

# SEMESTER LESSON PLAN (RPS)

COURSES	:	Master of Educational Technology
COURSES	:	Online Learning Design (E-Learning Design)
WEIGHT	:	3 credits
LECTURERS	:	Dr. Uwes Anis Chaeruman, M.Pd.



GRADUATE SCHOOL  
STATE UNIVERSITY OF JAKARTA  
2022



**STATE UNIVERSITY OF JAKARTA  
GRADUATE SCHOOL  
MASTER STUDY PROGRAM IN EDUCATIONAL TECHNOLOGY**

**SEMESTER LESSON PLAN  
(SLP)**

COURSES	CODE	CREDITS	SEMESTER	TIME	DATE OF DRAFTING
E-learning Design	9901800006	3 credits	2	16 Weeks	July 2022
<b>AUTHORIZATION</b>	<b>Lecturers</b>		<b>Reviewer/Quality Assurance</b>		<b>the advantage of Prodi</b>
	Dr. Uwes Anis Chaeruman, M.Pd.		Dr. Indina Tarjiah, M.Pd		Dr. Eveline Siregar, M.Pd.
<b>DESCRIPTION</b>	<p>The main function of educational technology is <i>to facilitate learning and</i> improve performance by applying ethical theory and practice of various processes and resources for learning. Along with the rapid development of science and technology today, these two functions can be carried out by empowering information and communication technology called e-learning. Therefore, one of the competencies of a master of educational technology is to be able to design (<i>to design</i>), develop (<i>to develop</i>), implement (<i>to implement</i>), and evaluate (<i>to evaluate</i>) learning in the context of the e-learning environment (<i>e-learning environment</i>). This course invites students to: 1) examine the essence of e-learning and its relation to learning theory and related learning; 2) get to know more about the e-learning spectrum in the context of classroom learning (schooling) and performance improvement (organization); 3) examine various existing e-learning learning design models; and 4) apply one of the models to design and develop a particular e-learning (for schools and or organizations), individually according to their respective choices.</p>				
<b>GRADUATE LEARNING OUTCOMES (GLO)</b>	<b>GLO</b>		<b>Course Outcomes</b>		<b>Sub-Course Outcomes</b>
	1. Able to apply logical, critical, systematic, and innovative thinking in the field of educational technology with its practice as a media developer, learning designer and technology performance based on the		1. Describing The Needs Analysis and Essence of <i>e-Learning</i> as a Learning System		1. Deciphering <i>the e-Learning</i> Needs Analysis 2. Deciphering the Essence of E-Learning as a Learning System of Concepts and Theories that underlie it

<p>profession in the field of educational technology that has social sensitivity and concern for society and the environment</p> <p>2. Able to solve educational technology problems based on pedagogical theory, literacy, information technology with practice as a media developer, learning designer and performance technologist through the scientific method with an interdisciplinary or multidisciplinary approach based on academic values, norms, and ethics;</p> <p>3. Able to apply solutions to educational technology problems that are in accordance with the needs of educational technology development through research that is tested and has novelty and gains recognition at the national and international levels;</p> <p>4. Able to apply innovative learning by applying didactic-pedagogical concepts and principles in educational technology by utilizing science and technology oriented towards <i>life skills</i> and contributing to improving the quality of education;</p>	<p>2. Mastering Learning and Learning Theory and Its Application in <i>e-Learning</i></p>	<p>3. Outlines the relationship between pedagogic models, instructional strategy, and learning technology</p> <p>4. Applying various learning theories in e-learning</p> <p>5. Applying various learning of learning theory in e-learning</p>
	<p>3. Deciphering Learning System Design Models for Designing and Developing <i>e-Learning</i></p>	<p>6. Applying the PEDATI learning design model in designing e-learning</p> <p>7. Applying the Successive Approximate Model learning system design model in designing e-learning</p> <p>8. Applying an integrative learning design framework model in designing e-learning.</p>
	<p>4. Analyzing Trends and Issues about the Application of <i>e-Learning</i> to Facilitate Learning (Schooling) and Improve Performance (Organization)</p>	<p>9. Outlines a critical analysis of emerging technology issues and their consequences in design e-learning</p> <p>10. Applying AR, VR, and Extended Reality issues in the context of designing e-learning</p>
	<p>5. Create an online learning design (e-learning)</p>	<p>11. Create an online learning design according to a specific context using a learning system design model of his own choosing</p> <p>12. Conduct a formative evaluation of the online learning design that is being designed.</p> <p>13. Conducting self-reflection on experiences in designing online learning</p>

