



**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
Photo Media Development	8620304082	Compulsory Study Program Subjects	T=4	P=0	ECTS=6.36	3	May 5, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Hirnanda Dimas Pradana, M.Pd.		Dr. Andi Mariono, M.Pd			Dr. Utari Dewi, S.Sn., M.Pd.	

Learning model	Project Based Learning
----------------	------------------------

Program Learning Outcomes (PLO)	PLO study program which is charged to the course															
	PLO-6	Able to design, implement, evaluate learning in visual communication design, animation, broadcasting and informatics														
	PLO-8	Able to apply scientific methods and reflective thinking to solve problems and make decisions in the field of educational technology														
	Program Objectives (PO)															
	PO - 1	Able to demonstrate an innovative attitude in mastering basic skills in photography in the field of educational technology in a professional and responsible manner														
	PO - 2	Able to utilize technology and information in solving problems in the field of educational technology through applying the concept of exposure in photography														
	PO - 3	Able to design learning resources independently using the principles of light and perspective in photography.														
	PO - 4	Able to apply the educational technology knowledge needed to carry out duties as a Learning Technology Developer by applying photography skills														
	PLO-PO Matrix															
		<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">P.O</th> <th style="width: 15%;">PLO-6</th> <th style="width: 15%;">PLO-8</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> <tr> <td>PO-3</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td></td> <td></td> </tr> </tbody> </table>	P.O	PLO-6	PLO-8	PO-1	✓		PO-2			PO-3		✓	PO-4	
P.O	PLO-6	PLO-8														
PO-1	✓															
PO-2																
PO-3		✓														
PO-4																

PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
	<table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 10%;">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </tbody> </table>	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												✓	✓	✓	✓	✓
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	The Photo Media Development course is a course designed to provide understanding and practical skills in the art of photography. This course combines aspects of the history of photography, types of cameras, an introduction to DSLR cameras, basic photography techniques such as Triangle exposure, focal length, and depth of field, as well as the principles of composition and aesthetics of photography. Apart from that, students will be tested in terms of using a DSLR camera through simulations and student competency assessments
--------------------------	---

References	Main :
------------	---------------

1. Bruce Warren, 2003, Photography The Concise Guide, Canada: Thomson Delmar learning
2. Philip Andrews, 2005, Digital Photography Manual, London: Canton Books Limited
3. Apple Computer, 2005, Aperture Digital Photography Fundamentals, Apple Computer, Inc.
4. Giwanda, Griand, 2004, Panduan Praktis Menciptakan Foto Menarik, Jakarta: Puspa Swara.
5. Karen J. Laubenstein, 2007, Digital Wildlife Photography Handbook: U.S. Fish and Wildlife Service.
6. Tim Vitale, 2010. Digital Image File Formats and their Storage -- TIFF, JPEG & JPEG2000, Emeryville, CA.
7. Stephen Dantzig, 2010. Portrait Lighting for Digital Photographers, Buffalo, N.Y.: Amherst Media, Inc.
8. Sandy Puc&rsquo, 2008. Children&rsquo Portrait Photography, Buffalo, N.Y.: Amherst Media, Inc.
9. Don Marr, 2004. Beginner&rsquo Guide to Photographic Lighting, Buffalo, N.Y.: Amherst Media, Inc.
10. Bill Hurter, 2005. Group Portrait Photographer&rsquo Handbook, Buffalo, N.Y.: Amherst Media, Inc.
11. Abdi, Y. 2012. Photography from My Eyes. Jakarta: PT. Elex Media Komutindo Kelompok Gramedia.
12. Anas, I. 2012. Panduan Fotografi Digital . Depok: Kanaya Press.
13. Excell, L. 2013. Komposisi Dari Foto Biasa Jadi Luar Biasa . Jakarta: PT Elex Media Komputindo
14. Lesmana, N. 2011. Memotrer dengan DSLR . Jakarta: Media Kita.
15. Mariono, Andi, dkk. 2020. Handout Pengembangan Media Foto . Surabaya: Teknologi Pendidikan FIP Unesa
16. Wijayanto, G. 2012. Fotografi Digital Itu Gampang . Jakarta: PT. Buku Seru.

