. 1995. <i>Communicating Design in Visual Communication</i>. London: Basford Ltd.</p> <hr/> <p>Material: Instructional Technology and Media for Learning. References: Smallino, 2011. <i>Instructional Technology and Media for Learning</i>. Jakarta : Kencana</p> <hr/> <p>Material: message design principles References: Fleming, Malcolm. 1978. <i>Instructional Message Design</i>. New Jersey: Educational Technology Publications.</p>	10%
16	Final Semester Examination (UAS)	Students are able to design audio-visual media	<p>Criteria:</p> <p>A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3.5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 - 64 (3.00 - 3.39) D = 25 - 50 (2.00 - 2.99) E = < 25 (0 - 1.99)</p> <p>Form of Assessment : Test</p>	Project Based Learning	-	<p>Material: Message design Reader: Fleming, Malcolm. 1978. <i>Instructional Message Design</i>. New Jersey: Educational Technology Publications.</p>	10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	18%
2.	Project Results Assessment / Product Assessment	64%
3.	Test	18%
		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.