



MODULE HANDBOOK

Module Name:	Digital Literacy
Module Level:	Sarjana (S-1) / Bachelor
Abbreviation, if applicable:	
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	2/First year
Module Coordinator(s):	Shofan Fiangga, M.Sc
Lecturer(s):	Dr. Atik Wintarti, M. Kom Shofan Fiangga, M.Sc Evangelista Lus W. P, M.Sc
Language:	Indonesia
Classification within the curriculum:	Compulsory course/ elective studies
Teaching format/class hours per week during the semester	Teaching format: lectures, tutorial assignment, and individual study. 2 x 170 minutes = 340 minutes = 5.67 hours lectures
Workload:	14 weeks per semester consisting of: ➤ 2 hours lectures (2 x 50 minutes) per week, ➤ 2 hours tutorial assignments (2 x 60 minutes) per week, ➤ 2 hours individual study (2 x 60 minutes) per week, Total workload : 14x2x170 minutes = 4,760 minutes = 3.17 ECTS*
Credit Point:	2
Requirements:	N/A



Learning Goals :	<p>Knowledge</p> <p>CLO-1 : Develop understanding on digital data on how the data is resulted and processed</p> <p>CLO-2: Search and justify information and resources on digital media Skill</p> <p>CLO-3: Implement information technology in developing digital content</p> <p>Competency</p> <p>CLO-4: Responsible creatively in developing projects for teaching and learning alternative</p>																														
Content:	<p>Digital Literacy, Media Development, Hoax Content, Infographics, Video Explainers, Programming Algorithms, Project Management, Implementation of Digital Literacy in Education, and Cloud Computing and its applications in learning</p>																														
Study/exam achievements	<ul style="list-style-type: none"> ➤ Students are considered competent and pass if the final score calculated from the score of midterm exam, assignments, participation, and final exam is at least 55 or C. ➤ Final score is calculated as follows: ➤ 20% midterm exam + 30% assignments + 20% participation + 30% final exam ➤ Final index is defined as follow: <table border="1" data-bbox="662 1329 1308 1839"> <thead> <tr> <th>Index</th> <th>Converted Score</th> <th>Score Range</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4.00</td> <td>$85 \leq A \leq 100$</td> </tr> <tr> <td>A-</td> <td>3.75</td> <td>$80 \leq A- < 85$</td> </tr> <tr> <td>B+</td> <td>3.50</td> <td>$75 \leq B+ < 80$</td> </tr> <tr> <td>B</td> <td>3.00</td> <td>$70 \leq B < 75$</td> </tr> <tr> <td>B-</td> <td>2.75</td> <td>$65 \leq B- < 70$</td> </tr> <tr> <td>C+</td> <td>2.50</td> <td>$60 \leq C+ < 65$</td> </tr> <tr> <td>C</td> <td>2.00</td> <td>$55 \leq C < 60$</td> </tr> <tr> <td>D</td> <td>1.00</td> <td>$40 \leq D < 55$</td> </tr> <tr> <td>E</td> <td>0.00</td> <td>$0 \leq E < 40$</td> </tr> </tbody> </table>	Index	Converted Score	Score Range	A	4.00	$85 \leq A \leq 100$	A-	3.75	$80 \leq A- < 85$	B+	3.50	$75 \leq B+ < 80$	B	3.00	$70 \leq B < 75$	B-	2.75	$65 \leq B- < 70$	C+	2.50	$60 \leq C+ < 65$	C	2.00	$55 \leq C < 60$	D	1.00	$40 \leq D < 55$	E	0.00	$0 \leq E < 40$
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Forms of Media	Slides and LCD projectors, whiteboard
Literature	<p>[1] Spires, H. A., Paul, C. M., dan Kerkhoff, S. N., 2017, Digital Literacy for the 21st Century, in Khosrow-Pour, M. (ed.) <i>Encyclopedia of Information Science and Technology, Fourth Edition</i>, Hershey, PA : Information Science Reference, pp. 2235-42</p>
	<p>[2] Ireton, C. and Posetti, J., 2018. Journalism, fake news & disinformation: handbook for journalism education and training. UNESCO Publishing.</p> <p>[3] Yildirim, S., 2016. Infographics for Educational Purposes: Their Structure, Properties and Reader Approaches. Turkish Online Journal of Educational Technology-TOJET, 15(3), pp.98-110.</p> <p>[4] Marji, M., 2014, <i>Learn to Program with Scratch</i>, No Starch Press Inc: San Fransisco</p> <p>[5] Osterman, M.D., 2013. Digital literacy: Definition, theoretical framework, and competencies.</p> <p>[6] Karpati, A., 2011, <i>DIGITAL LITERACY IN EDUCATION</i>, UNESCO Institute for Information Technologies in Education</p> <p>[7] Depdiknas, 2017. Materi Pendukung Literasi Digital. Jakarta: Kementrian Pendidikan dan Kebudayaan.</p> <p>[8] Muller, P., 2019, <i>What can be done to counter Fake News?</i>, Potsdam-Babelsberg: Friedrich Naumann Foundation for Freedom</p> <p>[9] Krämer, A. and Böhrs, S., 2018. The Use of Explainer Videos as a Learning Tool: An Internal and External View. In <i>On the Line</i> (pp. 189-202). Springer, Cham.</p> <p>[10] APJII. "PENETRASI & PROFIL PERILAKU PENGGUNA INTERNET INDONESIA TAHUN 2018." Survey. 1 Aug. 2009.</p> <p>[11] Christodoulou, M., Szczygiełkasz E., Lukasz, K. and Kolarz, W., 2018, <i>Algorithmic and Programming: Training materials for Teachers</i>, Krosno: P.T.E.A. Wszechnica Sp. z o.o</p> <p>[12] King, W.R. and Cleland, D.I. eds., 1988. Project management handbook. Van Nostrand Reinhold.</p> <p>[13] Dewan, H. and Hansdah, R.C., 2011, July. A survey of cloud storage facilities. In 2011 IEEE World Congress on Services (pp. 224-231). IEEE.</p>



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Note	*Total hours per 1 credit in 1 semester= $\{(1 \text{ credit} \times 170 \text{ minutes} \times 14 \text{ weeks}) / 60 \text{ minutes}\} = 39,67 \text{ hours}$. each ECTS equals with 25 hours therefore 1 credit in 1 semester equals 1,59 ECTS.
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