Supporters:

1. Dody Doerjanto, 2005, Fotografi 1, Surabaya: Unesa Univercity Press.
2. Giwanda, Griand, 2004, Panduan Praktis Fotografi Digital, Jakarta: Puspa Swara.
3. Tjin, E dan Mulyadi, E. 2014. Kamus Fotografi . Jakarta: PT Elex Media Komutindo Kompas-Gramedia
4. Sugiarto, A. 2014. Color Vision . Jakarta: PT Kompas Media Nusantara.

Supporting lecturer
 Dr. H. Andi Mariono, M.Pd.
 Dr. Alim Sumarno, M.Pd.
 Khusnul Khotimah, S.Pd., M.Pd.
 Dr. Utari Dewi, S.Sn., M.Pd.
 Hirnanda Dimas Pradana, 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 analyze photo media in the context of Educational Technology based on photo media criteria to facilitate learning along with the history of the latest development of photography	<ol style="list-style-type: none"> 1.Can explain the definition of photo media 2.Can explain the rules of photo media in facilitating learning 3.Can explain the chronology of the development of photography in a coherent and correct manner from its discovery until now 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Clarity and accuracy in explaining the historical development of photography 2.Activities and contributions in online forums and offline group discussions 3.Quality and clarity of group presentations <p>Form of Assessment : Participatory Activities</p>	<p>Students gather in small groups offline to discuss and analyze information about the history of photography they learn online. They will exchange opinions and collaborate in understanding the topic. Each group is asked to make a short presentation about an important period or figure in the history of photography. They will deliver this presentation in class offline. 2 X 50</p>	<p>Students are given access to learning materials about the history of photography via an e-learning platform. This material will cover major developments in the history of photography, key figures, and important events. Students participated in an online forum dedicated to this meeting. They will be asked to answer questions related to the material, share their views on the historical development of photography, and discuss with their peers. 2 X 50</p>	<p>Material: Basics of photography References: <i>Mariono, Andi, et al. 2020. Photo Media Development Handout. Surabaya: Unesa FIP Educational Technology</i> Material: Digital photography Reference: <i>Anas, I. 2012. Guide to Digital Photography. Depok: Kanaya Press.</i></p>	3%

2	Able to analyze and identify functions in digital camera parts	<ol style="list-style-type: none"> 1. Students are able to classify various types of cameras and understand their functions. 2. Students actively participate in online forums and offline class discussions. 3. The quality of the group's presentation about the type of camera selected. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Visual Design Elements; 2.2. Visual Design Principles 3.3. Rule of third composition factors, <p>Form of Assessment : Participatory Activities</p>	<p>Students are grouped and asked to make a presentation about a particular type of camera they have chosen. This presentation will be delivered in class offline, and each group will present a different type of camera. After each presentation, there will be a discussion session in class. Students can ask questions, provide comments, and discuss further about the types of cameras presented</p> <p>2 X 50</p>	<p>Students are given access to learning materials about various types of cameras and their functions in photography through an e-learning platform. This material will cover camera types, key features, and comparisons between them. Students participated in an online forum dedicated to this meeting. They will be asked to share their knowledge of the type of camera they are studying, discuss relevant features, and ask fellow students to broaden their understanding.</p> <p>2 X 50</p>	<p>Material: Digital photography Bibliography: Philip Andrews, 2005, <i>Digital Photography Manual</i>, London: Canton Books Limited</p> <hr/> <p>Material: Basics of photography References: Mariono, Andi, et al. 2020. <i>Photo Media Development Handout</i>. Surabaya: Unesa FIP Educational Technology</p>	3%
3	Students are able to operate a DSLR camera and explain the structure and use of DSLR camera tools and the functions of supporting equipment	<ol style="list-style-type: none"> 1. Students' ability to understand and explain the basic functions of a DSLR camera theoretically. 2. Active participation in online forums and offline group discussions. 3. The quality of the theory assignments reflects their understanding of the material. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Students' ability to explain the basic functions of a DSLR camera theoretically 2. Activities and contributions in online forums and offline group discussions 3. The quality of the theory assignments reflects their understanding of the material <p>Form of Assessment : Participatory Activities</p>	<p>Students gather in group discussion sessions in class to discuss the theoretical material they have studied online. The discussion will be guided by the lecturer and aims to answer questions, explain concepts, and clarify understanding. Students are given theory assignments that involve concept analysis and the use of theory in understanding DSLR cameras. This assignment will be likened to writing an essay or short answer.</p> <p>2 X 50</p>	<p>Students are given access to theoretical learning material about introducing DSLR cameras through an e-learning platform. This material will cover the basic components of a DSLR camera, settings, and main functions theoretically. Students participated in an online forum dedicated to this meeting. They will be asked to answer theoretical questions related to the material, share their knowledge, and discuss with fellow students to deepen understanding.</p> <p>2 X 50</p>	<p>Material: interesting photos Reference: Giwanda, Griand, 2004, <i>Practical Guide to Creating Interesting Photos</i>, Jakarta: Puspa Swara.</p> <hr/> <p>Material: lighting in photography Reference: Don Marr, 2004. <i>Beginner's Guide to Photographic Lighting</i>, Buffalo, NY: Amherst Media, Inc.</p>	3%

