

## Universitas Negeri Surabaya Faculty of Social and Legal Sciences, Bachelor of Laws Study Program

Document Code

Week- stage (Sub PO) Indicator Criteria & Form Offline (Online (Online ) References Weight (%)					SEME	ESTER	LEAR	NINC	6 PI		N			
AUTHORIZATION SP Developer Course Cluster Coordinator Study Program Coordinator Coordinato	Courses			CODE	Course Fami		mily	Credit Weight		5	SEMESTER			
Coordinator         Coordinator           Uta Mahardhika, S.H., M.H.         Learning model         Vita Mahardhika, S.H., M.H.           Learning model         PLO study program that is charged to the course         Vita Mahardhika, S.H., M.H.           Learning model         PLO study program that is charged to the course         Vita Mahardhika, S.H., M.H.           Learning model         PLO.PO Matrix         PLO.PO Matrix         PLO.PO Matrix           PO         Image: State Studies         PLO.PO Matrix         PLO.PO Matrix           Image: State Studies         PLO.PO Matrix         Image: State Studies         Image: State Studies           Short         Thic course provides students with on understanding of digital literacy, data processing information, using information using and fileroing program. Searching for informating literatory information, using information using inthe digital using which re	Digital Literacy			7420102210					P=0	ECTS=3	3.18	0	July 18, 2024	
Learning Model       Case Studies         Program Outcomes       PLO study program that is charged to the course         Program Outcomes       Program Objectives (PO)         PLO-PO Matrix       P.O         PO       PO         PO       PO         PO       PO         PO       Version         PO       PO         PO       Version         PO       1       2       3       4       5       6       7       8       9       10       11       12       13       14       15       16         Short       Initis course provides students with an understanding of digital literay, finding and filtering information, using, data processing including basic programming, finding course       Course       Social responsibiliteray inding and filtering information, using, indig technology for collaboration, representing data processing program, see weat as projects creating information technology-based content. All tecture eactivities will be carried out through discussions, searching for information via ICT, practice using information via ICT, p	AUTHORIZATION		1	SP Developer			Course Cluster Coordinator			or s	Study Program Coordinator			
model       Program         Program       PLO Study program that is charged to the course         Learning Outcomes       PLO         Program       Discretives (PO)         PLO-PO Matrix       PLO         PO Matrix at the end of each learning stage (Sub-PO)       PO         PO Matrix at the end of each learning stage (Sub-PO)       PO         PO Matrix at the end of each learning stage (Sub-PO)       PO         Image: PLO - PO Matrix       P.O         Image: PLO - PO Matrix			-								N	Vita Mahardhika, S.H., M.H.		
Learning (PLO)       Program Objectives (PO)         PLO-PO Matrix       P.O         PO Matrix at the end of each learning stage (Sub-PO)         PO Matrix at the end of each learning stage (Sub-PO)         PO Matrix at the end of each learning stage (Sub-PO)         PO matrix at the end of each learning stage (Sub-PO)         PO matrix at the end of each learning stage (Sub-PO)         PO matrix at the end of each learning stage (Sub-PO)         Program Objectives (PO)         Program Objective (PO)         Program (														
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PLO-PO Matrix         PO         Matrix at the end of each learning stage (Sub-PO)         PO Matrix at the end of each learning stage (Sub-PO)         PO Matrix at the end of each learning stage (Sub-PO)         PO 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 technology for collaboration, and creating technology based content. All lecture activities will be carried out through discussions, searChing for information using technology-based content. Theoretical assessment and mastery of skills regarding (1) culture, understanding the values contexts of users of the digital (4/C) competitive matrix processing programs, as well as projects creating information technology-based content. Theoretical assessment and mastery of skills regarding (1) culture, understanding the values contexts of users of the digital (4/C) competitive in assessment and evelopment of digital literacy, namely can 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 use which refers to the application of digital competencies related to a particular context; c. The third level, digital use 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: Pleffer Publisher. 2. Wayee, Richard E. 2003. Multimedia Learning, London: Cambridge University	Outcom		Program Objectives (PO)											
