



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

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Introduction to Educational Technology	8620302064	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	1	October 9, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
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Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course
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PLO-5	Able to master the theoretical concepts of design, development, utilization, management and evaluation in the fields of curriculum and educational technology
PLO-7	Able to apply scientific principles to produce designs, media, technology, as well as evaluation of learning and training programs based on information and communication technology
PLO-9	Able to produce creative products in the field of educational technology that are educational and market them to the user community

Program Objectives (PO)	
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PO - 1	Able to demonstrate and apply a scientific and critical attitude in discussing the meaning of educational technology and learning technology.
PO - 2	Mastering concepts and materials covering the area of educational and learning technology, educational technology perspectives including knowledge and sources that influence educational technology as an Educational Technology developer and Educational/Training Analyst.
PO - 3	Have the ability to work together using the case study method or collaborative learning in the basic concepts of educational technology to optimize the learning process.
PO - 4	Have the ability to apply basic concepts of educational technology to education in Indonesia through collaborative learning.

PLO-PO Matrix	
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P.O	PLO-5	PLO-7	PLO-9
PO-1			
PO-2			
PO-3			
PO-4			

PO Matrix at the end of each learning stage (Sub-PO)	
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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	This course discusses the meaning of educational technology and learning technology, areas of educational and learning technology, educational technology perspectives, sciences that support educational technology, sources that influence learning technology and their application to education in Indonesia through collaborative learning. Lectures are carried out using blended learning. The assessment is carried out by means of question and answer and in writing.
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References	Main :
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1. Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT
2. Seels, Barbara B Dan Richey, Rita. 1994. Instructional Technology, The Definition and Domains of the Field. AECT.
3. Abdullah, Ishak dan Deni Darmawan. 2015. Teknologi Pendidikan. Bandung: Rosda Karya

Supporters:

1. Miarso, Yusufhadi. 1982. Landasan Falsafah Teknologi Pendidikan. Jakarta.
2. Percial, Fred & Willington, Henry. 1988. Teknologi Pendidikan. Jakarta: Erlangga.

Supporting lecturer

Dr. H. Andi Mariono, M.Pd.
Prof. Dr. Mustaji, M.Pd.
Dr. Bachtiar Sjaiful Bachri, 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	Students can explain lecture maps and describe learning/educational problems	<ol style="list-style-type: none"> 1.Re-explain the concept of educational technology 2.Explain again the concept of learning technology 	<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 : Test</p>	Discussion and questions and answers, inquiry 2 X 50	- -	<p>Material: learning and education problems</p> <p>References: Seels, Barbara B and Richey, Rita. 1994. <i>Instructional Technology, The Definition and Domains of the Field.</i> AECT.</p>	5%
2	Students are able to understand paradigm I of Educational Technology, Learning Technology, and Technology in Education	<ol style="list-style-type: none"> 1.Redescribe the concept of paradigm I educational technology 2.Redescribe the concept of learning technology 	<p>Criteria: 1.The accuracy of re-describing the concept of paradigm I educational technology 2.Accuracy re-describes the concept of learning technology 3.Accuracy re-describes the concept of technology in education</p> <p>Form of Assessment : Participatory Activities</p>	Case Method 2 X 50	- -	<p>Material: historical learning problem solving and the emergence of educational technology as problem solving.</p> <p>References: Seels, Barbara B and Richey, Rita. 1994. <i>Instructional Technology, The Definition and Domains of the Field.</i> AECT.</p>	5%
3	Students are able to understand the II Educational Technology paradigm	Redescribe the concept of educational technology in paradigm II	<p>Criteria: The accuracy of re-describing the concept of educational technology in paradigm II</p> <p>Form of Assessment : Participatory Activities</p>	Case Method 2 X 50	- -	<p>Material: general educational technology perspective</p> <p>References: Seels, Barbara B and Richey, Rita. 1994. <i>Instructional Technology, The Definition and Domains of the Field.</i> AECT.</p>	5%

4	Students are able to understand paradigm III of Educational Technology	Redescribe the concept of educational technology in paradigm III	<p>Criteria: The accuracy of re-describing the concept of educational technology in paradigm III</p> <p>Form of Assessment : Participatory Activities</p>	Case Method 2 X 50	-	<p>Material: other sciences regarding educational technology References: <i>Miarso, Yusufhadi. 1982. Philosophical Foundations of Educational Technology. Jakarta.</i></p> <hr/> <p>Material: Educational Technology References: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	5%
5	Students are able to understand studies related to FACILITATING LEARNING	<ol style="list-style-type: none"> 1.Redescribe the concept of facilitating learning 2.Explain again the purpose of facilitating learning 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The accuracy of re-describing the concept of facilitating learning 2.The accuracy of re-describing the purpose of facilitating learning <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Group Discussion 2 X 50	-	<p>Material: problem solving model according to educational technology References: <i>Miarso, Yusufhadi. 1982. Philosophical Foundations of Educational Technology. Jakarta.</i></p> <hr/> <p>Material: Facilitating Learning References: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	5%
6	Students are able to understand studies related to IMPROVING PERFORMANCE	<ol style="list-style-type: none"> 1.Redescribe the concept of improving performance 2.Explain the purpose of improving performance again 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Accuracy re-describes the concept of improving performance 2.Accuracy re-describes the goal of improving performance <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Group Discussion 2 X 50	-	<p>Material: solving problems that arise as a learning resource. Reference: <i>Miarso, Yusufhadi. 1982. Philosophical Foundations of Educational Technology. Jakarta.</i></p> <hr/> <p>Material: Improving performance References: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	5%