4	Students are able to analyze and apply the concept of the exposure triangle (shutter speed, aperture, ISO) in taking photos.	<ol style="list-style-type: none"> 1.Students' ability to understand the concept of the exposure triangle (shutter speed, aperture, ISO). 2.Active participation in online forums and photography practice. 3.The quality of photographic work that reflects understanding and application of the concept of the exposure triangle. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Understanding and ability to apply the exposure triangle concept 2.Activities and contributions in online forums and photography practices 3.The quality of photographic work that reflects understanding and application of the concept of the exposure triangle <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Students participate in practical photography sessions outside of class. They will bring their own camera and try to adjust the shutter speed, aperture, and ISO to produce photos with the desired effect. This will be guided by the lecturer or instructor. Students are asked to take a series of photos by applying the concept of triangle exposure. They will submit some of their best photos that reflect their understanding and application of these concepts. 2 X 50	Students are given access to online learning materials about the concept of the exposure triangle, including shutter speed, aperture, and ISO. This material will cover the theory, usage examples, and differences between these settings. Students participated in an online forum dedicated to this meeting. They will be asked to discuss their personal experiences with exposure triangle settings, share tips, and discuss with fellow students. 2 X 50	<p>Material: lighting in photography</p> <p>Bibliography: <i>Stephen Dantzig, 2010. Portrait Lighting for Digital Photographers, Buffalo, NY: Amherst Media, Inc.</i></p>	3%
5	Students master the exposure triangle which consists of diaphragm shutter speed and ISO settings	<ol style="list-style-type: none"> 1.Students' ability to explain the effect of focal length in photography 2.Active participation in online forums and photography practice. 3.The quality of photographic work that reflects mastery of material regarding the influence of focal length. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students' ability to explain the effect of focal length in photography 2.Activities and contributions in online forums and photography practice 3.The quality of photographic work that reflects an understanding of the influence of focal length <p>Form of Assessment : Practice / Performance</p>	Students have the opportunity to participate in photography sessions outside of class. They will take their camera and try taking photos at various focal lengths to observe the differences. This will be guided by the lecturer or instructor. Students are asked to take a series of photos focusing on the effect of focal length. They will submit some of their best photos that demonstrate their understanding of focal lengths in photography. 2 X 50	Students are given access to online learning materials about focal lengths in photography via an e-learning platform. This material will cover the definition of focal length, types of lenses, and the effect of focal length on the composition and angle of view of a photo. Students were able to participate in an online forum dedicated to this meeting. They will be asked to discuss their experiences with various focal lengths, as well as share their views and examples of photographs that illustrate the influence of focal lengths. 2 X 50	<p>Material: balanced/normal light settings including focus, exposure triangle (aperture, shutter speed, and ISO)</p> <p>Reference: <i>Giwanda, Griand, 2004, Practical Guide to Digital Photography, Jakarta: Pustaka Swara.</i></p> <p>Material: balanced/normal light settings including focus, exposure triangle (aperture, shutter speed, and ISO)</p> <p>Reference: <i>Wijayanto, G. 2012. Digital Photography is Easy. Jakarta: PT. Fun Book.</i></p>	3%

