



**Universitas Negeri Surabaya
Vocational Faculty,
D4 Graphic Design Study Program**

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																														
Infographics	9034204445	Compulsory Study Program Subjects	T=1 P=3 ECTS=6.36	5	July 29, 2022																																																																																														
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																															
	Meirina Lani Anggapuspa, S.Sn., M.Sn.		Nanda Nini Anggalih, S.Pd., M.Ds.	Asidigisianti Surya Patria, S.T., M.Pd.																																																																																															
Learning model	Project Based Learning																																																																																																		
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																																																																		
	PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned																																																																																																	
	PLO-6	Able to design, implement and produce graphic design work both manually and digitally.																																																																																																	
	Program Objectives (PO)																																																																																																		
	PO - 1	Able to contribute to improving the quality of life in society, nation, state and civilization based on Pancasila through "Infogra																																																																																																	
	PO - 2	Able to realize quality and measurable work in the creative process of working on infographics																																																																																																	
	PO - 3	Master the facts, concepts, principles, laws, theories and methodologies of the core field of Graphic Design through infographics																																																																																																	
	PLO-PO Matrix																																																																																																		
		<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-6</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></td> </tr> </tbody> </table>				P.O	PLO-3	PLO-6	PO-1	✓		PO-2			PO-3																																																																																				
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Short Course Description	Course to master skills in processing verbal data into visual works through systematic steps. The study materials provided are: data management, documents related to actual news in digital and print media. Layout of images, text, info/connecting lines, panels, backgrounds in accordance with the rules of Visual Communication Design.																																																																																																		
References	Main :																																																																																																		
	<ol style="list-style-type: none"> 1. Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013 2. Isabel Meirelles. Design for Information: An Introduction to the Histories, Theories, and Best Practices Behind Effective Information Visualizations. Rockport. 2013 Sandra Rendgen. Information Graphics. Taschen. 2012 3. Jason Lankow, Josh Ritchie, Ross Crooks. Kedayatan Cara Ber cerita Visual. Gramedia, Jakarta, 2012 4. Christoper Lee. Yuk, Optimalkan Visualisasi Data Dengan Chart dan Infografis. Elex Media Komputindo, Jakarta, 2014. 5. Sandra Rendgen. Information Graphics. Taschen. 2012 																																																																																																		
	Supporters:																																																																																																		
Supporting lecturer	Nova Kristiana, S.Sn., M.Sn. Meirina Lani Anggapuspa, S.Sn., M.Sn.																																																																																																		

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	Able to understand the meaning and types of Infographics	Students can explain the importance of studying infographics	Criteria: Activeness in class discussions Form of Assessment : Participatory Activities	Lectures and questions and answers 4 X 50		Material: Types of Infographics Reader: Isabel Meirelles. <i>Design for Information: An Introduction to the Histories, Theories, and Best Practices Behind Effective Information Visualizations.</i> Rockport. 2013 Sandra Rendgen. <i>Information Graphics.</i> Taschen. 2012	5%
2	Able to understand the purpose and meaning of making infographics	1.Students can describe the history of infographics 2.Students can describe the purpose and meaning of infographics 3.Students can describe the elements of infographics	Criteria: 1.Presentation material is presented coherently and systematically 2.The language used is easy to understand 3.Respond well to questions/discussions Form of Assessment : Participatory Activities	Lecture, question and answer, Practice 4 X 50		Material: Steps for designing Infographics Readers: Jason Lankow, Josh Ritchie, Ross Crooks. <i>The Power of Visual Storytelling.</i> Gramedia, Jakarta, 2012	5%
3	Able to understand the purpose and meaning of making infographics	1.Students can describe the history of infographics 2.Students can describe the purpose and meaning of infographics 3.Students can describe the elements of infographics	Criteria: 1.Presentation material is presented coherently and systematically 2.The language used is easy to understand 3.Respond well to questions/discussions Form of Assessment : Participatory Activities	Lecture, question and answer, Practice 4 X 50		Material: Steps for designing Infographics Readers: Jason Lankow, Josh Ritchie, Ross Crooks. <i>The Power of Visual Storytelling.</i> Gramedia, Jakarta, 2012	5%

