

## Template

### **Description of Course Unit according to the ECTS User's Guide 2015**

Course unit title	<b>Komunikasi Multimedia</b>
Course unit code	AK081304
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	First Cycle Bachelor
Year of study when the course unit is delivered (if applicable)	Second Year
Semester/trimester when the course unit is delivered	Fourth semester
Number of ECTS credits allocated	
Name of lecturer(s)	Ahmad Nasher S.Ikom, MM
Learning outcomes of the course unit	<p>Mampu menjelaskan definisi komunikasi multimedia, konvergensi media, sejarah perkembangan teknologi, multimedia secara umum dan dalam ruang lingkup komunikasi, mampu menjelaskan perbedaan konsep multimedia, digitalisasi media, dan ekologi media di era konvergensi (CPL1, CPL3)</p> <p>Mampu menjelaskan jenis-jenis, bentuk, ruang informasi dan realitas sosial di media siber, dan mampu menerapkan ide konsep media sosial terkait bidang jurnalisme, marketing dan public relations (CPL2, CPL3)</p> <p>Mampu menjelaskan dan mengelompokkan jenis etika berinternet, aspek hukum di media sosial, penyalahgunaan jejaring sosial, representasi identitas di media siber, komunitas dan ekspresi virtual, fan vulture dan donasi online serta penerapan demokrasi digital pada perkembangan realitas kehidupan (CPL1, CPL2, CPL4)</p> <p>Mampu menjelaskan, menganalisa dan menghasilkan karya desain sebagai komunikasi multimedia mengenai literasi media digital, strategi konten, karakteristik dan demografi audiens, planning, targeting dan management content (CPL2, CPL5)</p> <p>Mampu menjelaskan dan mempresentasikan hasil karya produksi konten digital, manajemen media sosial dan riset komunikasi multimedia (CPL2,CPL3, CPL4)</p>
Mode of delivery (face-to-face, distance learning)	Hybrid Learning
Prerequisites and co-requisites (if applicable)	
Course content	<ol style="list-style-type: none"> <li>1. Konsep Dasar Komunikasi Multimedia</li> <li>2. Perkembangan Komunikasi Multimedia</li> </ol>

	<ol style="list-style-type: none"> <li>3. Konvergensi media</li> <li>4. <i>Cybermedia</i></li> <li>5. Implikasi kehadiran media sosial</li> <li>6. Hukum &amp; Etika (<i>Netiquette</i>)</li> <li>7. Budaya Populer di media sosial</li> <li>8. Literasi media di era digital</li> <li>9. Pembuatan desain konten digital</li> <li>10. Pendekatan produksi konten digital</li> <li>11. Produk Multimedia di media siber</li> <li>12. Manajemen media sosial</li> <li>13. Implikasi riset komunikasi multimedia</li> <li>14. Etnografi Virtual</li> </ol>
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> <li>1. Tamburaka, Apriadi. 2013. Literasi Media: Cerdas Bermedia Khalayak Media Massa. PT. Rajagrafindo Persada: Jakarta</li> <li>2. Nasrullah, Rulli. 2014. Teori dan Riset Media Siber (<i>Cybermedia</i>). Kencana Prenada Media Group: Jakarta</li> <li>3. Alyusi, Shiefti Dyah. 2016. Media Sosial: Interaksi, Identitas dan Modal Sosial. Kencana: Jakarta</li> <li>4. Nasrullah, Rulli. 2016. Media Sosial: Perspektif Komunikasi, Budaya dan Siosioteknologi. Simbiosis Rekatama Media: Bandung</li> <li>5. <i>E-Book</i> Tim Pusat Humas Kementerian Perdagangan RI. 2014. Panduan Optimalisasi Media Sosial untuk Kementerian Perdagangan RI. Kemendagri: Jakarta</li> <li>6. Jurnal Balai Pengkajian dan Pengembangan Komunikasi dan Informatika Bandung (BPPKI). 2012. Digitalisasi dan Konvergensi Media. Kominfo: Bandung</li> <li>7. Jurnal. Maulana, Murad. Definisi, Manfaat dan Elemen Penting Literasi Digital. 2015</li> <li>8. Jurnal Humaniora Vol.6 No.4 Oktober. 2015. Silaban, Martha Warta, Gracia Rachmi Adiarsi &amp; Yolanda Stellarosa. Literasi Media Internet Di Kalangan Mahasiswa</li> <li>9. Prosiding Jurnal Internasional. 2016. <i>Good Governance in the policy implementation process and public communication</i>. FISIP Universitas Muhammadiyah: Jember</li> </ol>
Planned learning activities and teaching methods	Collaborative learning, contextualizing, problem based learning, self-learning and relating to real life examples and experiences
Language of instruction	English and Bahasa Indonesia
Assessment methods and criteria	Participatory activity, <i>self-assessment</i> , <i>peer-assessment</i> , quizzes, mid and final semester exams.

## Multimedia Communication assessment rubric

### Problem Based Learning on conventional platform.

Direction: chose one of the following topics as problem topic.

1. Mencari Jurnal yang memuat fenomena berita penerapan atau pelanggaran hukum & etika (netiquette) di Internet. The content is printed and presented.
2. Mencari Jurnal yang memuat fenomena budaya populer di internet seperti representasi identitas, komunitas virtual, demokrasi digital, *online self disclosure*, *fan culture* dan *crowdfunding*. The content is printed and presented.

### Problem Based Learning on Digital platform.

Direction: chose one of the following topics as problem topic.

1. Merangkum pemahaman materi konvergensi media dan mencari materi yang berkaitan dengan praktik ekonomi politik media di Indonesia. The content is upload in social media and presented.
2. Mengevaluasi jurnal terkait riset komunikasi multimedia. The content is upload in social media and presented.

### Mid-term test for Multimedia Communication course.

Direction: Mengerjakan soal esai dari materi yang telah dipelajari

No	Criteria/Grade	80-100	65-79	50-64	40-59	0-39
1	Integration of knowledge	The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas.	The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the author has fully understood and applied concepts learned in the course.	The paper demonstrates that the author has little understanding of the course.

2	Topic focus	The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis.	The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position.	The topic is too broad for the scope of this assignment.	The topic is not clearly defined.	The topic is not relevant with the given instruction.
3	Depth of discussion	In-depth discussion & elaboration in all sections of the paper.	In-depth discussion & elaboration in most sections of the paper.	The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively.	Cursory discussion in all the sections of the paper or brief discussion in only a few sections.	The discussion is superficial and not academic, with no relevant references.
4	Cohesiveness	Ties together information from all sources. Paper flows from one issue to the next without the need for headings. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	Sometimes ties Together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	Does not tie Together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships	The writing is highly problematic and difficult to understand.