6	Students are able to analyze the importance of depth of field in creating visual effects in photos.	<ol style="list-style-type: none"> 1.Students' ability to understand the importance of depth of field in photography. 2.Active participation in online forums and photography practice. 3.The quality of photographic work that reflects an understanding of the use of depth of field to create visual effects. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students' ability to understand the importance of depth of field in photography 2.Activities and contributions in online forums and photography practice 3.The quality of photographic work that reflects an understanding of the use of depth of field to create visual effects <p>Form of Assessment : Practice / Performance</p>	Students conduct photography sessions outside of class. They will take their camera and try to adjust the depth of field by focusing on the visual effect they want to create. This will be guided by the lecturer or instructor. Students are asked to take a series of photos that show the use of depth of field effects in creating visual effects. They will submit some of their best photos that reflect their understanding of depth of field. 2 X 50	Students are given access to online learning materials about depth of field in photography via an e-learning platform. This material will cover the concept of depth of field, the factors that influence it, and how to use it to create visual effects in photos. Students participated in an online forum dedicated to this meeting. They will be asked to discuss their experiences with depth of field, share examples of photos that successfully use the depth of field effect, and provide feedback to fellow students. 2 X 50	<p>Material: Sharp space composition or (DoF) Reference: <i>Dody Doerjanto, 2005, Photography 1, Surabaya: Unesa Univercity Press.</i></p> <p>Material: Sharp spatial composition or (DoF) References: <i>Karen J. Laubenstein, 2007, Digital Wildlife Photography Handbook: US Fish and Wildlife Service.</i></p>	3%
7	Students are able to apply the principles of composition to create visually interesting photos.	<ol style="list-style-type: none"> 1.Students' ability to apply the principles of composition in photography. 2.Active participation in online forums and photography practice. 3.The quality of photographic work that reflects the application of compositional principles in creating attractive compositions. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students' ability to apply the principles of composition in photography 2.Activities and contributions in online forums and photography practices 3.The quality of a photographic work that reflects the application of the principles of composition 4.Data details <p>Form of Assessment : Practice / Performance</p>	Students conduct photography sessions outside of class with a focus on applying the principles of composition. They will try to take photos that use these principles to create a visually interesting composition. This will be guided by the lecturer or instructor. Students are asked to take a series of photos that apply the principles of composition in photography. They will submit some of their best photos that reflect their understanding of photography composition and aesthetics. 2 X 50	Students are given access to online learning materials on the principles of composition in photography via an e-learning platform. This material will cover principles such as the rule of thirds, leading lines, framing, and others. Students were able to participate in an online forum dedicated to this meeting. They will be asked to discuss composition principles, share examples of photos that successfully apply these principles, and provide feedback to fellow students. 2 X 50	<p>Material: use of lenses and angles Bibliography: <i>Bruce Warren, 2003, Photography The Concise Guide, Canada: Thomson Delmar learning</i></p> <p>Material: use of lenses and angles Bibliography: <i>Philip Andrews, 2005, Digital Photography Manual, London: Canton Books Limited</i></p> <p>Material: use of lenses and angles Bibliography: <i>Apple Computer, 2005, Aperture Digital Photography Fundamentals, Apple Computer, Inc.</i></p>	3%