Study Materials	STUDY MATERIALS/ SUBJECT MATTER	SUB- STUDY MATERIALS /SUB-SUBJECT MATTER
	1. Describing Needs Analysis and the Essence of E-Learning as a Learning system	1.1 Deciphering the e-learning Needs Analysis 1.2 Deciphering the Essence of E-Learning as a Learning System of Concepts and Theories that underlie it
	2. Mastering Learning and Learning Theory and Its Application in <i>e-Learning</i>	Learning theory and learning and its application in <i>e-Learning</i>
	3. Get to know the Variety of Learning Models with e-Learning	3.1. Demonstrate the use of Various Learning Models with e-Learning: from <i>Technology Enhanced Classroom</i> to <i>Full Online Learning</i> 3.2. Distinguishing the use of Various Learning Models with e-Learning: from <i>Technology Enhanced Classroom</i> to <i>Full Online Learning</i>
	4. Deciphering Learning System Design Models for Designing and Developing <i>e-Learning</i>	4.1. Differentiating Learning System Design Models for Designing <i>e-Learning</i> 4.2. Differentiating Learning System Design Models to Develop <i>e-Learning</i>
	5. Analyzing Trends and Issues about the Application of <i>e-Learning</i> to Facilitate Learning (Schooling) and Improve Performance (Organization)	5.1. Analyzing Trends and Issues about the Application of <i>e-Learning</i> to Facilitate Learning (Schooling) 5.2. Analyzing Trends and Issues about the Application of <i>e-Learning</i> to Improve Performance (Organization)
	6. Get to know certain <i>e-Learning</i> Design and Development Technologies and Tools by applying the correct development procedures	6.1. Get to know <i>e-Learning</i> Design Technology and <i>Tools</i> 6.2. Get to know <i>e-Learning</i> Development Technology and <i>Tools</i>
	7. Designing and Developing <i>e-Learning</i>	7.1. Practice Designing <i>e-Learning</i> 7.2. Practice Developing E-learning

	8. Organizing e-learning Evaluations	Conducting E-Learning Evaluations
	9. Doing Self-Reflection; Experience Online Learning for Yourself	Applying the Online Learning Model as a learning resource
<b>LEARNING ACTIVITIES</b>	Approach	<i>Blended Learning</i>
	Method/strategy	<i>Direct Learning, Indirect Learning, Case-Based Learning, dan Project-Based Learning</i>
	Type of Activity	<i>Online learning: Synchronous and Asynchronous Models.</i>
	Assignment	Research Proposal
<b>VALUATION</b>	Methods/techniques	Project Evaluation, Product Evaluation, Attitude Assessment.
	Instrument	Rating <i>scale</i> , Rubric.
<b>REFERENCE</b>	Main	<p>Allen, M. (2007). <i>Designing Successful eLearning: Forget What You Know About Instructional Design and Do Something Interesting</i>. CA: Pfeiffer.</p> <p>Allen, M. (2016). <i>Michael Allen's Guide to e-Learning: Building Interactive, Fun and Effective Learning Program for Any Company</i>. NJ: John Wiley and Sons inc.</p> <p>Alman, S.; Tomer, C.; Lincoln, M. L. (). <i>Designing Online Learning</i>. CA: Libraries Unlimited.</p> <p>Arbaugh, J. B. (2015). <i>Online and Blended Business Education for the 21<sup>st</sup> Century: Current Research and Future Directions</i>.</p> <p>Bath, D.; Bourke, J. (2010). <i>Getting Started with Blended Learning</i>. Australia: Griffith Institute for Higher Education.</p> <p>Bergmann, J.; Sams, A. (2012). <i>Flipped Your Classroom: Reach Every Student in Every Class Every Day</i>. USA: International Society for Technology in Education.</p> <p>Bersin, J. (2004). <i>The Blended Learning Book: Best Practices, Proven Methodologies and Lessons Learned</i>. CA: Pfeiffer.</p>

