	Universitas Negeri Surabaya Faculty of Education, Master of Education Technology Study Program	Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Communication Technology and Educational Innovation	8610302055		T=2	P=0	ECTS=4.48	2	July 17, 2024

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
	.....	.....	Dr. H. Andi Mariono, M.Pd.

Learning model: Project Based Learning

Program Learning Outcomes (PLO)

PLO study program which is charged to the course

Program Objectives (PO)

PO - 1	Have the ability to work together and care for the community by applying basic concepts of educational technology in order to optimize student learning processes and improve performance as Educational Technology Developers and Educational/Training Analysts.

PLO-PO Matrix

P.O
PO-1

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
PO-1																

Short Course Description: This course examines the meaning of educational technology and learning technology, areas of educational and learning technology, perspectives on educational technology, sciences that support educational technology, sources that influence learning technology and their application to education in Indonesia through collaborative learning.

References

Main :

1. Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary . AECT
2. Seels, Barbara B Dan Richey, Rita . 1994. Instructional Technology, The Definition and Domains of the Field . AECT
3. Gloria Natividad, J. Michael Spector, Nicholas Evangelopoulos. 2018. An Analysis of Two Decades of Educational Technology Publications. Springer Singapore
4. Association for Educational Communications and Technology (1977). The definition of educational technology. Washington, D.C.: Association for Educational Communications and Technology.

Supporters:

1. Hastings, N.B., Bauman, J.A. Trends, Issues, Best Practices and Current Research in Organizational Training and Performance: an AECT Division of Organizational Training and Performance Special Issue of Tech Trends. TechTrends 64, 188–189 (2020). https://doi.org/10.1007/s11528-019-00468-1
2. J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop. 2020. Handbook of Research on Educational Communications and Technology.Springer New York, NY
3. Allman, B., Kimmons, R., Rosenberg, J. et al. Trends and Topics in Educational Technology, 2023 Edition. TechTrends 67, 583–591 (2023). https://doi.org/10.1007/s11528-023-00840-2

Supporting lecturer: Dr. H. Andi Mariono, M.Pd.
Dr. Alim Sumarno, M.Pd.
Dr. Andi Kristanto, S.Pd., M.Pd.

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			**Form of Assessment** : Participatory Activities	Live Learning 2 x 50	-	**Material:** Foundations of Educational Technology Paradigm I **Library:** *Association for Educational Communications and Technology (1977). The definition of educational technology. Washington, DC: Association for Educational Communications and Technology.* **Material:** Foundations of Educational Technology Paradigm II **References:** *Seels, Barbara B and Richey, Rita . 1994. Instructional Technology, The Definition and Domains of the Field. AECT* **Material:** Foundations of Educational Technology Paradigm III **References:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT*	0%
2	Students are able to understand paradigm I of Educational Technology, Learning Technology, and Technology in Education	1. Redescribe the concept of paradigm I educational technology 2. Redescribe the concept of learning technology	**Criteria:** 1. The accuracy of re-describing the concept of paradigm I educational technology 2. Accuracy redescribes the concept of learning technology 3. Accuracy redescribes the concept of technology in education **Form of Assessment** : Participatory Activities	Case Method 2 x 50		**Material:** TP I Paradigm **Library:** *Association for Educational Communications and Technology (1977). The definition of educational technology. Washington, DC: Association for Educational Communications and Technology.*	10%

3	Students are able to understand the II Educational Technology paradigm	Redescribe the concept of educational technology in paradigm II	**Criteria:** The accuracy of re-describing the concept of educational technology in paradigm II **Form of Assessment** : Participatory Activities	Case Method 2 x 50		**Material:** TP II Paradigm **References:** *Seels, Barbara B and Richey, Rita . 1994. Instructional Technology, The Definition and Domains of the Field. AECT*	10%
4	Students are able to understand paradigm III of Educational Technology	Redescribe the concept of educational technology in paradigm III	**Criteria:** The accuracy of re-describing the concept of educational technology in paradigm III **Form of Assessment** : Participatory Activities	Case Method 2 x 50	-	**Material:** TP II Paradigm **References:** *Seels, Barbara B and Richey, Rita . 1994. Instructional Technology, The Definition and Domains of the Field. AECT* **Material:** TP III Paradigm **References:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT*	15%
5	Students are able to understand studies related to FACILITATING LEARNING	1. Redescribe the concept of facilitating learning 2. explain again the purpose of facilitating learning	**Criteria:** 1. The accuracy of re-describing the concept of facilitating learning 2. The accuracy of re-describing the purpose of facilitating learning **Form of Assessment** : Participatory Activities	Group Discussion 2 x 50		**Material:** Facilitating Learning **References:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT* **Material:** Facilitating learning **Reference:** *Association for Educational Communications and Technology (1977). The definition of educational technology. Washington, DC: Association for Educational Communications and Technology.* **Material:** Facilitating Learning **References:** *Seels, Barbara B and Richey, Rita . 1994. Instructional Technology, The Definition and Domains of the Field. AECT*	5%