7	Students are able to understand studies related to CREATING	1.Redescribe the concept of CREATING 2.Explain again the purpose of CREATING	Criteria: 1.Accuracy re-describes the concept of CREATING 2.Accuracy re-describes the purpose of CREATING Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Group Discussion 2 X 50	- -	Material: Creating Bibliography: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i>	10%
8	Students are able to understand studies related to CREATING	1.Redescribe the concept of CREATING 2.Explain again the purpose of CREATING	Criteria: 1.Accuracy re-describes the concept of CREATING 2.Accuracy re-describes the purpose of CREATING Form of Assessment : Participatory Activities	Group Discussion 2 X 50	- -	Material: Creating Bibliography: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i>	7%
9	Students are able to understand studies related to USING	1.Redescribe the concept of USING 2.Explain again the purpose of USING	Criteria: 1.Accuracy re-describes the USING concept 2.Accuracy re-clarifies the purpose of USING Form of Assessment : Project Results Assessment / Product Assessment	Group Discussion 2 X 50	- -	Material: regional approach to educational technology References: <i>Percial, Fred & Willington, Henry. 1988. Educational Technology. Jakarta: Erlangga.</i> Material: Using Literature: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i>	5%
10	Students are able to understand studies related to MANAGING	1.Redescribe the concept of MANAGING 2.Explain again the purpose of MANAGING	Criteria: 1.Accuracy re-describes the concept of MANAGING 2.Accuracy re-clarifies the purpose of MANAGING Form of Assessment : Project Results Assessment / Product Assessment	Group Discussion 2 X 50	- -	Material: regional approach to educational technology References: <i>Percial, Fred & Willington, Henry. 1988. Educational Technology. Jakarta: Erlangga.</i> Material: Managing Bibliography: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i>	5%

11	Students are able to understand studies related to PROCESSES	1.Redescribe the PROCESSES concept 2.Explain again the purpose of PROCESSES	Criteria: 1.Accuracy re-describes the PROCESSES concept 2.Accuracy re-clarifies the purpose of the PROCESSES Form of Assessment : Project Results Assessment / Product Assessment	Group Discussion 2 X 50		Material: design and development domain in the educational technology area References: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i> Material: Processes References: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i>	5%
12	Students are able to understand studies related to RESOURCES	1.Redescribe the RESOURCES concept 2.Explain again the purpose of RESOURCES	Criteria: 1.Accuracy re-describes the RESOURCES concept 2.Accuracy re-clarifies the purpose of RESOURCES Form of Assessment : Project Results Assessment / Product Assessment	Group Discussion 2 X 50	-	Material: utilization and management domains in the educational technology area. References: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i>	5%
13	Students are able to understand the conceptual position of Functional Educational Technology Developer	Re-explaining the conceptual functional position of educational technology developer	Criteria: The accuracy of explaining the conceptual re-conceptual position of the educational technology developer's functional position Form of Assessment : Participatory Activities	Case Method 2 X 50	-	Material: evaluation and research domain in the educational technology area. Readers: <i>Abdullah, Ishak and Deni Darmawan. 2015. Educational Technology. Bandung: Rosda Karya</i> Material: Educational Technology References: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i>	5%

14	Students are able to understand the implementation of educational technology theory and practice	Exemplify good practice in implementing educational technology theory and practice	<p>Criteria: Accuracy exemplifies good practice in implementing educational technology theory and practice</p> <p>Form of Assessment : Participatory Activities</p>	Case Method 2 X 50	- -	<p>Material: educational technology methods in solving learning / educational problems</p> <p>References: <i>Abdullah, Ishak and Deni Darmawan. 2015. Educational Technology. Bandung: Rosda Karya</i></p> <hr/> <p>Material: Theory and Practice of Educational Technology</p> <p>References: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	5%
15	Students are able to understand the implementation of educational technology theory and practice	Exemplify good practice in implementing educational technology theory and practice	<p>Criteria: Accuracy exemplifies good practice in implementing educational technology theory and practice</p> <p>Form of Assessment : Participatory Activities</p>	Case Method 2 X 50	- -	<p>Material: educational technology methods in solving learning / educational problems</p> <p>References: <i>Abdullah, Ishak and Deni Darmawan. 2015. Educational Technology. Bandung: Rosda Karya</i></p> <hr/> <p>Material: Theory and Practice of Educational Technology</p> <p>References: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	5%

16	UAS	Exemplify good practice in implementing educational technology theory and practice	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	Case Study 2 X 50	- -	Material: Evaluation and research in the educational technology area. Library: <i>Abdullah, Ishak and Deni Darmawan. 2015. Educational Technology. Bandung: Rosda Karya</i> Material: Educational Technology References: <i>Januszewski, Alan and Molenda, Michael. 2008. Educational Technology: A Definition With Commentary. AECT</i>	18%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	62.5%
2.	Project Results Assessment / Product Assessment	32.5%
3.	Test	5%
		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** ability in the process and student learning outcomes are specific and measurable statements that identify the ability 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.**