	<p>Boettcher, J. V.; Conrad, R. M. (2010). <i>The Online Teaching: Survival Guide Simple and Practical Pedagogical Tips</i>. CA: Jossey-Bass.</p> <p>Bonk, C. J.; Zhan, K. (2008). <i>Empowering Online Learning: 100+ Activities for Readings, Reflecting, Displaying, &amp; Doing</i>. CA: Jossey-Bass.</p> <p>Carliner, S.; Shank, P. (2008). <i>The E-learning Handbook: Past Promises, Present Challenges</i>. CA: Pfeiffer.</p> <p>Carman, M. J. (2002) <i>Blended Learning Design: Five Key Ingredients</i>. KnowledgeNet.</p> <p>Chaeruman, U. A. (2017). <i>PEDATI, Blended Learning System Design Model</i>. Directorate of Learning of the Ministry of Research, Technology and Higher Education.</p> <p>Cheung, S. K. S., et. al. (ed). (2018), <i>Blended Learning: Enhancing Success</i>. Proceedings 11<sup>th</sup> International Conference, ICBL 2018 Osaka, Japan, July 31 – August 2, 2018. USA: Springer International Publishing.</p> <p>Clark, R. C.; Mayer, R. E. (2008). <i>eLearning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning (2<sup>nd</sup> Edition)</i>. USA: Pfeiffer.</p> <p>Dabbagh, N.; et. al. (2016). <i>Learning Technologies and Globalization: Pedagogical Frameworks and Applications</i>. NY: AECT, Springer.</p> <p>Dawley, L. (2007). <i>Tools for Successful Online Teaching</i>. Hershey: Information Science Publishing.</p> <p>Fee, K. (2009) <i>Delivering eLearning: a Complete Strategy for Design, Application and Assessment</i>. USA: Kogan Page Limited.</p> <p>Ghislandi, P. (editor) (2012). <i>eLearning: Theories, design, Software and Applications</i>. Rijeca: InTech.</p> <p>Gradinarova, B. (2015). <i>E-learning: Instructional Design, Organizational Strategy and Management</i>. AvE4EvA.</p> <p>Graham, R. C., et. al. (2019). <i>K-12 Blended Teaching: a Guide to Personalized Learning and Online Integration</i>. Edtechbook. Available at <a href="http://edtechbooks.org/k12blended">http://edtechbooks.org/k12blended</a></p> <p>Haythornthwaite, C.; Andrews, R. (2011). <i>eLearning Theory and Practice</i>. London: SAGE Publications Ltd.</p> <p>Heuw, F. K; Cheung, W. S.; (2014). <i>Using Blended Learning: Evidence-based Practice</i>. NY: Springer.</p> <p>Holmes, B.; Gardner, J. (2006). <i>eLearning: Concept and Practice</i>. London: SAGE Publications Ltd.</p> <p>Horn, B. M.; Staker, H. (2105). <i>Blended: Using Disruptive Innovation to Improve Schools</i>. USA: Jossey-Bass.</p>
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	<p>Horton, W. &amp; Horton, Ka. (2003). E-Learning Tools and Technologies: A consumer guide for trainers, teachers, educators, and instructional designers. USA : Wiley Publishing, Inc.</p> <p>Horton, W.; Horton, K. (2003). eLearning Tools and Technologies. Canada: Wiley Publishing</p> <p>Hyder, K. et. al. (2007). Synchronous eLearning: How to Design, Produce, Lead, and Promote Successful Learning Events, Live and Online. CA: The eLearning Guild.</p> <p>Inoue, Y. (2010). Cases on Online and Blended Learning Technologies in Higher Education: Concepts and Practices. NY: Information Science Reference.</p> <p>Keengwe, J.; Agamba, J. J. (2015). Models for Improving Online and Blended Learning in Higher Education. USA: IGI Global.</p> <p>Khan, B. H. (2005). Managing eLearning; Design, Delivery, Implementation and Evaluation. USA: Idea Group Inc.</p> <p>Kidd, T.; Morris, L. R. (2107). Handbook of Research on Instructional System and Educational Technology. USA: IGI Global.</p> <p>Ko, S.; Rossen, S. (2017). Teaching Online: a Practical Guide (4<sup>th</sup> Edition). NY: Routledge.</p> <p>Koc, S.; Liu, X.; Wachira, P. (2105). Assessment in Online and Blended Learning Environments. USA: Information Age Publishing Inc.</p> <p>Kwan, R.; Fox, R.; Chan, F. T.; Tsang, P. (2008). Enhancing Learning through Technology: Research on Emerging Technologies and Pedagogies. Singapore: World Scientific Publishing.</p> <p>Macdonald, J. (2008). Blended Learning and Online Tutoring: Planning Learner Support and Activity Design. USA: British Library.</p> <p>Miller, M. D. (2014). Mind Online: Teaching Effectively with Technology. USA: Harvard University Press.</p> <p>Mohapatra, S.; Agrawal, A.; Satpathy, A. (). Designing Knowledge Management-Enabled Business Strategies: a Top-down Approach. USA: Springer International Publishing.</p> <p>Montebello, M. (2018). AI Injected eLearning: the Future Online Education. USA: Springer International Publishing.</p> <p>Northrup, P. T. (2007) Learning Object for Instruction: Design and Evaluation. USA: IGI Global.</p> <p>Piskurich, G. M. (Editor). (2004). Getting the Most from Online Learning. CA: Pfeiffer.</p> <p>Quinn, C. N. () Designing mLearning: Tapping into the Mobile Revolution for Organizational Performance. USA: Pfeiffer.</p>
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		<p>Rahman, A.; Ilic, V. (2019). Blended Learning in Engineering Education: Recent Development in Curriculum, Assessment, and Practice. UK: Taylor &amp; Francis Group.</p> <p>Rice, P. (2005). 500 Tips for Open and Online Learning (2<sup>nd</sup> edition). USA: Routledge.</p> <p>Saliba, G.; Rankine, L.; Cortez, H. (2015). Fundamentals of Blended Learning. Australia: University of Western Sydney.</p> <p>Salmon, G. (2002). E-tivities: the Key to Active Learning. London: Kogan Page.</p> <p>Smith, R. M. (2014). Conquering the Content: a Blue Print for Online Course Design and Development (2<sup>nd</sup> Ed). CA: Jossey-Bass</p> <p>Stacey, E.; Gerbic, P. (2009). Effective Blended Learning Practices: Evidence-based Perspectives in ICT-facilitated Education. USA: IGI Global.</p> <p>Thorne, K. (2003). Blended Learning: How to Integrate Online and Traditional Learning. ACM Digital Library.</p> <p>Tobin, J. T.; Mandernach, J.; Taylor, A. H. (2015). Evaluating Online Teaching: Implementing Best Practices. CA: Jossey-Bass.</p> <p>Vai, M.; Sosulski, K. (2011). Essentials of Online Course Design: a Standards-based Guide. NY: Routledge.</p> <p>Wang, M. (2018). eLearning in the Workplace: a Performance-oriented Approach Beyond Technology. USA: Springer International Publishing.</p>
	Supporter	Students are encouraged to search for relevant literature themselves, including searching through the internet, especially for dissertations from UMI Proquest Digital Dissertations
<b>MATA COLLEGE TERMS</b>	.....	





