

Universitas Negeri Surabaya Faculty of Education, Educational Technology Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN Compilation CODE **Credit Weight Course Family** SEMESTER Courses Date May 6, 2023 8620302018 T=2 P=0 ECTS=3.18 Message Design Study Program 2 AUTHORIZATION Course Cluster Coordinator SP Developer **Study Program Coordinator** Dr. Syaiputra W.M. Diningrat, M.Pd I Dr. Khusnul Khotimah, S.Pd., Dr. Utari Dewi, S.Sn., M.Pd. Dr.Atan Pramana, M.Pd M.Pd Learning Project Based Learning model Program PLO study program which is charged to the course Learning PLO-1 Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties Outcomes (PLO) PLO-2 Demonstrate the character of being tough, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial spirit PLO-3 Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned PI 0-4 Develop yourself continuously and collaborate. PLO-5 Able to master the theoretical concepts of design, development, utilization, management and evaluation in the fields of curriculum and educational technology **Program Objectives (PO)** PO - 1 Students are able to understand the concepts, structure and material in message design science related to learning communication as developers of Learning Technology, Educational Analysis and Training. Students are able to analyze a problem based on the case study method or team-based learning related to learning communication in the field of educational technology, by prioritizing message design. PO - 2 Students are able to apply technology and information in solving problems in the field of educational technology related to learning communication and digital-based inclusive education and local wisdom. PO - 3 Students have a sense of responsibility as well as a scientific, critical and innovative attitude in reviewing message designs as educational technology developers and educational/training analysts in a professional PO - 4 manner. **PLO-PO** Matrix P.O PI 0-1 PI 0-2 PI 0-3 PI 0-4 PI 0-5 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 8 9 11 16 7 10 12 13 14 15 PO-1 PO-2 PO-3 PO-4

Short Course Descript	tion					essage symbols (visual, ves and produce specified		
Referen	ces	Main :						
		1. Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.						
		Supporters:						
 Fleming, M. Technology. Wang, M., a principles. B Bishop, M. framework. I Chapman, N Miller, C. H., Applied Com Pettersson, I Smalldino, 2 Khotimah. 20 Bishop, M. 		ology. M., & Shen, R. Jes. British Journa b, M. J. 2014. Revork. In Design in vork. In Design in son, R. 2013. Mes son, R. 2013. Mes bional communication alful Bachri, M.Pd. nah, S.Pd., M.Pd.	2012. Message desig I of Educational Techn econceptualizing instri- educational technology n, J. 2004. Digital mult B., & Ma, H. 2020. Psy Research , 457-483. ssage design . Institute tional Technology and in Desain Grafis. Jemb tructional message de ions and technology (p	gn for mobile le ology, 43(4), 56 uctional messa ((pp. 143-159). imedia (Second ychological read e for infology. Media for Learr er: CV Cerdas esign: Past, pre	ige design: Toward the Springer, Cham. I Edition). London: John V ctance and persuasive me ning. Jakarta : Kencana	es, human cognition development of a Viley & Sons, Ltd. essage design. The	on and design a new guiding e Handbook of	
			Vahyuda Meisa Di	ningrat, M.Pd.				
Week-		al abilities of h learning ge	Eva	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Assessment Weight (%)
	(Su	b-PO)	Indicator	Criteria & Form	Offline(offline)	Online (<i>online</i>)	[References]	
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	co me lea me an de ed	alyze the ncept of essage design, arning essage design d message sign in ucational chnology	 Students can analyze message design concepts Students can analyze the concept of learning message design Students can analyze the concept of learning message design Analyze the concept of learning message design design in	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: Smalldino, 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	 Students can analyze message design concepts Students can analyze the concept of learning message design Students can analyze the concept of learning message design Students can analyze thessage 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: Smalldino, 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%
3	Analyze the principles of perception in message design	Students can analyze the principles of perception in message design	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: Communicating Design in Visual Communication Library: Triggs Teal. 1995. Communication Design in Visual Communication. London: Basford Ltd. Material: Instructional Technology and Media for Learning. References: Smalldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana Material: Principles of perception in message design References: Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.	4%

4	Analyze memory principles in message design	Students are able to analyze memory principles in message design	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: Communicating Design in Visual Communication Library: Triggs Teal. 1995. Communication. London: Basford Ltd. Material: Instructional Technology and Media for Learning. References: Smalldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana Material: Principles of memory References: Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology	3%
5	Analyze the principles of concept learning in message design	Students are able to analyze the principles of learning concepts in message design	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: Communicating Design in Visual Communication. Library: Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd. Material: Instructional Technology and Media for Learning. References: Smalldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana Material: Principles of conceptual learning References: Fleming, Malcolm. 1978. Instructional Media. 1978. Instructional Media. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.	3%

6	Analyze behavior change principles in message design	Students are able to analyze the principles of behavior change in message design	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: Communicating Design in Visual Communication. Library: Triggs Teal. 1995. Communication. London: Basford Ltd. Material: Instructional Technology and Media for Learning. References: Smalldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana Material: Principles of behavior change Reference: Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.	2%
7	Analyze behavior change principles in message design	Students are able to analyze the principles of behavior change in message design	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: Communicating Design in Visual Communication. Library: Triggs Teal. 1995. Communication Design in Visual Communication. London: Basford Ltd. Material: Instructional Technology and Media for Learning. References: Smalldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana Material: Principles of behavior change Reference: Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.	2%

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

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

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

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

15	Can apply message design principles in audio-visual media design	Students are able to develop audio- visual message designs	Criteria: 1.A = The audio- visual message is conveyed clearly 2.B = The audio- visual message is conveyed less clearly Form of Assessment : Project Results Assessment / Product Assessment	Project based learning 2 X 50	Project based learning 2 X 50	Material: The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications). References: Phillips, Rob. 1997. The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications). London: Kogan Page. Material: Communicating Design in Visual Communication. Library: Triggs Teal. 1995. Communication. London: Basford Ltd. Material: Instructional Technology and Media for Learning. References: Smalldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana Material: message design principles References: Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.	10%
16	Final Semester Examination (UAS)	Students are able to design audio-visual media	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 : Test	Project Based Learning	-	Material: Message design Reader: Fleming, Malcolm. 1978. Instructional Message Design. New Jersey: Educational Technology Publications.	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

- 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.
- 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.