	SEMESTER LEARNING PLAN		No. Document	:	
			Revision	:	Number 1
			Date	:	28 Oct 2021
			Page	:	1. from Pages
Made I	oy:	Checked by:			Approved by:
Dr. Yulia Rahmawati, M.Sc.		Dr. Rita Patriasih, M.Si		D	r. Yulia Rahmawati, M.Sc.
NIP.19670720 199303 2 001		NIP. 19700811199802 2 002	NIP.19670720 199303 2 001		
Lecturer		TPK	head of the study program		

	SEMESTER LEARNING PLAN							
1.	1. Course Identity							
a.	Name of Department/Prodi	:	Catering Education					
b.	Course Name	:	ICT Literacy and Learning Media					
C.	Course Code	:	BG 503					
d.	Course Group*)	:	MKPBS					
e.	Credit Weight	:	3 credits					
f.	tier	:	S1					
g.	Semester	:	Even					
h.	Precondition	:	-					
i.	Status (Required/Optional) *)	:	Mandatory					
j.	Lecturer Name and Code	••	Dr. Yulia Rahmawati, M.Sc. / 1776					

### 2. Course Description

This course equips student teacher candidates and education staff about ICT Literacy and Learning Media with a focus of study covering (1)basic concepts of Information and Communication Technology (ICT) and Literacy in education, (2) the urgency and position of ICT in the 21st Century Education Framework, (3) the competencies required for teachers and students according to the Global and National competency framework, (4) techniques for conducting searches Internet-based Information (Retrievel Information System) (5) Models of ICT Utilization in Education, (6) Ethics of using Information and Communication Technology, (7) Learning Media Concepts, (8) Conventional & Digital learning media characteristics, (9) Types of Learning Media, (10) Concepts and Characteristics of ICT-Based Learning Media, (11) Analyzing ICT-Based Learning Models, (12) Learning Media Selection Procedures, (13) ICT-Based Media Development Procedures, (14) Evaluation of Learning Media-based ICT.Learning emphasizes student activities through discussion or problem solving activities and optimizing the search for relevant and up-to-date learning resources, including browsing results on sites on the internet. The discussion of the problems is carried out jointly by the lecturers and students, ending with the elaboration of the lecture material by the lecturer in charge of the course.

#### 3. Study Program Learning Outcomes (CPPS) – Program Learning Outcomes (PLO)

- S Demonstrate scientific, educative, and religious attitudes and behaviors that contribute to improving the quality of life in society, nation and state based on academic norms and ethics
- P1 Mastering the theoretical concepts of educational science, strategies, learning planning, media, methodology and evaluation of learning and educational psychology
- KU Able to apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology that pays attention to and applies humanities values in accordance with their field of expertise
- KK1 Able to plan, implement, evaluate learning outcomes and evaluate the implementation of technology and vocational education in the field of Culinary in a professional manner in formal education

### 4. Course Learning Outcomes (CPM) - Course Learning Outcomes (CLO)

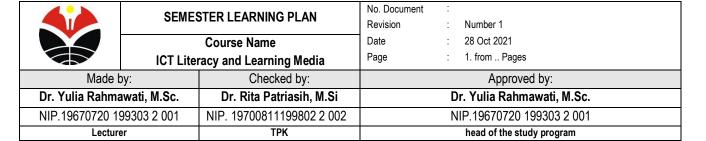
Students are able to analyze ICT Literacy and Learning Media in the Field of Study containing the concepts, principles, procedures, and ethics of using ICT as well as the development and utilization of ICT and learning media used in learning the field of study.

# 5. Lesson Plan Description

Minimum number of meetings 16 (including UTS and UAS)