4	Able to understand the steps in designing infographics	Students can describe the steps for designing infographics	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Conformity with the theme. 2.2. Unique and interesting 3.3. Original 4.4. Coloring Technique 5.5. Finishing <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement. The lecturer asks: Designing an infographic. Students create an infographic design.</p> <p>Phase 2: Developing a project plan. The lecturer makes an agreement on the deadline for submitting the project. Students prepare a timeline for completing the project.</p> <p>Phase 3: Develop a schedule . The lecturer makes an agreement on the final deadline for submitting the project. Students develop a timeline for completing the project. 4 X 50</p>		<p>Material: Steps for making infographics Reader: Randy Krum. <i>Cool Infographics: Effective Communication with Data Visualization and Design.</i> Wiley. 2013</p> <hr/> <p>Material: Infographic visualization type Reader: Christopher Lee. <i>Come on, optimize data visualization with charts and infographics.</i> Elex Media Komputindo, Jakarta, 2014.</p>	5%
5	Able to understand the steps in designing infographics	Students can describe the steps for designing infographics	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Conformity with the theme. 2.2. Unique and interesting 3.3. Original 4.4. Coloring Technique 5.5. Finishing <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit of 4 X 50</p>		<p>Material: Steps for making infographics Reader: Randy Krum. <i>Cool Infographics: Effective Communication with Data Visualization and Design.</i> Wiley. 2013</p> <hr/> <p>Material: Infographic visualization type Reader: Christopher Lee. <i>Come on, optimize data visualization with charts and infographics.</i> Elex Media Komputindo, Jakarta, 2014.</p>	5%

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7	Able to understand the steps in designing infographics	Students can describe the steps for designing infographics	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Conformity with the theme. 2.2. Unique and interesting 3.3. Original 4.4. Coloring Technique 5.5. Finishing <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students collect their work according to the agreed deadline.</p> <p>Phase 5: Testing the Results. Students explain and present the lecturer's results on the accuracy of the interface on 4 X 50 media.</p>		<p>Material: Steps for making infographics Reader: Randy Krum. <i>Cool Infographics: Effective Communication with Data Visualization and Design.</i> Wiley. 2013</p> <hr/> <p>Material: Infographic visualization type Reader: Christopher Lee. <i>Come on, optimize data visualization with charts and infographics.</i> Elex Media Komputindo, Jakarta, 2014.</p>	5%

8	Able to understand the steps in designing infographics	Students can describe the steps for designing infographics	<p>Criteria:</p> <ol style="list-style-type: none"> 1.1. Conformity with the theme. 2.2. Unique and interesting 3.3. Original 4.4. Coloring Technique 5.5. Finishing <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. Lecturer gives students time to reflect and revise the project. Lecturer provides suggestions and input on the 4 X 50 project</p>	<p>Material: Steps for making infographics Reader: <i>Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</i></p> <hr/> <p>Material: Infographic visualization type Reader: <i>Christopher Lee. Come on, optimize data visualization with charts and infographics. Elex Media Komputindo, Jakarta, 2014.</i></p>	10%
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9	<p>1. Able to design infographics into print media</p> <p>2. Able to understand the function and role of Infographics in print media</p>	<p>Students can describe the function and role of infographics and visualize them in print media</p>	<p>Criteria: The data visualization in the infographic is well read</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement. The lecturer asks: Designing infographics in print media. Students create packaging designs in print media.</p> <p>Phase 2: Developing a project plan. The lecturer makes an agreement on the deadline for submitting the project. Students prepare a timeline for completing the project.</p> <p>Phase 3: Develop a schedule . The lecturer makes an agreement on the final deadline for submitting the project. Students develop a timeline for completing the project. 4 x 50</p>	<p>Material: Types of infographic visualization Reader: Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</p> <p>Material: Stages of infographic visualization Reader: Sandra Rendgen. Information Graphics. Taschen. 2012</p>	5%
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11	<p>1. Able to design infographics into print media</p> <p>2. Able to understand the function and role of Infographics in print media</p>	<p>Students can describe the function and role of infographics and visualize them in print media</p>	<p>Criteria: The data visualization in the infographic is well read</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 5: Testing the Results Students explain and present the results of the lecturer, accuracy of the interface on the media</p> <p>Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions. and input on the project. 4 x 50</p>	<p>Material: Types of infographic visualization Reader: <i>Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</i></p> <hr/> <p>Material: Stages of infographic visualization Reader: <i>Sandra Rendgen. Information Graphics. Taschen. 2012</i></p>	5%
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12	<p>1.Able to design infographics into books</p> <p>2.Able to understand the function and role of infographics in a book</p>	<p>Students can describe the function and role of infographics and visualize them in a book</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The data visualization in the infographic is well read 2.Infographic visualization according to the target audience 3.Infographic visualization according to its function <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 1: Determining Basic Questions Lecturer asks: Develop design concept Students respond to lecturer's statement. The lecturer asks: Designing infographics in a book. Students create an infographic design in a book.</p> <p>Phase 2: Developing a project plan. The lecturer makes an agreement on the deadline for submitting the project. Students prepare a timeline for completing the project.</p> <p>Phase 3: Develop a schedule . The lecturer makes an agreement on the final deadline for submitting the project. Students develop a timeline for completing the 4 x 50 project</p>		<p>Material: Types of infographic visualization Reader: Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</p> <hr/> <p>Material: Infographic visualization stages References:</p> <hr/> <p>Material: Stages of infographic visualization Reader: Sandra Rendgen. Information Graphics. Taschen. 2012</p>	5%
13	<p>1.Able to design infographics into books</p> <p>2.Able to understand the function and role of infographics in a book</p>	<p>Students can describe the function and role of infographics and visualize them in a book</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The data visualization in the infographic is well read 2.Infographic visualization according to the target audience 3.Infographic visualization according to its function <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 4: Monitoring The lecturer monitors the student process of collecting project results. Students submit their work according to the agreed time limit of 4 x 50</p>		<p>Material: Types of infographic visualization Reader: Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</p> <hr/> <p>Material: Stages of infographic visualization Reader: Sandra Rendgen. Information Graphics. Taschen. 2012</p>	10%