**DETAILS OF THE ACTIVITY PLAN**

Week To:	Learning Outcomes (Sub-CPMK)	Material (Study Material)	Success Indicators	Forms of Learning; Learning Methods; Assignment;		Time allocation	Source/ Media	Assessment/ Assignment
				Synchronous:	Asynchronous:			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1	Explain the needs analysis as well as the basic essence and theory underlying e-learning	Basic concepts of E-Learning	Students can identify the nature of e-Learning according to various experts	Discussion Forums and Tasks	Seeking references and discussing through the LMS	TM: 60"  BM: 180"	<ul style="list-style-type: none"> <li>Power point,</li> <li>Video</li> </ul>	<b>Assignment:</b> Creating papers on the nature of eLearning according to various experts
2	Explain the needs analysis as well as the basic essence and theories that launch e-learning	Theories that underlie e-learning	Students can explain various theories that underlie e-learning	Discussion Forums and Group Presentations	Explore the material from the results of the discussion through the LMS	TM: 60"  BM: 180"	<ul style="list-style-type: none"> <li>Articles</li> <li>Video</li> </ul>	<b>Assignment:</b> Creating theoretical papers that underlie e-learning
3	Comparing different learning models with e-learning	Technology Integration in Classroom Learning (Technology enhanced classroom)	Students can analyze e-learning models in the classroom	Discussion Forums and Group Presentations	Explore the material from the results of the discussion through the LMS	TM: 60"  BM: 180"	<ul style="list-style-type: none"> <li>Book</li> <li>Articles</li> <li>Video</li> </ul>	<b>Assignment:</b> Creating papers on the basic essence and theory that underlies e-learning