PO Matrix at the end of each learning stage (Sub-PO)           P.O         Image: Contract of the end of each learning stage (Sub-PO)           Image: Contract of the end of each learning stage (Sub-PO)         Image: Contract of the end of each learning stage (Sub-PO)           Short         This course provides students with an understanding of digital literacy, data processing including basic programming, finding and filtering information, using technology for collaboration, and creating technology constructive, namely understanding of digital literacy, data processing including basic programming, finding and filtering information. Using technology constructive, namely understanding the various contexts of users of the digital world: (2) cognitive, thinking power in assessment and mastery of skills regarding (1) culture, understanding the various contexts of users of networking and communication, end the digital world: (2) cognitive, thinking power in assessment and basic programs. as well as projects creating schemic (3) constructive, namely understanding the performance of networking and communication in the digital world: (2) cognitive, thinking power in assessment and basic programmication 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 Worldroce Learning - London: Pfelfer 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.           Supporting lecture:	(FLO)		PLO-PO Matri	x										
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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 via ICT, practice using technology for collaboration, creating data processing programs, as well as projects creating information via ICT, practice using technology for collaboration, creating data processing programs, as well as projects creating information via ICT, practice using technology for collaboration, creating data processing programs, as well as projects 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 mew 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 : <ul> <li>Clark, Ruth Colvin. 2013. Scenario-Based e-Learning, Evidence-Based Guidelines for Online Workforce Learning . London: Pleiffer Publisher.</li> <li>Mayer, Richard E. 2003. Multimedia Learning. London: Cambridge University Press.</li> <li>Supporters:</li> <li< td=""><td></td><td></td><td colspan="10">PO Matrix at the end of each learning stage (Sub-PO)</td></li<></ul>			PO Matrix at the end of each learning stage (Sub-PO)											
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Week-       Final abilities of each learning elearning elearning stage       Evaluation       Help Learning methods, Student Assignments, [Estimated time]       Learning materials [Estimated time]       Assessment Weight (%)	Course	tion	and filtering info based content. A technology for of content. theoret the digital world and actual; (4) of (5) responsible socially respons competency wh application of d	ormation All lectu collabora ical ass ; (2) cog commun self-con sible. In ich inclu igital co	, using, find re activities ation, creatir essment an initive, thinki icative, nam fidence; (6) this case th udes skills, o mpetencies	ing and filterin will be carried ong data process d mastery of s ing power in a vely understan creative, doin here are 3 leve concepts, appir related to a j	g informatio out through ssing progra skills regard ssessing con ding the per g new thing els in the de roaches and	n, using discuss ms, as v ng (1) c ottent; (3) formanc s in new evelopme behavio	techn sions, s well as ulture, const e of ne ways ent of or; b.	ology search proje unde ructive tworki ; (7) b digital The se	for collab hing for in cts creati rstanding e, namely ing and co e critical literacy, econd leve	oration forma ng inf the v creati ommu in resp name el, dig	n, and creati tion via ICT, ormation tec arious conte ing somethin nication in th oonding to c ly: a. The fir ital use whic	ng technology- practice using hnology-based xts of users of g that is expert e digital world; ontent; and (8) st level, digital h refers to the
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         Week-         Final abilities of each learning stage (Sub Pon)         Indicator       Criteria & Form         Offline (       Online ( online )	References		Main :											
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Iecturer       Help Learning, Learning methods, Student Assignments, [Estimated time]       Learning materials [ References]       Assessment Weight (%)			Supporters:											
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Week-     Final abilities of each learning stage (Sub PO)     Evaluation     Learning methods, Student Assignments, [Estimated time]     Learning materials       Week-     Indicator     Criteria & Form     Offline (     Online ( online )     References		ing												
(Sub-PO) offline	Week- eac		ch learning					Lear Stude [E	ning methods, nt Assignments, stimated time]			materials [	Assessment Weight (%)	

(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	<ol> <li>Explain the history of the development of media technology.</li> <li>Categorize types of media literacy.</li> </ol>		Presentation, group discussion and reflection 2 X 50			0%
3	Analyzing hoax content	<ol> <li>Explain the concept of hoax information data</li> <li>Explaining techniques for authenticity of information data</li> </ol>		Presentation, group discussion and reflection 2 X 50			0%
4	Explain the meaning of infographics	<ol> <li>Explain the meaning of infographic media</li> <li>Provide examples of infographics</li> </ol>		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: 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.
- 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.