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

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
2 DIMENSIONAL AND 3 DIMENSIONAL ANIMATION	8620304203	Compulsory Study Program Subjects	T=4	P=0	ECTS=6.36	3	March 13, 2023

AUTHORIZATION	SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**	
Program Learning Outcomes (PLO)	**PLO study program which is charged to the course**	
	PLO-4	Develop yourself continuously and collaborate.
	PLO-5	Able to master the theoretical concepts of design, development, utilization, management and evaluation in the fields of curriculum and educational technology
	PLO-6	Able to design, implement, evaluate learning in visual communication design, animation, broadcasting and informatics
	PLO-7	Able to apply scientific principles to produce designs, media, technology, as well as evaluation of learning and training programs based on information and communication technology
	PLO-8	Able to apply scientific methods and reflective thinking to solve problems and make decisions in the field of educational technology
	PLO-9	Able to produce creative products in the field of educational technology that are educational and market them to the user community
	Program Objectives (PO)	
	PO - 1	Able to demonstrate a scientific, critical and innovative attitude in developing 2 and 3 dimensional animated learning media
	PO - 2	Able to apply educational technology knowledge as a Learning Technology Developer and Education Analyst in developing 2 and 3 dimensional animation media
	PO - 3	Able to solve problems based on the case study method in the field of educational technology to develop 2 and 3 dimensional animation media
	PO - 4	Able to produce outcomes in the form of increased performance and high commitment as an educational technology developer and 2 and 3 dimensional animation teacher
	PLO-PO Matrix	

P.O	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9
PO-1	✔		✔	✔	✔	
PO-2		✔		✔	✔	✔
PO-3	✔			✔		✔
PO-4	✔		✔			✔

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		✔														
PO-2	✔															
PO-3																
PO-4			✔													

Short Course Description	This course discusses techniques and procedures for presenting 2-dimensional and 3-dimensional animation for computers which can be utilized in developing computer media for mass and individual learning purposes through collaborative learning. Lectures are carried out using blended learning. Assessment is carried out by means of written questions and answers between students and lecturers.
References	**Main :**
	1. Len Unsworth. 2020. Learning from Animations in Science Education. Springer Cham 2. Aksoy, G. (2012) The Effects of Animation Technique on the 7th Grade Science and Technology Course. 3. Rao Heidmets. 2022. The Animation Textbook. CRC Press Taylor and Francis Group 4. Sumarno, Alim, dkk. 2020. Handout Animasi 2 Dimensi dan 3 Dimensi. Surabaya: Teknologi Pendidikan FIP Unesa
	Supporters:
	1. Herliyani, Elly. 2014. Animasi Dua Dimensi. Yogyakarta: Graha Ilmu 2. Ruslan, Arief. 2016. Animasi: Perkembangan dan Konsepnya. Bogor: Ghalia Indonesia
Supporting lecturer	Dr. Alim Sumarno, M.Pd. Dr. Utari Dewi, S.Sn., M.Pd. Dr. Atan Pramana, M.Pd. Dr. Syaiputra Wahyuda Meisa Diningrat, M.Pd. Hirnanda Dimas Pradana, 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	Understand the basic concepts of 2 and 3 Dimensional Animation	1. Able to classify types of 2 and 3 dimensional animation 2. Explains the basic concepts of 2 and 3 dimensional animation	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Project Results Assessment / Product Assessment	Presentation, group discussion, and reflection 4 X 50	- -	**Material:** 2 and 3 Dimensional Animation Concepts **Reader:** *Rao Heidmets. 2022. The Animation Textbook. CRC Press Taylor and Francis Group* **Material:** 2 and 3 Dimensional Animation Concepts **References:** *Sumarno, Alim, et al. 2020. 2-Dimensional and 3-Dimensional Animation Handouts. Surabaya: Unesa FIP Educational Technology*	4%

2	Students can understand the basic concepts of making storyboards	1. Can mention the steps for making a storyboard 2. Able to explain the function of panels in a storyboard and the role of scripts in supporting visual narratives	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Participatory Activities	Presentation, group discussion 4 X 50	- -	**Material:** development of the animated film industry **Readers:** *Herliyani, Elly. 2014. Two-Dimensional Animation. Yogyakarta: Graha Ilmu.* **Material:** 2 and 3 Dimensional Animation Concepts **References:** *Sumarno, Alim, et al. 2020. 2-Dimensional and 3-Dimensional Animation Handouts. Surabaya: Unesa FIP Educational Technology*	5%
3	Students can develop storyboards	1. Can develop storyboards 2. Able to determine the right type of shot and arrange the visual composition in each panel 3. Able to add action notes and relevant dialogue in storyboard panels 4. Able to determine the correct timing for each panel and make the necessary annotations	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Participatory Activities, Tests	Presentation, group discussion, and reflection 4 X 50	- -	**Material:** 2 and 3 Dimensional Animation Concepts **References:** *Sumarno, Alim, et al. 2020. 2-Dimensional and 3-Dimensional Animation Handouts. Surabaya: Unesa FIP Educational Technology* **Material:** Storyboard and Character Animation **Reference:** *Aksoy, G. (2012) The Effects of Animation Technique on the 7th Grade Science and Technology Course.*	5%
4	Students can develop storyboards and develop characters according to the storyboard	develop storyboards and characters according to the storyboard	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Participatory Activities	Presentation, group discussion, and reflection 4 X 50	- -	**Material:** Development of media technology **References:** *Sumarno, Alim, et al. 2020. 2-Dimensional and 3-Dimensional Animation Handouts. Surabaya: Unesa FIP Educational Technology*	3%