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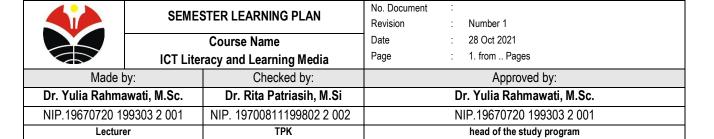
Mee ting	Learning Outcome Indicators Subject	Study Material	Learning Form	Time	Assignments and Assessments	Reference
1	Understand the general description of course profiles and lecture mechanisms	Lecture Orientation (1) the urgency of the course, (2) MK competency, (3) Lecture plan presentation (RPS), (4) Study Contract	Synchronous: Conduct online lectures via zoom meeting  Asynchronous: Self study via spot.upi.edu  Method: Questions and answers and doing assignments	150 minutes	Conduct a search on Journals related to ICT concepts	Information Literacy Competency Standards for Higher Education, American Library Association, 2000
2	Understand the basic concepts of Information and Communication Technology (ICT) and Literacy in education	The Concept of ICT, Literacy, and ICT Literacy in Education	Asynchronous: Self study via spot.upi.edu  Method: (1) Showing ICT characteristic videos (2) Q&A (3) Review of the task of making ICT definitions from journals	150 minutes	Creating a timeline for the development of Information Technology and communication technology from time to time	Information and Communicatio n Technology in Education, Cepi Riyana, PT Sarana Panca Karya Nusa (SPKN), 2007
3	Analyzing the urgency and position of ICT in the 21st Century Education Framework	The Urgency of ICT in Education: (1) Functions and Benefits of ICT Literacy in the 21st Century Skills Era (2) ICT Framework in Education	Asynchronous: Self study via spot.upi.edu  Method: Questions and answers and doing assignments class discussion of the urgency of ICT in education (3) Resume & Recommendatio ns	150 minutes	(1) Make individual studies (Journal Review, application of ICT in Education) in various countries. Assignment to upload to SPOT/SPADA, (2) Assignment of making presentations	Framework for Information Literacy for Higher Education, The Association of College & Research Libraries, 2015
4	Analyze the competencies required for teachers and students	ICT Competency Analysis for Teachers and Students	Synchronous:	150 minutes	Book Report 'ICT in Education' from UNESCO	ICT Competences Framework for



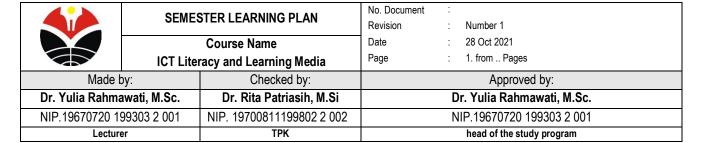
	according to the global		Conduct online			Teachers,UN
	and national competency		lectures via			ESCO, 2028
	framework		zoom meeting			
			Asynchronous:			
			Self study via			
			spot.upi.edu			
			Group			
			presentation &			
			discussion by			
			lecturer			
			Asynchronous: Self study via			
			spot.upi.edu			
		Internet-based				PINTAR Book
		Information Search	Method:			of Effective
	Annlying tooknigues to	Techniques (Retrievel	Questions and answers and		Making annotated	Searching
	Applying techniques to search for Internet-based	Information System)	doing	150	bibliography of 5	Techniques on the
5	Information (Retrievel	include:	assignments	minutes	books based on	Internet,
	Information System)	(1) Keywords,	The practice of		information search	Elekmedia
	,	(2) Phrases, (3) Boleon System,	The practice of applying various		techniques	Computindo, 2018
		etc	internet-based			2010
		Cito	information			
			retrieval			
			techniques			
			Synchronous: Conduct online			
			lectures via			
		Models of ICT	zoom meeting			
		Utilization in	Asynchronous:			Information
		Education: (1) E-	Self study via			and
		Education, (2) Learning	spot.upi.edu		Making a Resume	Communicatio
		Management System,	Method:		for ICT for Future &	n Technology in Education,
6	Analyzing ICT Utilization	(3) Virtual Laboratory,	Questions and	150	Smart Digital	Cepi Riyana,
	Models in Education	(4) Online Repositor,	answers and	minutes	Classroom, tasks	PT Sarana
		(5) E-Book,	doing		uploaded via SPOT/SPADA	Panca Karya Nusa (SPKN),
		(6) E-Journals,	assignments		SI SIISI NDA	2007
		(7) Online	Group			
		Encyclopedia, etc.	presentations,			
			discussions and			
			discussions by			
	Understanding the Ethics	Ethics of using	lecturers	150	Formulate	The leavest of
7	of using Information and	Information and	Asynchronous:	minutes	policies/rules	The Impact of ICT on
			I		- 00.03   000	