4	Comparing different learning models with e-learning	Variety of blended learning approach models	Students can analyze various blended learning models	Forum Group Discussion via <i>Zoom Meeting</i>	Explore the material from the results of the discussion through the LMS	TM: 60" BM: 180"	<ul style="list-style-type: none"> <li>• Book</li> <li>• Articles</li> <li>• Video</li> </ul>	<b>Assignment:</b> Creating papers on a variety of blended learning models
5	Comparing different learning models with e-learning	The variety of applications of e-learning in organizations	Students can analyze a variety of eLearning to improve organizational performance	Forum Group Discussion via <i>Zoom Meeting</i>	Explore the material from the results of the discussion through the LMS	TM: 60" BM: 180"	<ul style="list-style-type: none"> <li>• Book</li> <li>• Articles</li> <li>Video</li> </ul>	<b>Assignment:</b> Create papers on various eLearning to improve organizational performance
6	Comparing different learning models with e-learning	Variety of e-learning applications	Students can analyze various applications of e-learning	Forum Group Discussion via <i>Zoom Meeting</i>	Explore the material from the results of the discussion through the LMS	TM: 60" BM: 180"	<ul style="list-style-type: none"> <li>• Book</li> <li>• Articles</li> <li>• Video</li> </ul>	<b>Assignment:</b> Creating papers on the various applications of eLearning
7	Identifying learning system design models to design e-learning	Learning System Design Models for designing e-Learning	Students can analyze at least more than two models of learning systems to design e-learning	Group Presentations and Discussions	Explore the material from the results of the	TM: 60" BM: 180"	<ul style="list-style-type: none"> <li>• Book</li> <li>• Articles</li> <li>Video</li> </ul>	<b>Assignment:</b> Group presentation of the results of the analysis of the eLearning system design model

					discussion through the LMS			
<b>8</b>	<b>UTS</b>							
9	Analyze trends and issues of e-learning implementation in schools and organizations	Trends and issues of implementing e-learning in schools Trends and issues of e-learning implementation in organizations	Students can identify trends and current issues in the application of e-learning in audio schools in learning	Forum Group Discussion and Tasks	Working on Projects and Progress through LMS	TM: 150" BM: 180"	<ul style="list-style-type: none"> <li>• Book</li> <li>• Journal</li> <li>• Related Links</li> </ul>	<b>Assignment:</b> Creating papers on Trends and Issues of eLearning implementation in schools and organizations
10	Identifying e-learning development technologies and tools	E-Learning Technology and Tools	Students can determine relevant technologies and tools to develop a particular e-learning program	Online Consultation and Joint Review in the Classroom	Working on Projects and Progress through LMS	TM: 150" BM: 180"	<ul style="list-style-type: none"> <li>• Book</li> <li>• Journal</li> <li>• Related Links</li> </ul>	Project Portfolio
11	Designing certain e-learning programs with a specific learning approach using a specific learning system design model	<ul style="list-style-type: none"> <li>• Practice and guidance of e-learning program development projects</li> </ul>	<ul style="list-style-type: none"> <li>• Students, in groups, can create a design and development project for one of the e-learning programs as follows (optional): 1. Integration of technology in classroom learning</li> </ul>	Online Consultation and Joint Review in the Classroom	Working on Projects and Progress through LMS	TM: 150" BM: 180"	<ul style="list-style-type: none"> <li>• Book</li> <li>• Journal</li> <li>• Related Links</li> </ul>	Project Portfolio

			<p>2. One of 12 blended learning models for schools</p> <p>3. Blended learning for colleges</p> <p>4. Blended learning for a particular training program case</p> <p>5. Community of practice in organization</p> <ul style="list-style-type: none"> <li>eLearning in the context of corporate university/knowledge management</li> </ul>					
12	Designing certain e-learning programs with a specific learning approach using a specific learning system design model	Practice and guidance of e-learning program development projects	Formulating learning outcomes Organizing Materials	Online Consultation and Joint Review in the Classroom	Working on Projects and Progress through LMS	TM: 150" BM: 180"	<ul style="list-style-type: none"> <li>Book</li> <li>Journal</li> <li>Related Links</li> </ul>	Project Portfolio
13	Designing certain e-learning programs with a specific learning approach using a	Practice and guidance of e-learning program development projects	Determining Learning Settings Designing <i>Synchronous</i> Learning	Online Consultation and Joint Review in	Working on Projects and Progress	TM: 150" BM: 180"	<ul style="list-style-type: none"> <li>Book</li> <li>Journal</li> <li>Related Links</li> </ul>	Project Portfolio

