

Universitas Negeri Surabaya Faculty of Education, Special Education Undergraduate Study Program

Document Code

	UNESA																
			;	SEME	STE	R L	EARNI	NG	PLAI	N							
Courses			CODE				Cou	Course Family		Credit Weight		9	SEMESTER	Com	npilati	on	
Brail	le II			86202020	53					T=	2 P=0	ECTS=3.	.18	6	July	18, 20)24
AUTI	HORIZATION			SP Devel	oper				Course Cluster Coordinate				Study Program Coordinator				
												Dr. H. Pamuji, M.Kes.					
Lear	ning model	Case Studies															
Program Learning		PLO study program that is charged to the course															
Outo	comes (PLO)	Program Objectives (PO)															
		PLO-PO Matrix															
			P.O														
		PO Matrix at the end of each learning stage (Sub-PO)															
			P.O						Wee	ek							l
				1 2	3	4	5 6	7	8 9	10	11	12	13	14 1	.5	16	1
Short Course Description		Study and understanding of advanced Braille writing, according to EYD, short Braille writing, Braille abbreviations, and Braille development using computerization and the internet, as well as Braille for Mathematics and Natural Sciences, music, foreign languages (Arabic, Koran, English, and regional languages).															
Refe	erences	Main :															
		9. Wu, B.H. 10. Mitranetr	as, 2000. Pecas, 2000. Pecas, 2001. Alqura 2001. Alqura 200is, 1988. Solitranetra; 20 iknas: 2004. Network Sol ggal 14 Juli 2007. E-lear	doman Tulis domanMIPA n Braille In Standart Er 105. Braille Pendidikan lution Inc.2	san Bra A Braille donesia nglish B Dindon Tunan 007. E	tille Sing e Indone a., Jakar Braille in esia bag netra Ind I-learnin	kat Indonesi esia. Jakarta: rta: Mitranetr Twenty Less gi Tunanetra lonesia. Jaka g Disabilities Learning Pr	a. Jaka Dikme a. on. Ne Jakart rta:Dik for Bl	arta: Dikme num w York:Ho a: MMBC menum. lind. Terse http://www	enum ooper & edia pad v.aypf.or	a. http:/	oriefs/2004	4/fbo7	'0999.htm.		diaks	ses
		Supporters:															
Supporting lecturer Prof. Dr. H. Murtadlo, M.P Dr. H. Pamuji, M.Kes. Acep Ovel Novari Beny, N		Kes.															
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)		
Advanced Braille, computer Braille, Discuss the Arabic Braille, and e-learning in plan lecture.			he lecture syllabus and ires using computers and				Compute and interr application in mastering 2 X 50 braille	rnet ons						0%			

2	English Braille construction (English abbreviation) dot-braille and Braille alphabet in reading and writing via speaking computer and manually (Braille typewriter), starting AZ in Braille shorthand. As well as Braille in regional language writing (Javanese and Sundanese)	English Braille construction (abbreviation for English), Braille alphabet in reading and writing via computer and manually (Braille typewriter), as well as Braille in regional language writing (Javanese and Sundanese)		nternet ations ering 0	0%
3	Braille Applications in Mathematics and Natural Sciences (MATHEMATICS AND SCIENCES courses) Introduction to computers and computer applications in Braille.	How to operate a computer individually with the guidance of lecturers/researchers until they are able to write Latin and Braille		ations ering	0%
4	Write essays and present using a talking computer.	presenting using a talking computer.		nternet ations ering 0	0%
5	Learn Braille by looking for Braille guidelines on the Mitrahetra.Jakarta site	Introduction to the internet in Braille and internet applications in Braille Learning		ers to ssions ss, uter sternet ations siching ery of	0%
6	Using a Braille computer to write Braille and then read by the computer's Jows 50 program.	Benefits of using computers and the internet for blind students	intern comp	uter ations nment Pring	0%
7	open the Jakarta Central Education Department's internet site to get any information from the site http://www.dikti.org http://www.Dikti.org. Braille development tasks	How to teach with Braille		nternet ations ering 0	0%
8	UTS		2 X 50		0%
9	Braille materials via the internet site at http://www.aypf.org forumbriefs/2004/fbo70999.htm.and the info is read by a talking computer.	internet site at http://www.aypf.org forumbriefs/2004/fbo70999.htm.and the info is read by a talking computer.	Compapplic in maste 2 X 50 braille	eations ering O	0%
10	. Braille application in MIPA via computer & internet	Braille Application in MIPA		ion nswer ssions ss, utter ternet ations iching ery of	0%
11	Indonesian language application in Braille and foreign languages (English and Arabic/Quran).	Computer Applications in Indonesian and foreign braille (English and Arabic/ Al-Quran)		aternet ations	0%
12	Foreign language application in Braille via internet browsing	Foreign Language Applications in braille and the internet		aternet ations	0%
13	teaching braille, and the task of making braille teaching aids, on internet searches in foreign languages Braille	Practicing teaching braille, making braille teaching aids and internet searches in braille foreign languages		aternet lations	0%
14	transcribe Arabic/Quran in Braille	transcribe Arabic/Quran in Braille	2 X 50 braille traine	•	0%
15	Printer/prints Braille via Braillo computer, creates Braille compositions via computer and reports via the internet.	print Braille via a Braillo computer and report it via the internet.		nternet ations ering	0%

40				
16				0%
		2 X 50		

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage	
		0%	

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.
- 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.
- 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.
- 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
- 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.