



Universitas Negeri Surabaya
Faculty of Education,
Early Childhood Education Masters Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																																																																																					
AUD Digital Literacy	8610702007		T=1 P=0 ECTS=2.24	1	July 17, 2024																																																																																																																					
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																																																																																						
	Dr. Ruqoyyah Fitri, S.Ag., M.Pd.																																																																																																																						
Learning model	Project Based Learning																																																																																																																									
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																																									
	PLO-5	Mastering PAUD concepts and theories, the latest research methods on early childhood, quality management concepts, and being able to access, develop and use multi-modal learning resources according to adaptive principles by adapting to the dynamics of the educational environment, technology, policies and needs of early childhood; (Knowledge) (profiles 1, 2, 3);																																																																																																																								
	PLO-7	Synthesize theories of early childhood education and learning and conduct children's research with various innovative approaches; (Special Skills) (profile 1);																																																																																																																								
	Program Objectives (PO)																																																																																																																									
	PO - 1	Define the concept and explain the benefits of digital literacy																																																																																																																								
	PO - 2	Using online media and applications to create presentations, surveys and videos used for communication and learning																																																																																																																								
	PO - 3	Applying academic values, norms and ethics in the use of digital literacy																																																																																																																								
	PO - 4	Able to examine the importance of digital literacy in facing the challenges and opportunities of the 21st century, examine the basic principles of developing digital literacy, and examine various features of digital technology and communication tools that are useful in life.																																																																																																																								
	PO - 5	Applying the concept of digital literacy by applying critical thinking in the use of information media in the cyber world according to the needs, characteristics and stages of development of early childhood.																																																																																																																								
	PLO-PO Matrix																																																																																																																									
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Short Course Description	This course provides students with an understanding of the use of digital media literacy in early childhood learning, how to manage literacy, technology and learning at school, studying the relationship between popular culture, media/platforms, digital literacy and habits, norms, and family parenting with the use of technology. from a gender perspective in early childhood, as well as how to promote emotional well-being in early childhood in the digital era.																																																																																																																									
References	Main :																																																																																																																									

1. Jarvis, D. H. (2016). Digital Literacies in education: Creative, Multimodal and Innovative practices: Edited by Yvonne Crotty and Margaret Farren. Peter Lang, Oxford etc., 2013, 238 pp. Rethinking Education series, vol. 8.
2. Lankshear, C., Snyder, I., & Green, B. (2000). Teachers and Technoliteracy: Managing literacy, technology and learning in schools. Allen & Unwin Academic.
3. Marsh, J. (Ed.). (2004). Popular culture, new media and digital literacy in early childhood. Routledge
4. Broadhead, P. (2003). Early years play and learning: Developing social skills and cooperation. Routledge.
5. Romero-Tena, R., Barragán-Sánchez, R., Martínez-Pérez, S., & Palacios-Rodríguez, A. (2022). Habits, norms and use of technologies at home from a gender perspective in early childhood. Digital Education Review,
6. McCullagh, J. (2021). Using digital video in initial teacher education (I. Menter, Ed.). Critical Publishing.

Supporters:

1. Daniels, K., Bower, K., Burnett, C., Escott, H., Hatton, A., Ehiyazaryan-White, E., & Monkhouse, J. (2020). Early years teachers and digital literacies: Navigating a kaleidoscope of discourses. Education and Information Technologies, 25(4)
2. Schlauch, M. (2022). MEKIDS media education with kids through interactive digital storytelling. Interaction Design and Children.

Supporting lecturer

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Wulan Patria Saroinsong, S.Psi., M.Pd., Ph.D.

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	Understanding digital media literacy.	1.Explain the history and development of media technology 2.Categorizing digital media	Criteria: 75% of students were able to categorize correctly Form of Assessment : Participatory Activities	Small Group Discussion (SGD) Contextual Instruction (CI) 2 x 50 minutes			2%
2		1.Analyze written content that includes management of literacy, technology and learning in schools 2.Analyze audio-visual content that includes literacy, technology and learning management in schools	Form of Assessment : Participatory Activities	Small Group Discussion (SGD) Contextual Instruction (CI) 4 x 50 minutes			2%
3		Understand how to use several software to compose learning videos		Collaborative learning, discussion, question and answer			3%
4	Analyzing forms of management of literacy, technology and learning in schools	Analyze audio-visual content that includes literacy, technology and learning management	Criteria: 75% of students were able to analyze correctly Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment	Collaborative learning, discussion, question and answer, 3 x 50 assignments			4%
5	Understand and explain the use of video media	1.Understand how to use several software to compose learning videos 2.Analyze several examples of learning video content for AUD	Form of Assessment : Portfolio Assessment	Small Group Discussion (SGD) Contextual Instruction (CI) 2 x 50			2%
6	Compile learning video content that can be scientifically justified by utilizing video streaming platforms		Form of Assessment : Portfolio Assessment	Small Group Discussion (SGD) Contextual Instruction (CI) 2 x 50			5%

7	Understanding Copyright and Intellectual Property Rights (IPR) in interactive video content	Understand the process of applying for Copyright and IPR	Form of Assessment : Practical Assessment	Collaborative learning, discussion, question and answer, 2 x 50 assignments			10%
8			Form of Assessment : Test				20%
9	Compile interactive fairy tale video content that can be scientifically justified by utilizing a video streaming platform	Compile video/animation content that can be scientifically justified	Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment	Small Group Discussion (SGD) Contextual Instruction (CI) 2 x 50			9%
10		Using applications on Google and Microsoft to conduct discussions and collaboration	Criteria: 75% of students were able to analyze correctly Form of Assessment : Project Results Assessment / Product Assessment	Small Group Discussion (SGD) Contextual Instruction (CI)			2%
11	Understand and use applications/platforms/social media to monitor developments in digital trends and literacy	Analyze the impact of trends/popular culture circulating in society with the current development of AUD	Criteria: 75% of students were able to analyze correctly Form of Assessment : Practice / Performance	Collaborative learning, discussions, questions and answers, assignments			2%
12	Understand the relationship between habits, norms and use of technology at home from a gender perspective on AUD	Analyzing parenting in the digital era	Criteria: 75% of students were able to analyze correctly Form of Assessment : Practice / Performance	Small Group Discussion (SGD) Contextual Instruction (CI)			2%
13	Understand and be able to compose scientific articles related to the topic of habits, norms and use of technology at home from a gender perspective on AUD	Using the Publish or Perish application, Mendeley, etc. to explore related topics in the preparation of scientific articles	Form of Assessment : Practical Assessment	Small Group Discussion (SGD) Contextual Instruction (CI)			2%
14	Understand strategies for introducing emotional well-being in children	Understand what types of videos, animations and infographics are appropriate for learning at AUD 2. Understand	Form of Assessment : Project Results Assessment / Product Assessment	Small Group Discussion (SGD) Contextual Instruction (CI)			5%
15	Using applications/platforms/media to promote emotional well-being	Compile video/animation/graphic info content that can be scientifically justified	Criteria: 75% of students were able to arrange correctly Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Small Group Discussion (SGD) Contextual Instruction (CI)			3%
16			Form of Assessment : Test				30%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	4%
2.	Project Results Assessment / Product Assessment	13.5%
3.	Portfolio Assessment	12%
4.	Practical Assessment	15%

5.	Practice / Performance	5.5%
6.	Test	50%
		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.