8	UTS	<p>1.Students' ability to test their understanding of the material from meetings 1 to 7.</p> <p>2.Quality of completion of project tasks</p>	<p>Criteria: Quality of completion of project tasks</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Students will be given a project assignment related to photography which includes material from meetings 1 to 7. They will be asked to submit the project according to the instructions given. 4 X 50</p>		<p>Material: use of lenses and angles. Reference: Givanda, Griand, 2004, <i>Practical Guide to Creating Interesting Photos</i>, Jakarta: Puspa Swara.</p> <hr/> <p>Material: use of lenses and angles Bibliography: Karen J. Laubenstein, 2007, <i>Digital Wildlife Photography Handbook: US Fish and Wildlife Service</i>.</p>	15%
9	Able to apply composition methods, viewpoints and photography aesthetics	<p>1.Students' ability to identify the principles of the direction of light in photography.</p> <p>2.Active participation in online forums and photography practice.</p> <p>3.The quality of photographic work that reflects the use of the principles of the direction of incident light.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students' ability to identify the principles of the direction of incident light in photography 2.Activities and contributions in online forums and photography practice 3.The quality of photographic work that reflects the use of the principles of the direction of incident light 4.white balance <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Students conduct photography sessions outside of class. They will try to take photos by focusing on identifying and using the correct direction of incident light to create the desired effect. This will be guided by the lecturer or instructor. Students are asked to take a series of photos that show the use of the principles of light direction in photography. They will submit some of their best photos that reflect their understanding of these principles. 2 X 50</p>	<p>Students are given access to online learning materials about the principles of light direction in photography through an e-learning platform. This material will cover the basic concepts of the direction of light coming, its effect on photos, and techniques for identifying the direction of light coming. Students participated in an online forum dedicated to this meeting. They will be asked to discuss their experiences in identifying the direction of light in photos, share examples of successful photos, and provide feedback to fellow students. 2 X 50</p>	<p>Material: <input type="checkbox"/> Can practice photographic composition and photographic aesthetics, including: Composition, Framing, Multiple Exposure, and Golden/Blu hours Reference: Tim Vitale, 2010, <i>Digital Image File Formats and their Storage -- TIFF, JPEG & JPEG2000</i>, Emeryville, CA .</p> <hr/> <p>Material: Can practice photographic composition and photographic aesthetics, including: Composition, Framing, Multiple Exposure, and Golden/Blu hours Reader: Sandy Puc&rsquo, 2008. <i>Children&rsquo Portrait Photography</i>, Buffalo, NY: Amherst Media, Inc.</p> <hr/> <p>Material: Can practice photographic composition and photographic aesthetics, including: Composition, Framing, Multiple Exposure, and Golden/Blu hours Reader: Sandy Puc&rsquo, 2008. <i>Children&rsquo Portrait Photography</i>, Buffalo, NY: Amherst Media, Inc.</p>	3%

10	Students are able to identify appropriate camera angles for certain situations.	<ol style="list-style-type: none"> 1.Students' ability to identify appropriate camera angles for certain situations. 2.Active participation in online forums and photography practice. 3.The quality of photographic work that reflects the selection of the right camera viewpoint. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students' ability to choose the appropriate camera angle 2.Activities and contributions in online forums and photography practices 3.The quality of photographic work that reflects the selection of the right camera viewpoint 4.white balance <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Students are given access to online learning materials about camera angles in photography via an e-learning platform. This material will cover various types of camera angles, their effect on photos, and techniques for selecting appropriate viewpoints. Students participated in an online forum dedicated to this meeting. They will be asked to discuss their experiences in choosing camera angles in photography, share examples of successful photos, and provide feedback to fellow students. 2 X 50	Students conduct photography sessions outside of class. They will try to take photos by focusing on choosing the appropriate camera angle for a particular situation. This will be guided by the lecturer or instructor. Students are asked to take a series of photos that show the use of camera angles appropriate to the context. They will submit some of their best photos that reflect their understanding of camera angles. 2 X 50	<p>Material: Camera point of view practice which includes: Eye level, Low angle, High angle, etc. Reference: <i>Bill Hurter, 2005. Group Portrait Photographer's Handbook, Buffalo, NY: Amherst Media, Inc.</i></p> <p>Material: Practice camera viewpoints which include: Eye level, Low angle, High angle, etc. Reference: <i>Anas, I. 2012. Guide to Digital Photography. Depok: Kanaya Press.</i></p> <p>Material: Camera point of view practice which includes: Eye level, Low angle, High angle, etc. Reference: <i>Mariono, Andi, et al. 2020. Photo Media Development Handout. Surabaya: Unesa FIP Educational Technology</i></p>	3%
11	Students are able to classify types of photos based on the objects taken.	<ol style="list-style-type: none"> 1.Students' ability to classify types of photos based on the objects taken. 2.Active participation in online forums and photography practice. 3.The quality of photographic work that reflects the types of photographs that have been studied. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students' ability to classify types of photos based on the object 2.Activities and contributions in online forums and photography practices 3.The quality of photographic work that reflects the types of photos <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Students conduct photography sessions outside of class. They will try to take photos that match the types of photos they have studied. This will be guided by the lecturer or instructor. Students are asked to take a series of photos that reflect various types of photos based on the object. They will submit some of their best photos that reflect their understanding of types of photos. 2 X 50	Students are given access to online learning materials about types of photos based on objects taken via the e-learning platform. This material will cover various types of photos, such as portrait, landscape, macro, architectural, etc. Students participated in an online forum dedicated to this meeting. They will be asked to discuss the types of photos they are studying, share examples of appropriate photos, and provide feedback to fellow students. 2 X 50	<p>Material: Direction of light in photography which includes: Flat light, Side light, and Back light Reference: <i>Tim Vitale, 2010. Digital Image File Formats and their Storage -- TIFF, JPEG & JPEG2000, Emeryville, CA.</i></p> <p>Material: Direction of light in photography which includes: Flat light, Side light, and Back light Reference: <i>Abdi, Y. 2012. Photography from My Eyes. Jakarta: PT. Elex Media Komutindo Gramedia Group.</i></p> <p>Material: Direction of light in photography which includes: Flat light, Side light, and Back light Reference: <i>Anas, I. 2012. Guide to Digital Photography. Depok: Kanaya Press.</i></p>	3%