14	<p>1.Able to design infographics into books</p> <p>2.Able to understand the function and role of infographics in a book</p>	Students can describe the function and role of infographics and visualize them in a book	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The data visualization in the infographic is well read 2.Infographic visualization according to the target audience 3.Infographic visualization according to its function <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>Practice Studio Project Based Learning, Discussion in groups</p> <p>Phase 5: Testing the Results Students explain and present the results of the lecturer, accuracy of the interface on the media</p> <p>Phase 6: Evaluation of Experience Students revise if the work produced has not reached the standards set. The lecturer gives the students time to reflect and revise the project. The lecturer provides suggestions. and input on the project. 4 x 50</p>		<p>Material: Types of infographic visualization Reader: <i>Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</i></p> <hr/> <p>Material: Infographic visualization stages References:</p> <hr/> <p>Material: Stages of infographic visualization Reader: <i>Sandra Rendgen. Information Graphics. Taschen. 2012</i></p>	10%
15	<p>1.Able to design Infographics for social media</p> <p>2.Able to understand the function and role of Infographics in social media</p>	Students can design infographics for social media	<p>Criteria:</p> <ol style="list-style-type: none"> 1.The data visualization in the infographic is well read 2.Infographic visualization is on target 3.Infographic visualization according to its function <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecture, question and answer, practice, discussion 4 x 50		<p>Material: Types of infographic visualization Reader: <i>Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</i></p> <hr/> <p>Material: Infographic visualization stages Reader: <i>Sandra Rendgen. Information Graphics. Taschen. 2012</i></p>	5%

16	<p>1. Able to design Infographics for social media</p> <p>2. Able to understand the function and role of Infographics in social media</p>	Students can describe the function and role of infographics and visualize them on social media	<p>Criteria:</p> <ol style="list-style-type: none"> 1. The data visualization in the infographic is well read 2. Infographic visualization is on target 3. Infographic visualization according to its function <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Lecture, question and answer, practice, discussion 4 x 50	<p>Material: Types of infographic visualization Reader: <i>Randy Krum. Cool Infographics: Effective Communication with Data Visualization and Design. Wiley. 2013</i></p> <hr/> <p>Material: Infographic visualization stages Reader: <i>Sandra Rendgen. Information Graphics. Taschen. 2012</i></p>	10%
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Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17.5%
2.	Project Results Assessment / Product Assessment	82.5%
		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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.