5	Students can develop storyboards and develop characters according to the storyboard	Can develop characters according to the story	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning, Presentations, group discussions and reflections 4 X 50	- -	**Material:** storytelling and characters **References:** *Aksoy, G. (2012) The Effects of Animation Technique on the 7th Grade Science and Technology Course.*	4%
6	Students can develop storyboards and develop characters according to the storyboard	Can develop characters according to the story	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning, Presentations, group discussions and reflections 4 X 50	- -	**Material:** storytelling and characters **References:** *Aksoy, G. (2012) The Effects of Animation Technique on the 7th Grade Science and Technology Course.*	12%
7	Explaining story writing	outline the indicators of a good story	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Test	Presentation, group discussion and reflection 4 X 50	- -	**Material:** indicators of a good story **References:** *Aksoy, G. (2012) The Effects of Animation Technique on the 7th Grade Science and Technology Course.*	4%
8	UTS	Students are able to develop 2 and 3 dimensional animation media scripts	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Test	Project Based Learning 4 X 50	- -	**Material:** 2 and 3 dimensional animation **Reference:** *Sumarno, Alim, et al. 2020. 2-Dimensional and 3-Dimensional Animation Handouts. Surabaya: Unesa FIP Educational Technology*	5%
9	Develop a simple story	Students are able to develop simple stories	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Participatory Activities	Discussion, Presentation and Questions and Answers 4 X 50	- -	**Material:** simple story **References:** *Klein, SB (2002). Learning: principles and applications (4th ed.). New York: McGraw-Hill Higer Education.*	4%

10	Develop a simple story	Students are able to develop simple stories	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Participatory Activities	Discussion, Presentation and Questions and Answers 4 X 50	- -	**Material:** simple story **References:** *Klein, SB (2002). Learning: principles and applications (4th ed.). New York: McGraw-Hill Higer Education.*	5%
11	Developing 2D Animation	Understand the rules of 2-dimensional animation	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Participatory Activities	Project Based Learning, Presentations, group discussions and reflections 4 X 50	- -	**Material:** 2-dimensional animation **Reader:** *Herliyani, Elly. 2014. Two-Dimensional Animation. Yogyakarta: Graha Ilmu*	5%
12	Developing 2D Animation	Can develop 2-dimensional animation	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Forms of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Project Based Learning, Presentations, group discussions and reflections 4 X 50	- -	**Material:** 2-dimensional animation **Reader:** *Herliyani, Elly. 2014. Two-Dimensional Animation. Yogyakarta: Graha Ilmu*	15%
13	Have the ability to develop 3D animation	Understand the rules of 3-dimensional animation	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Participatory Activities, Tests	Project Based Learning, Presentations, group discussions and reflections 4 X 50	- -	**Material:** 3-dimensional animation **Reader:** *Ruslan, Arief. 2016. Animation: Development and Concepts. Bogor: Ghalia Indonesia*	5%
14	Have the ability to develop 3D animation	Can develop 3-dimensional animation	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Project Results Assessment / Product Assessment	Project Based Learning, Presentations, group discussions and reflections 4 X 50	- -	**Material:** 3-dimensional animation **Reader:** *Ruslan, Arief. 2016. Animation: Development and Concepts. Bogor: Ghalia Indonesia*	14%

15	Developing final 2 and 3 dimensional animation projects	Create final assignments for 2 and 3 dimensional animation media	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Project Results Assessment / Product Assessment, Test	Project Based Learning, Presentations, group discussions and reflections 4 X 50	- -	**Material:** 2 and 3 dimensional animation **Reader:** *Ruslan, Arief. 2016. Animation: Development and Concepts. Bogor: Ghalia Indonesia*	5%
16	UAS	Students are able to develop 2 and 3 dimensional animation final assignments	**Criteria:** A = 86 - 100 (3.8 - 4.00) A- = 80 - 85 (3.7 - 3.79) B = 75 - 79 (3.6 - 3.69) B = 70 - 74 (3 .5 - 3.59) B- = 65 - 69 (3.4 - 3.49) C = 50 – 64 (3.00 – 3.39) D = 25 – 50 (2.00 – 2.99) E = < 25 (0 – 1.99) **Form of Assessment** : Project Results Assessment / Product Assessment	4 X 50 product presentation	- -	**Material:** 2 and 3 dimensional animation **Reference:** *Sumarno, Alim, et al. 2020. 2-Dimensional and 3-Dimensional Animation Handouts. Surabaya: Unesa FIP Educational Technology*	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	34.5%
2.	Project Results Assessment / Product Assessment	49%
3.	Test	16.5%
		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.