



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
GRAPHIC MEDIA DEVELOPMENT	8620303085	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	2	April 27, 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-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-8	Able to apply scientific methods and reflective thinking to solve problems and make decisions in the field of educational technology

Program Objectives (PO)

PO - 1	Able to demonstrate and apply an innovative and creative attitude through the development of graphic media as an Educational Technology developer and Multimedia/Animation/Broadcast Teacher
PO - 2	Able to apply educational technology knowledge in the field of graphic media development needed to carry out duties as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher.
PO - 3	Have the ability to solve learning problems using project-based learning through graphic media development as an Educational Technology developer and Multimedia/animation/broadcast teacher
PO - 4	Able to produce outcomes in the form of performance in the field of graphic media development and high commitment to duties as an Educational Technology Developer and Multimedia/Animation/Broadcasting Teacher

PLO-PO Matrix

P.O	PLO-5	PLO-6	PLO-8
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 theoretical knowledge along with practice regarding graphic media production including theoretical aspects (understanding), types, characteristics and principles of graphic design as well as development practices (identification, lay-out and finishing) through project-based learning and problem solving. Lectures are carried out using blended learning. Assessment is carried out by assessing the project process and results

References	<p>Main :</p> <ol style="list-style-type: none"> Dewi, Utari, dkk. 2020. Media Grafis Untuk Pendidikan . Surabaya: Teknologi Pendidikan FIP Unesa Kristanto, Andi. 2020. Media Pembelajaran . Surabaya: Bintang Surabaya Mustaji. 2013. Media Pembelajaran . Unipress Unesa; Surabaya Smallino, E. (2011). Instructional Technology & Media For Learning. Nineth edition. US: Pearson Prentice Hall. Sihombing, Danton. 2015. Tipografi. Garamedia Pustaka Utama
Supporters:	

1. Sanyoto, S.E. 2010. NIRMANA Elemen-Elemen Seni Desain . (Edisi ke-2). Yogyakarta: Jelasutra.
2. Anggraini, Lia & Kirana Nathalia. 2014. Desain Komunikasi Visual, Dasar-dasar Panduan Untuk Pemula. Bandung: Nuansa Cendekia
3. Supriyono, Rakhmat. 2010. Desain Komunikasi Visual, Teori Dan Aplikasi. Yogyakarta: Penerbit Andi
4. Corel Draw, 2022. Gramedia Pustaka Utama. Jakarta
5. Photoshop, 2022. Gramedia Pustaka Utama. Jakarta

Supporting lecturer Khusnul Khotimah, S.Pd., M.Pd.
Dr. Utari Dewi, S.Sn., 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	Analyzing graphic media for education and learning	1.Explain the meaning and scope of graphic design 2.Explain the role of graphic design in education and learning 3.Identify verbal and visual messages in graphic media	Criteria: Individual students write papers in which they discuss the definition, types, nature and benefits of graphic media to facilitate education/learning Form of Assessment : Participatory Activities	Lectures, discussions, questions and answers, 3 X 50 assignments	Asynchronous	Material: Classification of graphic media, rationale for graphic media for education and learning . Reference: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i> . Surabaya: Unesa FIP Educational Technology Material: Rationale for the importance of graphic media for education and learning, types of graphic media and principles of graphic media for education and learning References: Smalldino, E. (2011). <i>Instructional Technology & Media For Learning</i> . Ninth edition. US: Pearson Prentice Hall. Material: Principles of developing educational and learning media Reader: Mustaji. 2013. <i>Learning Media</i> . Unipress Unesa; Surabaya	4%
2	Analyze and be able to apply graphic design principles/visual message design to graphic media	Students can explain, identify and apply the principle of unity Students can explain, identify and apply the principle of balance Explain, identify and apply the principle of proportion Explain, identify and apply the principle of simplicity Explain, identify and apply the principle of emphasis	Criteria: Students analyze graphic works that apply the graphic design principles of unity and balance to several graphic works Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures, discussions, questions and answers, assignments 3 X 50		Material: Graphic design principles in designing graphic media References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i> . Surabaya: Unesa FIP Educational Technology Material: Principles of graphic media in education and learning Reference: Smalldino, E. (2011). <i>Instructional Technology & Media For Learning</i> . Ninth edition. US: Pearson Prentice Hall. Material: Principles of educational/learning media References: Kristanto, Andi. 2020. <i>Learning Media</i> . Surabaya: Bintang Surabaya	2%

