	Universitas Negeri Surabaya **Faculty of Engineering** **, Information Technology Education Undergraduate Study Program**	**Document Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Digital Literacy	8320702108		T=2	P=0	ECTS=3.18	2	July 18, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Drs. Bambang Sujatmiko, M.T.

Learning model	**Project Based Learning**
Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**
	Program Objectives (PO)
	PLO-PO Matrix

P.O

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Short Course Description	This course provides students with an understanding of digital literacy, data processing including basic programming, finding and filtering information, using, finding and filtering information, using technology for collaboration, and creating technology-based content. All lecture activities will be carried out through discussions, searching for information via ICT, practice using technology for collaboration, creating data processing programs, as well as projects creating information technology-based content. theoretical assessment and mastery of skills regarding (1) culture, understanding the various contexts of users of the digital world; (2) cognitive, thinking power in assessing content; (3) constructive, namely creating something that is expert and actual; (4) communicative, namely understanding the performance of networking and communication in the digital world; (5) responsible self-confidence; (6) creative, doing new things in new ways; (7) be critical in responding to content; and (8) socially responsible. In this case there are 3 levels in the development of digital literacy, namely: a. The first level, digital competency which includes skills, concepts, approaches and behavior; b. The second level, digital use which refers to the application of digital competencies related to a particular context; c. The third level, digital transformation which requires creativity and innovation in the digital world
References	**Main :**

1. Clark, Ruth Colvin. 2013. Scenario-Based e-Learning, Evidence-Based Guidelines for Online Workforce Learning . London: Pfeiffer Publisher.
2. Mayer, Richard E. 2003. Multimedia Learning. London: Cambridge University Press.
3. Wibawa, Setya Chendra. 2018. Pengembangan Media Pembelajaran Berbasis Multimedia . Surabaya: Unipress Unesa.
4. Tim Elearning. 2018. Pengembangan elearning . Surabaya: Unipress Unesa.

	Supporters:
Supporting lecturer	Setya Chendra Wibawa, S.Pd., M.T. Ghea Sekar Palupi, S.Kom., M.I.M.

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	Describe the SYLLABUS and a brief definition of the Definition of Digital Literacy			Presentation, group discussion and reflection 2 X 50			0%
2	Know about media technology	1. Explain the history of the development of media technology. 2. Categorize types of media literacy.		Presentation, group discussion and reflection 2 X 50			0%
3	Analyzing hoax content	1. Explain the concept of hoax information data 2. Explaining techniques for authenticity of information data		Presentation, group discussion and reflection 2 X 50			0%
4	Explain the meaning of infographics	1. Explain the meaning of infographic media 2. Provide examples of infographics		Presentation, group discussion and reflection 2 X 50			0%
5	Implementing infographics in the field of advanced science study programs	Explains how to implement infographics according to the field of study		Presentation, group discussion and reflection 2 X 50			0%
6	Implementing textbook infographics into digital explainer videos	Describes videographic publications		Presentation, group discussion and reflection 2 X 50			0%
7	Implementing textbook infographics into advanced digital explainers	Explains techniques for making textbooks into explainers		Presentation, group discussion and reflection 2 X 50			0%
8	UTS	UTS		2 X 50			0%
9	Create sound animated video content into MS PowerPoint	Explains how to create sound animated video content into MS PowerPoint		Presentation, group discussion and reflection 2 X 50			0%
10	Explains the basics of algorithms and programming	Basic programming algorithms		Presentation, group discussion and reflection 2 X 50			0%
11	Explaining Algorithm Functions and Advanced programming	Apply logical functions according to the field of study		Presentation, group discussion and reflection 2 X 50			0%

12	Implementing Algorithms and programming	Implement logic functions according to the field of study with the Scratch application		Presentation, group discussion and reflection 2 X 50			0%
13	Project management	Conceptualize analysis, verification and validation of project meetings 4-9		Presentation, group discussion and reflection 2 X 50			0%
14	Implement Advanced project Management	Explanation of how to analyze, verify and validate projects meeting 10-12		Presentation, group discussion and reflection 2 X 50			0%
15	Data storage in the cloud (Cloud Storage)	Explanation of how to carry out data storage techniques in the cloud		Group discussion and reflection 2 X 50			0%
16	Work Product Presentation (UAS)	Present the final product		Presentation, group discussion and reflection 2 X 50			0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.