	specific learning system design model		Designing <i>Asynchronous Learning</i>	the Classroom	through LMS			
14	Designing certain e-learning programs with a specific learning approach using a specific learning system design model	Practice and guidance of e-learning program development projects	Compile a Formative Evaluation	Online Consultation and Joint Review in the Classroom	Working on Projects and Progress through LMS	TM: 150" BM: 180"	<ul style="list-style-type: none"> <li>• Book</li> <li>• Journal</li> <li>• Related Links</li> </ul>	Project Portfolio
15	Self-evaluating participation in real online learning	Self-reflection of the experience of participating in online learning	Students can analyze the advantages and disadvantages of online learning implementation	<i>Forum Group Discussion via Zoom Meeting</i>	Online Assignment via LMS	TM: 150" BM: 180"	<ul style="list-style-type: none"> <li>• MOOCs</li> <li>• Journal</li> <li>• Related Links</li> </ul>	Project Portfolio
<b>16</b>	<b>UAS</b>	Final Project of e-Learning Program Development						

**ATTACHMENT**

## WEIGHT OF ASSESSMENT

Components and weights of the assessment in percentages:

COMPONENT	WEIGHTS (%)
Presentation papers	20
Presentation of papers	15
CERTIFICATION MOOCs	20
Observation report	20
Midterm exam	15
End-of-semester exam	15
<b>SUM</b>	<b>100</b>

Assessment strategy:

Assessment Strategy	Assessed Aspects			
	Attitude	General Skills	Special Skills	Knowledge
Achievement test ( <i>Achievement test</i> )	○	◐	●	●
Performance Appraisal	◐	●	●	●
Portfolio	◐	●	◐	◐
Observation	●	◐	◐	◐
Survey	●	◐	○	○
Data Longitudinal	◐	●	●	○
Administrative Data	◐	●	●	○
External Review	○	●	○	○

Esdal, Lars. *Defining & Measuring Student-Centered Outcomes*. Education Evolving, 2018, pp. 19.

*Information:*

- : Not used in assessment
- ◐ : Sometimes used in certain assessment cases
- : Often used to assess the skill in question



## GRADUATION CRITERIA

Students are categorized as passing this course if they have a minimum final grade of C based on the following assessment range:

MASTERY RATE (%)	LETTER	NUMBER	INFORMATION
86 – 100	A	4	Pass
81 - 85	A-	3,7	Pass
76 - 80	B+	3,3	Pass
71 - 75	B	3,0	Pass
66 - 70	B-	2,7	Not Pass
61 - 65	C+	2,3	Not Pass
56 - 60	C	2,0	Not Pass
51 - 55	C-	1,7	Not Pass
46 – 50	D	1	Not Pass
0 – 45	And	0	Not Pass

### LECTURE POLICY

- a. Presence : ● Attending face-to-face lectures is at least 80% of the ideal meeting amount  
 ● Every student must be active and participatory in lectures.  
 ● Be present in class on time according to the stipulated / agreed time.  
 ● Delay tolerance is 10 minutes. If it passes the tolerance time limit then it is permissible to enter the classroom but must not fill out the attendance list.  
 ● There is a notification if there is no in-person lecture.  
 ● During the lecture, the cellphone is in an *off or silent* position.  
 ● Ask permission (by raising your hand) if you want to speak, ask, answer, leave the class or other necessities.  
 ● Respect each other and do not create noise/distractions/breakdowns in the classroom.  
 ● There should be no plagiarism and other forms of violation of norms.
- b. Delay : ● Delay tolerance is 10 minutes. If it passes the tolerance time limit then it is permissible to enter the classroom but must not fill out the attendance list.  
 ● Delay in submitting tasks for 1-7 days from the set deadline will get a value reduction of 20 points from a total of 1-100 points.  
 ● Delays in submitting tasks for more than 7 days from the set deadline will get a value of 0.)
- c. Not taking the exam/not handing in assignments : Students who do not take the exam or do not submit assignments without notice will be given a grade D on the exam/assignment
- d. Academic cheating : Students are required to comply with standard rules and policies on academic honesty and avoid acts of plagiarism and cheating in exams. Acts of plagiarism and cheating in the exam will be awarded an E grade on the exam
- a. Ethics in the offline : ● Students are not allowed to wear clothes that show private parts  
 n classroom (tight/transparent).  
 d. ● Students do not use communication tools for purposes that are not related to learning.  
 ● Students do not make noise that disrupts the order of learning.

