

1	Utilizing science and technology in developing a system for deaf children. Make a resume about Siskom	1. Identifying the essence of the system 2. Formulate the concept of deaf children. 3. Describe the function of language	Criteria: Rubric Form of Assessment : Participatory Activities	scientific approach Discussion Presentation 2 X 50		Material: Material 1 Bibliography: <i>Bunawan, Lani. Yuwati, Cecilis Susila. 2000. Language Mastery of Deaf Children. Jakarta</i>	3%
2	Development of communication systems in deaf education	Describe and give examples of the development of communication systems in deaf education	Criteria: Rubric Form of Assessment : Participatory Activities	Discussion Presentation 2 X 50		Material: Material 2 Reference: <i>Bunawan, Lani. Yuwati, Cecilis Susila. 2000. Language Mastery of Deaf Children. Jakarta</i>	2%
3	Understand and distinguish the various foundations of oral methods.	1. Formulate and give examples: 2. Oral Communication Methods: Philosophical foundations, Psychological foundations 3. Sociological foundations	Criteria: Rubric Form of Assessment : Participatory Activities	Discussion Presentation 2 X 50		Material: Material 3 Literature: <i>Bunawan, Lani. Yuwati, Cecilis Susila. 2000. Language Mastery of Deaf Children. Jakarta</i>	2%
4	Understanding the requirements for implementing the oral method: - From the student's perspective - From the program service - From the staff perspective In terms of staff and	Summarizing the requirements for implementing the oral method: - From a student perspective - From program services - From a staff perspective - From a facilities and infrastructure perspective	Criteria: Rubric Form of Assessment : Participatory Activities	BW 2 Video 2 X 50		Material: Material 4 Reference: <i>Bunawan, Lani. Yuwati, Cecilis Susila. 2000. Language Mastery of Deaf Children. Jakarta</i>	2%
5	Analyze, identify factors that influence the success of oral methods.	Identifying factors that influence the success of oral methods.	Criteria: Rubric Form of Assessment : Participatory Activities	Discussion Presentation 2 X 50		Material: Material 5 References: <i>Bunawan, Lani. Yuwati, Cecilis Susila. 2000. Language Mastery of Deaf Children. Jakarta</i>	2%
6	Understand Manual Communication methods	Describe the development of the Manual Communication method	Criteria: Rubric Form of Assessment : Participatory Activities, Portfolio Assessment	scientific Presentation Discussion 2 X 50		Material: Material 6 References: <i>Bunawan, Lani. Yuwati, Cecilis Susila. 2000. Language Mastery of Deaf Children. Jakarta</i>	2%
7	Explain the components that determine the meaning of a signal	Identifying components that determine the meaning of signals	Criteria: Rubric Form of Assessment : Participatory Activities	Discussion Presentation 2 X 50		Material: Material 7 Bibliography: <i>Donald F. Moores, 2001. Educating the Deaf. Boston</i>	2%
8		test	Criteria: Rubric Form of Assessment : Test	2 X 50		Material: Material 1-7 References: <i>Donald F. Moores, 2001. Educating the Deaf. Boston</i>	10%

9	Understanding types of signs (isyando, ASL and BISINDO)	Identify various signs (isyando, ASL and BISINDO)	Criteria: Rubric Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Discussion Presentation 2 X 50		Material: Material 9 Bibliography: <i>Donald F. Moores, 2001. Educating the Deaf. Boston</i>	5%
10	Able to communicate using the finger alphabet	Have a conversation via finger alphabet	Criteria: rubric Form of Assessment : Project Results Assessment / Product Assessment	scientific Presentation Discussion 2 X 50		Material: Material 10 References: <i>..., Deafness A Guide for Parents, Teachers and Community Workers UNESCO</i>	5%
11	Suitable material?	Product	Criteria: rubric Form of Assessment : Project Results Assessment / Product Assessment	Face to face		Material: Material 11 Bibliography: <i>Donald F. Moores, 2001. Educating the Deaf. Boston</i>	10%
12	according to material 12	Product	Criteria: Rubric Form of Assessment : Project Results Assessment / Product Assessment	Face to face		Material: Material 12 Bibliography: <i>Donald F. Moores, 2001. Educating the Deaf. Boston</i>	10%
13	Understand the use of combination methods in deaf communication	Give examples of communication using communication methods	Criteria: Rubric Form of Assessment : Project Results Assessment / Product Assessment, Test	Discussion Presentation 2 X 50		Material: Material 13 References: <i>..., Deafness A Guide for Parents, Teachers and Community Workers UNESCO</i>	10%
14	Understanding Total Communication: concept, background of total communication	Find and prove various solutions to social problems in the family	Criteria: Rubric Form of Assessment : Project Results Assessment / Product Assessment	Discussion Presentation 2 X 50		Material: Material 14 Bibliography: <i>..., Deafness A Guide for Parents, Teachers and Community Workers UNESCO</i>	10%
15	Understand the components in total communication	Explain the components in total communication	Criteria: Rubric Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Discussion Presentation 2 X 50		Material: Material 15 References: <i>..., Deafness A Guide for Parents, Teachers and Community Workers UNESCO</i>	10%
16		Test	Criteria: rubric Form of Assessment : Test	2 X 50		Material: Material 1 to end References: <i>Scheetz, Nanci A, (2012), Deaf education in the 21st century : topics and trends, Pearson Education, Inc. United States of America</i>	15%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	14%
2.	Project Results Assessment / Product Assessment	47.5%
3.	Portfolio Assessment	8.5%
4.	Test	30%
		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.