3	Analyze and be able to apply graphic design principles/visual message design to graphic media	Students can explain, identify and apply the principle of unity Students can explain, identify and apply the principle of balance Explain, identify and apply the principle of proportion Explain, identify and apply the principle of simplicity Explain, identify and apply the principle of emphasis	Criteria: Formalistic, expressive, instrumentalistic and originality aspects. Form of Assessment : Participatory Activities, Portfolio Assessment	Lectures, questions and answers, practice, assignments 3 X 50		Material: Principles of graphic media in education and learning References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i> . Surabaya: Unesa FIP Educational Technology Material: Principles of graphic media in education and learning Reference: Smallldino, E. (2011). <i>Instructional Technology & Media For Learning</i> . Ninth edition. US: Pearson Prentice Hall.	2%
4	Design typographic composition, color, layout, illustrations	Students can explain typographic theory. Students can identify types of letters. Students can design letter composition. Students can explain color theory. Students can identify color composition. Students can design color composition. Students can explain illustration theory. Students can identify types of illustration. Students can design illustrations. Students can explain layout theory. Students can explain layout theory. can identify types of layouts. Students can design layouts	Criteria: Performance and projects Students practice designing typographic compositions, color compositions, illustrations, layouts Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Lectures, discussions, questions and answers, practice, 3 X 50 project assignments		Material: color theory, typography, illustration, layout References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i> . Surabaya: Unesa FIP Educational Technology Material: color, illustration typography, layout in visual media Reference: Smallldino, E. (2011). <i>Instructional Technology & Media For Learning</i> . Ninth edition. US: Pearson Prentice Hall.	5%
5	Design typographic composition, color, layout, illustrations	Students can explain typographic theory. Students can identify types of letters. Students can design letter composition. Students can explain color theory. Students can identify color composition. Students can design color composition. Students can explain illustration theory. Students can identify types of illustration. Students can design illustrations. Students can explain layout theory. Students can explain layout theory. can identify types of layouts. Students can design layouts	Criteria: Performance and projects Students practice designing typographic compositions, color compositions, illustrations, layouts Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance	Lecture, question and answer, practice 3 X 50		Material: Graphic design principles in designing graphic media References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i> . Surabaya: Unesa FIP Educational Technology Material: Principles of graphic media in education and learning Reference: Smallldino, E. (2011). <i>Instructional Technology & Media For Learning</i> . Ninth edition. US: Pearson Prentice Hall.	5%
6	Operate graphic software to develop graphic media	Students can explain the function and use of tools in Adobe Photoshop software to develop graphic media Students can explain the function of tools and use tools in Corel Draw software to develop graphic media	Criteria: Individually, students practice operating Adobe Photoshop and Corel Draw graphics software to develop graphic media Form of Assessment : Practice / Performance	3 X 50 Assignment Practice Demonstration		Material: creating graphic media using Corel Draw software Library: Corel Draw, 2022. <i>Gramedia Pustaka Utama</i> . Jakarta Material: using graphic software References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i> . Surabaya: Unesa FIP Educational Technology	5%

7	Operate graphic software to develop graphic media	Students can explain the function and use of tools in Adobe Photoshop software to develop graphic media Students can explain the function of tools and use tools in Corel Draw software to develop graphic media	<p>Criteria: Individually, students practice operating Adobe Photoshop and Corel Draw graphics software to develop graphic media appropriately and appropriately</p> <p>Form of Assessment : Practice / Performance</p>	3 X 50 Assignment Practice Demonstration		<p>Material: Photoshop basics for graphic design Reader: <i>Photoshop, 2022. Gramedia Pustaka Utama. Jakarta</i></p> <hr/> <p>Material: using graphic software to create graphic works Reader: <i>Dewi, Utari, et al. 2020. Graphic Media for Education. Surabaya: Unesa FIP Educational Technology</i></p>	4%
8	Pass the Midterm Exam	Individual students, through a project, develop graphic media in the form of textbook covers in accordance with graphic principles and educational media rules	<p>Criteria: A textbook cover contains aspects of the learning message, color, typography, illustrations, layout, suitability and originality of ideas/concepts.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based Learning 3 X 50		<p>Material: Graphic design principles in designing graphic media References: <i>Dewi, Utari, et al. 2020. Graphic Media for Education. Surabaya: Unesa FIP Educational Technology</i></p> <hr/> <p>Material: graphic media visual media Reference: <i>Smalldino, E. (2011). Instructional Technology & Media For Learning. Ninth edition. US: Pearson Prentice Hall.</i></p> <hr/> <p>Material: typography Literature: <i>Sihombing, Danton. 2015. Typography. Garamedia Main Library</i></p> <hr/> <p>Material: creating graphic media using Corel Draw software Library: <i>Corel Draw, 2022. Gramedia Pustaka Utama. Jakarta</i></p> <hr/> <p>Material: using Photoshop to create graphic works Reader: <i>Photoshop, 2022. Gramedia Pustaka Utama. Jakarta</i></p>	20%
9	Able to develop poster graphic media in accordance with graphic media principles	Individually, students through a project develop poster media in accordance with the principles of graphic design and educational/learning media	<p>Criteria: A poster contains aspects of the learning/education message, color, typography, illustrations, layout, suitability and originality of the idea/concept</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning and problem solving/problem solving 3 X 50		<p>Material: Principles of developing educational and learning media References: <i>Smalldino, E. (2011). Instructional Technology & Media For Learning. Ninth edition. US: Pearson Prentice Hall.</i></p> <hr/> <p>Material: poster media References: <i>Dewi, Utari, et al. 2020. Graphic Media for Education. Surabaya: Unesa FIP Educational Technology</i></p>	5%