- f. Ethics in the online classroom : • Students are not allowed to wear clothes that show private parts (tight/transparent).  
• Students are required to display their identity in the form of writing, imagery, or video

## LEARNING ACTIVITIES (METHODS)

This course will apply blended learning with a flipped classroom approach. With this approach, students are required to take part in online self-study activities first before deepening, trying, practicing and demonstrating in class, so that, before entering face-to-face lectures, students are required to follow three online learning activities. that is:

1. Learning objects
2. Participate in discussion forums online and or
3. Work on online assignments.

During face-to-face lectures, students are required to make presentations, in-depth discussions, demonstrate, practice and reflect together on ideas, ideas, and individual projects or groups that are being worked on, Students are also required to take part in at least one online course from existing online course providers such as coursera, udemy, udacity or others.

### **Form of Learning : Case-based Learning**

1. *The Case discussed is:*  
Problems faced by sons / daughters or nieces of the surrounding environment related to online learning
2. *The learning steps are:*
  - a. The lecturer prepares knowledge material in the form of videos, journals and other reading links that are in accordance with the learning objectives that must be achieved by students, and references that are in accordance with the subject matter.
  - b. Cases are given to learners online through assignments through the LMS. with the duration of completion of the task that has been determined.
  - c. Students make field observations and observations
  - d. Further learning is carried out by completing the task in the form of video or audio
  - e. Lecturers observe the results of the assignment by providing feedback on suggestions during face-to-face learning.
  - f. Discussions are carried out and if necessary give touches / briefings / corrections / questions from other students so that the discussion reaches the target
  - g. Each student makes the next settlement in accordance with the suggestions of input from lecturers and other fellow students in accordance with the results of the discussion at the face-to-face meeting. and upload the completion of the task in the final form. Learning outcomes are measured using instruments:
    - 1) Portfolio
    - 2) Observation
    - 3) Your

## TASK INSTRUCTIONS AND UAS (PROJECT-BASED LEARNING)

Academic products produced through this course include:

1. Individual Tasks
2. Individual Papers (*non-presented*)
3. Group Papers (*presented*)
4. Project Tasks (group)
5. Learning Interaction Participation (Online Discussion Forums, Online Assignments and Interactions in the Classroom)
6. Certificate of Value of taking certain Courses online from one of the MOOCs Providers

### **Assignment Form: *Project-Based Learning***

1. The project carried out in groups is to compile a learning design that is carried out at a school or non-school institution in accordance with the online learning design model they choose.
2. References related to online learning models and knowledge of various evaluations and rules of learning evaluation have previously been provided in the LMS in the form of Videos, E-books, links, for them to learn first.
3. Then after the online learning product was completed, the group asked another group to review the results of the online learning design product (Peer to peer review / as Designer)
4. The results of the reviews of other groups entered the group for repairs, and the final product improvement results were uploaded.
5. Learning outcomes are measured using instruments:
  - a. Portfolio
  - b. Assessment The results of the work of the form of documents and products





## FORMATIVE TEST INSTRUMENTS

### PRINT

Courses: .....

Courses: .....

Semester: .....

Student name: .....

Tasks/products: .....

Assessment date: .....

**Hint:** Put a ✓ mark on the section that you consider to fit the following criteria:

4 when it's good; 3 when good; 2 when enough is; and 1 when less.

No	Indicator	Value			
		4	3	2	1
	<b>Design</b>				
1	Cover design accordingly				
2	The shape and size of teaching materials according to				
3	Selection of the right type of paper				
4	Binding is neat and strong				
	<b>Material</b>				
5	Examples and non-examples according to the material				
6	Material according to the learners				
7	Material coverage with learning objectives to be achieved				
	<b>Language</b>				
8	Language according to the characteristics of learners				
9	The language used is appropriate				
10	Terms used accordingly				
11	The structure of the use of sentences is clear				
12	Readability level				
	<b>Illustration</b>				
13	Use of appropriate illustrations with the material				
14	Clarity of illustration with material				
15	Color composition according to the writing and characteristics of the student				
	<b>Printers</b>				
16	Use of color in the corresponding letters				
17	Use of appropriate spacing size				
18	The use of appropriate font sizes in teaching materials				



## FORMATIVE TEST INSTRUMENTS INTERACTIVE MULTIMEDIA

Courses: .....

Courses: .....

Semester: .....

Student name: .....

Tasks/products: .....

Assessment date: .....