12	Students are able to simulate using a DSLR camera to produce the desired photos.	<ol style="list-style-type: none"> 1.Students' ability to simulate using a DSLR camera to produce the desired photos. 2.Active participation in online forums and simulations of using a DSLR camera. 3.The quality of photographic work reflects good use of a DSLR camera. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students' ability to simulate using a DSLR camera 2.Activities and contributions in online forums and simulations of using a DSLR camera 3.The quality of photographic work reflects good use of a DSLR camera 4.white balance <p>Form of Assessment : Participatory Activities, Practice/Performance</p>	Students carry out a simulation session on using a DSLR camera in the application provided. They will be given a DSLR camera and will be directed by the lecturer to take photos with certain settings. Students are asked to produce a series of photos that reflect their understanding of the use of a DSLR camera. They will submit some of their best photos taken during the simulation session. 3 X 50	Students are given access to online learning materials about using DSLR cameras via an e-learning platform. This material will cover the basic functions of a DSLR camera, exposure settings, focus, and lens use. Students participated in an online forum dedicated to this meeting. They will be asked to discuss their experiences in simulating using a DSLR camera, share tips, and provide feedback to fellow students. 2 X 50	<p>Material: Photoshop software by applying each toll in Photoshop.</p> <p>Reference: <i>Anas, I. 2012. Guide to Digital Photography. Depok: Kanaya Press.</i></p> <hr/> <p>Material: Photoshop software by applying each toll in Photoshop.</p> <p>Reader: <i>Mariono, Andi, et al. 2020. Photo Media Development Handout. Surabaya: Unesa FIP Educational Technology</i></p> <hr/> <p>Material: Photoshop software by applying each toll on Photoshop.</p> <p>Reference: <i>Wijayanto, G. 2012. Digital photography is easy. Jakarta: PT. Fun Book.</i></p>	10%
13	Students are able to use a DSLR camera.	<ol style="list-style-type: none"> 1.Students' ability to use a DSLR camera to overcome certain situations. 2.Active participation in online forums and practice exams. 3.The quality of the portfolio of photographic work reflects competence in using a DSLR camera. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students' ability to use a DSLR camera 2.Activities and contributions in online forums and practice exams 3.Portfolio quality of photography work <p>Form of Assessment : Practice / Performance</p>	Students take a practical exam where they will be given certain situations that require the use of a DSLR camera. They will be judged on their ability to handle the situation and produce appropriate photos. Students are asked to compile a portfolio of photography work that reflects various aspects of competence in using a DSLR camera. This portfolio will contain the photos they produce during the course. 2 X 50	Students are given access to online learning materials about using DSLR cameras via an e-learning platform. This material will include an evaluation of competency in using a DSLR camera, including setting exposure, focus, and lens use. Students participated in an online forum dedicated to this meeting. They will be asked to discuss their experiences using DSLR cameras, share challenges they have faced, and provide feedback to fellow students. 2 X 50	<p>Material: Produce edited photos and find out how to use the Pixoto web</p> <p>Reference: <i>Giwanda, Griand, 2004, Practical Guide to Digital Photography, Jakarta: Puspa Swara.</i></p> <hr/> <p>Material: Produce edited photos and find out how to use the pixoto web</p> <p>Reader: <i>Mariono, Andi, et al. 2020. Photo Media Development Handout. Surabaya: Unesa FIP Educational Technology</i></p>	10%