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	Communication Technology	Communication Technology: (1) International ICT Ethics, (2) Ethics according to the law, (3) Institutional Regulations, etc.	Self study via spot.upi.edu  Method: Questions and answers and doing assignments  Group Discussions, showing case studies of forms of ICT violations in Indonesia and Discussion by Lecturers		related to the use of ICT in an educational institution or unit	Literacy Education.Edit ed by Richard Andrews. RoutledgeFal mer, 2004
8	MIDTERM EXAM			1		
9	Understand the Concept of Learning Media	Learning Media Concept	Synchronous: Conduct online lectures via zoom meeting  Asynchronous: Self study via spot.upi.edu  Method: Questions and answers and doing assignments  Lecturer Presentation (expository), Class Presentation and Questions and Answers	150 minutes	Make an Analysis of at least 5 Definitions of Learning Media from various sources	Learning Media, The Nature of Development of Utilization and Assessment, Rudi Susilana, Cepi Riyana, 2016
10	Describe the various characteristics of conventional & digital learning media	Characteristics of learning media; (1) Benefits (2) Advantage (3) Disadvantages	Asynchronous: Self study via spot.upi.edu  Method: Questions and answers and doing assignments	150 minutes	Make an analysis table, comparative study: Conventional and Digital Media	Learning Media, The Nature of Development of Utilization and Assessment, Rudi Susilana, Cepi Riyana, 2016



11	Analyzing Types of Learning Media	Types of Learning Media (Taxonomy Media): (1) Electronic, (2) Graphics, (3) Simple Media, (4) Realia;	Asynchronous: Self study via spot.upi.edu  Method: Questions and answers and doing assignments	150 minutes	Learn Tutorials on How to Make Effective Presentations and make good presentation products (standard)	Instructional Technology and Media for Learning, Sharon Smaldino, Pearson, 2013
12	Analyzing the Concepts and Characteristics of ICT-Based Learning Media	ICT-Based Learning Media: (1) Concept (2) Advantage (3) ICT-based learning findings (4) Digital Technology Trends (VR.AR, MR)	Asynchronous: Self study via spot.upi.edu  Method: Questions and answers and doing assignments	150 minutes	(1) Study independently tutorials for Making Learning Vlogs, (2) Create Vlog products with the theme "Education & Education for the Community" Duration 5 minutes. (3) Assignments are uploaded to SPOT/SPADA	Information and Communicatio n Technology- Based Learning, Rusman, Deni Kurniawan, Cepi Riyana, Rajawali, 2011
13	Analyzing ICT-Based Learning Models	ICT-Based Learning Models (1) e-learning (2) Teaching Aids, (3) Mobile Learning, (4) CBI/CAI (5) Presentation Media	Synchronous: Conduct online lectures via zoom meeting  Asynchronous: Self study via spot.upi.edu  Method: Questions and answers and doing assignments	150 minutes	Creating Multimedia Resources Sharing in Educational Blog format	Information and Communicatio n Technology- Based Learning, Rusman, Deni Kurniawan, Cepi Riyana, Rajawali, 2011
14	Analyzing Learning Media Selection Procedures	ASSURE Model Media Selection Procedure	Asynchronous: Self study via spot.upi.edu  Method: Questions and answers and doing assignments	150 minutes	Creating lesson plans/RPS that integrate the ASSURE model in learning practices	Online Learning Production, Cepi Riyana, Open University, 2019



### 6. References

- 1) Information Literacy Competency Standards for Higher Education, American Library Association, 2000
- 2) Framework for Information Literacy for Higher Education, The Association of College & Research Libraries, 2015
- The Impact of ICT on Literacy Education. Edited by Richard Andrews. RoutledgeFalmer, 2004
- 4) ICT and Literacy: Information and Communication Technology, Media Reading and Writing, Nicky Gemble, 2000
- Learning Media, The Nature of Development of Utilization and Assessment, Rudi Susilana, Cepi Riyana, 2016
- 6) Information and Communication Technology in Education, Cepi Riyana, PT Sarana Panca Karya Nusa (SPKN), 2007
- 7) Information and Communication Technology-Based Learning, Rusman, Deni Kurniawan, Cepi Riyana, Rajawali, 2011
- 8) E-learning Concept and Implementation, Ishak Abdulhak, Cepi Riyana, UPI Press, 2018
- 9) Online Learning Production, Cepi Riyana, Open University, 2019
- 10) ICT Competences Framework for Teachers, UNESCO, 2028
- 11) Instructional Technology and Media for Learning, Sharon Smaldino, Pearson, 2013
- 12) PINTAR Book of Effective Searching Techniques on the Internet, Elekmedia Computindo, 2018

## 7. Teaching Materials (Appendix 1)

In the form of books, handouts, or presentation materials (Powerpoint)

### 8. Assessment Instruments (Appendix 2)

Contains questions for UTS, UAS, Quiz, Performance Assessment Format, Observation Format in the form of an Assessment Rubric