**Hint:** Put a ✓ mark on the section that you consider to fit the following criteria:

4 when it's good; 3 when good; 2 when enough is; and 1 when less.

No	Assessed aspects	Grading scale			
		1	2	3	4
<b>A</b>	<b>Basic competency aspects/indicators</b>				
	1. clarity of indicators				
	2. ease of understanding indicators				
<b>B</b>	<b>Content/material aspects</b>				
	3. Clarity of examples				
	4. clarity of the narrator				
	5. <i>Back sound</i> fit				
	6. Video suitability				
	7. Suitability of illustrations				
<b>C.</b>	<b>Aspects of student characteristics</b>				
	8. suitability with the age of the student				
	9. conformity with the level of education of the student				
<b>D.</b>	<b>Aspects of student interaction</b>				
	10. Periodic availability of inquiries				
	11. availability of assistance				
<b>And.</b>	<b>Individual Aspects</b>				
	12. availability of material presentation menu				
	13. ease of presentation menu material				
	14. availability of <i>next</i> and <i>previous buttons</i>				
<b>F.</b>	<b>Aspects of student interest</b>				
	15. suitability of use of simulation presentation format				
	16. Use of Interesting Images				
	17. Interesting use of animations				
	18. Use of interesting texts				
	19. Uniformity of buttons				
<b>G.</b>	<b>Feedback aspects</b>				
	20. The suitability of presenting feedback simply				





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**EVALUATION INSTRUMENTS**  
**WEB-BASED TEACHING MATERIALS**

Courses: .....

Courses: .....

Semester: .....

Student name: .....

Tasks/products: .....

Assessment date: .....

**Hint:** Put a value of 1 - 4 on the box on the right  
4 when it's good; 3 when good; 2 when enough is; and 1 when less.

No.	Dimension	Indicator	Value
A.	Learning Design	<ul style="list-style-type: none"> <li>● Clarity of goal formulation</li> <li>● Relevance of the material to the purpose</li> <li>● Relevance of media use to purpose and material</li> <li>● Relevance of evaluation to the objectives and material (if any)</li> <li>● Organizing the material (coherent, logical, systematic, easy to follow, not too long-winded)</li> <li>● Compatibility of teaching materials with the characteristics of the audience</li> </ul>	
B.	Content	<ul style="list-style-type: none"> <li>● The correctness of the content of the material</li> <li>● Contemporary and up-to-date material</li> <li>● Scope and depth of matter</li> <li>● Material adequacy</li> <li>● The compatibility of the references used</li> </ul>	
C.	Language and communication	<ul style="list-style-type: none"> <li>● Spelling permission according to the spelling of the prevailing language (EYD)</li> <li>● Redaction clarity and ease of understanding</li> <li>● Accuracy of use of examples, non-examples, metaphors, analogies and the like</li> <li>● Communicative use of stylistics</li> <li>● The suitability of the language style with the target (audience)</li> <li>● Readability (editorial errors, punctuation, etc.)</li> </ul>	

*Comments and Suggestions:*

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Jakarta..... 2021  
Assessment

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## FORMATIVE EVALUATION INSTRUMENTS

### MEDIA VIDEO

Courses: .....

Courses: .....

Semester: .....

Student name: .....

Tasks/products: .....

Assessment date: .....

**Hint:** Put a V mark on the section that you consider to fit the following criteria:

4 when it's good; 3 when good; 2 when enough is; and 1 when less.

Variable	Indicator	Value			
		4	3	2	1
Content/Material Aspects	Conformity of the material to learning activities				
	Compatibility with indicators (TPK)				
	Compatibility of the topic with the material				
	<i>Sufficiency</i>				
	Conformity of the example with the description				
	Clarity of description				
	Clarity of examples				
Aspects of Learning	Suitability of approach				
	- Notification of objectives/competencies				
	- Apperception				
	Method suitability				
	Sequence				
	Effectiveness & efficiency of competency achievement				
	Motivation to learn				
	Compliance with the characteristics of the <i>target (audience)</i>				
Media Aspects	Teaser / <i>opening appeal</i>				
	Storyline				
	Image sharpness				
	Compatibility of the image with the material				
	Readability, <i>writing (caption)</i> , font size, font color				
	Animation (moving image)				
	Suitability of settings				
	Attraction				
	Music				
	Quality of presenters				
	Player quality				
	Narrative quality				
	Language use				
Clarity of dialogue (intonation, dialect, pronunciation)					
Duration of the program					

*Comments and Suggestions:*

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