6	Students are able to understand studies related to IMPROVING PERFORMANCE	1. Redescribe the concept of improving performance 2. explain again the purpose of improving performance	**Criteria:** 1. Accuracy re-describes the concept of improving performance 2. Accuracy redescribes the goal of improving performance **Form of Assessment** : Participatory Activities	Group Discussion 2 x 50		**Material:** Improving performance **References:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT* **Material:** Improving performance **References:** *Allman, B., Kimmons, R., Rosenberg, J. et al. Trends and Topics in Educational Technology, 2023 Edition. TechTrends 67, 583–591 (2023). https://doi.org/...*	5%
7	Students are able to understand studies related to CREATING	1. Redescribe the concept of CREATING 2. explain again the purpose of CREATING	**Criteria:** 1. Accuracy re-describes the concept of CREATING 2. Accuracy redescribes the purpose of CREATING **Form of Assessment** : Participatory Activities	Group Discussion 2 x 50		**Material:** Creating **Bibliography:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT*	5%
8			**Form of Assessment** : Test	2 X 50		**Material:** EDUCATIONAL TECHNOLOGY **References:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT*	5%
9	Students are able to understand studies related to USING	1. Redescribe the concept of USING 2. explain again the purpose of USING	**Criteria:** 1. Accuracy re-describes the USING concept 2. Accuracy re-clarifies the purpose of USING **Form of Assessment** : Participatory Activities	Group Discussion 2 x 50		**Material:** Using **bibliography:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT*	5%
10	Students are able to understand studies related to MANAGING	1. Redescribe the concept of MANAGING 2. explain again the purpose of MANAGING	**Criteria:** 1. Accuracy re-describes the concept of MANAGING 2. Accuracy re-clarifies the purpose of MANAGING **Form of Assessment** : Participatory Activities	Group Discussion 2 x 50		**Material:** MANAGING **Bibliography:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT*	5%

11	Students are able to understand studies related to PROCESSES	1. Redescribe the concept of MANAGING 2. explain again the purpose of MANAGING	**Criteria:** 1. Accuracy redescribes the PROCESSES concept 2. Accuracy re-clarifies the purpose of the PROCESSES **Form of Assessment** : Participatory Activities	Group Discussion 2 x 50		**Material:** PROCESSES **References:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT*	5%
12	Students are able to understand studies related to RESOURCES	1. Redescribe the concept of MANAGING 2. explain again the purpose of MANAGING	**Criteria:** 1. Accuracy redescribes the PROCESSES concept 2. Accuracy re-clarifies the purpose of the PROCESSES **Form of Assessment** : Participatory Activities	Group Discussion 2 x 50		**Material:** RESOURCES **Bibliography:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT*	5%
13	Students are able to understand the conceptual position of Functional Educational Technology Developer		**Form of Assessment** : Participatory Activities	Case Method 2 x 50		**Material:** TP Developer Tasks **References:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT*	5%
14	Students are able to understand the implementation of educational technology theory and practice	Exemplifying good practice in implementing educational technology theory and practice	**Criteria:** Accuracy exemplifies good practice in implementing educational technology theory and practice **Form of Assessment** : Participatory Activities	Case method 2 x 50	-	**Material:** TP Theory and Practice **References:** *J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2020. Handbook of Research on Educational Communications and Technology. Springer New York, NY*	10%
15	Students are able to understand the implementation of educational technology theory and practice	Exemplifying good practice in implementing educational technology theory and practice	**Criteria:** Accuracy exemplifies good practice in implementing educational technology theory and practice **Form of Assessment** : Participatory Activities	Case method 2 x 50	-	**Material:** TP Theory and Practice **References:** *J. Michael Spector, M. David Merrill, Jan Elen, MJ Bishop. 2020. Handbook of Research on Educational Communications and Technology. Springer New York, NY*	10%
16	UAS			2 X 50		**Material:** Educational Technology **References:** *Januszewski, Alan and Molenda, Michael . 2008. Educational Technology: A Definition With Commentary. AECT*	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	95%

2.	Test	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.