10	Able to develop poster graphic media in accordance with graphic media principles	Design infographic works	<p>Criteria: A poster contains aspects of the learning/education message, color, typography, illustrations, layout, suitability and originality of the idea/concept</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning and problem solving assignments 3 X 50		<p>Material: poster media References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i>. Surabaya: Unesa FIP Educational Technology</p> <hr/> <p>Material: Principles of graphic media in education and learning Reference: Smalldino, E. (2011). <i>Instructional Technology & Media For Learning</i>. Ninth edition. US: Pearson Prentice Hall.</p>	5%
11	Able to develop poster graphic media in accordance with graphic media principles	Individually, students through a project develop poster media in accordance with the principles of graphic design and educational/learning media	<p>Criteria: A poster contains aspects of the learning/education message, color, typography, illustrations, layout, suitability and originality of the idea/concept</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning and problem solving/problem solving 3 X 50		<p>Material: poster media References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i>. Surabaya: Unesa FIP Educational Technology</p> <hr/> <p>Material: Principles of graphic media in education and learning Reference: Smalldino, E. (2011). <i>Instructional Technology & Media For Learning</i>. Ninth edition. US: Pearson Prentice Hall.</p>	3%
12	Able to develop infographic graphic media in accordance with graphic media principles	Individually, students through a project develop infographic media in accordance with the principles of graphic design and educational/learning media	<p>Criteria: An infographic contains aspects of the learning/education message, color, typography, illustrations, layout, suitability and originality of the idea/concept.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning and problem solving/problem solving 3 X 50		<p>Material: infographics References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i>. Surabaya: Unesa FIP Educational Technology</p> <hr/> <p>Material: Principles of graphic media in education and learning Reference: Smalldino, E. (2011). <i>Instructional Technology & Media For Learning</i>. Ninth edition. US: Pearson Prentice Hall.</p>	5%
13	Able to develop infographic graphic media in accordance with graphic media principles	Individually, students through a project develop infographic media in accordance with the principles of graphic design and educational/learning media	<p>Criteria: An infographic contains aspects of the learning/education message, color, typography, illustrations, layout, suitability and originality of the idea/concept.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning and problem solving/problem solving 3 X 50		<p>Material: infographics References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i>. Surabaya: Unesa FIP Educational Technology</p> <hr/> <p>Material: Principles of graphic media in education and learning Reference: Smalldino, E. (2011). <i>Instructional Technology & Media For Learning</i>. Ninth edition. US: Pearson Prentice Hall.</p>	5%

14	Able to develop infographic graphic media in accordance with graphic media principles	Individually, students through a project develop poster media in accordance with the principles of graphic design and educational/learning media	<p>Criteria: An infographic contains aspects of the learning/education message, color, typography, illustrations, layout, suitability and originality of the idea/concept.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning and problem solving/problem solving 3 X 50		<p>Material: infographics References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i>. Surabaya: Unesa FIP Educational Technology</p> <hr/> <p>Material: Principles of graphic media in education and learning Reference: Smalldino, E. (2011). <i>Instructional Technology & Media For Learning</i>. Ninth edition. US: Pearson Prentice Hall.</p>	5%
15	Able to present graphic design work on individual assignments	Individually, students through a project develop poster media in accordance with the principles of graphic design and educational/learning media	<p>Criteria: An infographic contains aspects of the learning/education message, color, typography, illustrations, layout, suitability and originality of the idea/concept.</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	project based learning and problem solving/problem solving 3 X 50		<p>Material: infographics References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i>. Surabaya: Unesa FIP Educational Technology</p> <hr/> <p>Material: Principles of graphic media in education and learning Reference: Smalldino, E. (2011). <i>Instructional Technology & Media For Learning</i>. Ninth edition. US: Pearson Prentice Hall.</p>	5%
16	UAS	UAS	<p>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)</p> <p>Form of Assessment : Assessment of Project Results / Product Assessment, Practices / Performance</p>	project based learning by making presentations, portfolio of project results that have been carried out 4 X 50		<p>Material: infographics References: Dewi, Utari, et al. 2020. <i>Graphic Media for Education</i>. Surabaya: Unesa FIP Educational Technology</p> <hr/> <p>Material: Principles of graphic media in education and learning Reference: Smalldino, E. (2011). <i>Instructional Technology & Media For Learning</i>. Ninth edition. US: Pearson Prentice Hall.</p> <hr/> <p>Material: Principles of developing educational and learning media References: Kristanto, Andi. 2020. <i>Learning Media</i>. Surabaya: Bintang Surabaya</p> <hr/> <p>Material: creating graphic media using Corel Draw software Library: Corel Draw, 2022. Gramedia Pustaka Utama. Jakarta</p> <hr/> <p>Material: using Photoshop to create graphic works Reader: Photoshop, 2022. Gramedia Pustaka Utama. Jakarta</p>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	6%
2.	Project Results Assessment / Product Assessment	68%
3.	Portfolio Assessment	2%
4.	Practice / Performance	24%
		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.