14	Students are able to take photos in the field using photography principles	<ol style="list-style-type: none"> 1.Students' ability to apply photography techniques in the field. 2.Active participation in online forums and field sessions. 3.The quality of field photography work that reflects the application of techniques that have been learned. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students' ability to apply photography techniques in the field 2.Activities and contributions in online forums and field sessions 3.Quality of field photography work 4.Creativity <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Students go to the field location determined by the lecturer. They will take photos at that location by applying everything they have learned previously, including the use of a DSLR camera, exposure settings, composition, and photography aesthetics. Students submitted a number of the best photos they took during the field session. These photos will be judged on technical quality and creativity. 2 X 50	Students are given access to online learning materials about field photography techniques via an e-learning platform. This material will cover techniques for taking photos in various field conditions. Students participated in an online forum dedicated to this meeting. They will be asked to discuss techniques and challenges they face when taking photos in the field. 2 X 50	<p>Material: Produce edited photos and find out how to use the Pixoto web. Reference: <i>Wijayanto, G. 2012. Digital photography is easy. Jakarta: PT. Fun Book.</i></p> <hr/> <p>Material: Produce edited photos and find out how to use the Pixoto web. Reference: <i>Dody Doerjanto, 2005, Photography 1, Surabaya: Unesa University Press.</i></p> <hr/> <p>Material: Produce edited photos and find out how to use the Pixoto web Reference: <i>Giwanda, Griand, 2004, Practical Guide to Digital Photography, Jakarta: Puspa Swara.</i></p>	8%
15	Students are able to create and upload photographic works in an online gallery.	<ol style="list-style-type: none"> 1.Students' ability to create and manage online galleries. 2.Active participation in online forums and creation of online galleries. 3.The quality of online galleries reflects their understanding of the concepts of gallery management and work promotion. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Students' ability to create and manage online galleries 2.Activities and contributions in online forums and creation of online galleries 3.Quality online gallery and descriptions included for each photo 4.Structuring 5.Data details <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Students are asked to practically create an online gallery containing their photographic work. They should upload photos with appropriate descriptions and organize the gallery neatly. 2 X 50	Students are given access to online learning materials about creating and managing online galleries via an e-learning platform. This material will cover the steps for creating an online gallery, uploading photos of your work, and promoting it. Students participated in an online forum dedicated to this meeting. They will discuss their experiences in creating and managing online galleries, share tips for promoting photography work, and provide feedback to fellow students. 2 X 50	<p>Material: Produce edited photos and find out how to use the Pixoto web. Reference: <i>Tjin, E and Mulyadi, E. 2014. Photography Dictionary. Jakarta: PT Elex Media Komputindo Kompas-Gramedia</i></p> <hr/> <p>Material: Produce edited photos and find out how to use the Pixoto web Reference: <i>Giwanda, Griand, 2004, Practical Guide to Digital Photography, Jakarta: Puspa Swara.</i></p> <hr/> <p>Material: Produce edited photos and find out how to use the Pixoto web. Reference: <i>Wijayanto, G. 2012. Digital photography is easy. Jakarta: PT. Fun Book.</i></p> <hr/> <p>Material: Produce edited photos and find out how to use the pixoto web Reader: <i>Mariono, Andi, et al. 2020. Photo Media Development Handout. Surabaya: Unesa FIP Educational Technology</i></p>	5%

16	UAS	The quality of photographic work that reflects the practical application of the concepts that have been taught.	<p>Criteria: The quality of photographic work that reflects the application of photography concepts</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Students are asked to take and upload several photographic works according to the topics they have studied. This photographic work will be judged based on photography technique, composition and aesthetics. 4 X 50	<p>Material: Produce edited photos and find out how to use the pixoto web</p> <p>Reader: <i>Mariono, Andi, et al. 2020. Photo Media Development Handout. Surabaya: Unesa FIP Educational Technology</i></p> <p>Material: Produce edited photos and find out how to use the Pixoto web.</p> <p>Reference: <i>Dody Doerjanto, 2005, Photography 1, Surabaya: Unesa University Press.</i></p> <p>Material: Produce edited photos and find out how to use the Pixoto web.</p> <p>Reference: <i>Dody Doerjanto, 2005, Photography 1, Surabaya: Unesa University Press.</i></p>	22%
----	-----	---	---	---	---	-----

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	15,5%
2.	Project Results Assessment / Product Assessment	60,5%
3.	Practice / Performance	24%
		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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.