

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

Course unit title	Teknologi Informasi Komunikasi
Course unit code	IT081334
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)	First Year
Semester/trimester when the course unit is delivered	First semester
Number of ECTS credits allocated	2.78
Name of lecturer(s)	DR. M Ravii Marwan,ST.,M.I.Kom
Learning outcomes of the course unit	<ol style="list-style-type: none"> 1. Mampu mengembangkan aplikasi komunikasi multimedia berbasis TIK dalam konteks beragam budaya 2. Mampu menggunakan teknik visual merchandising untuk meningkatkan minat penawaran produk, menerapkan teknik <i>display</i> untuk menarik pelanggan dan meningkatkan potensi penjualan 3. Mampu menjelaskan perkembangan film dan musik sebagai media komunikasi dan teknologi informasi komunikasi, termasuk perkembangannya dalam era media baru. 4. Mampu menjelaskan prinsip internet dan segala kemampuan digital yang perlu dikembangkan sebagai bagian dari literasi digital.
Mode of delivery (face-to-face, distance learning)	Hybrid Learning
Prerequisites and co-requisites (if applicable)	
Course content	<ol style="list-style-type: none"> 1. Paradigma dasar teknologi informasi dan pola dari perkembangan teknologi informasi komunikasi dalam tatanan sosial Perkembangan Komunikasi Multimedia 2. Menganalisa dampak dan manfaat dari teknologi komunikasi 3. Perkembangan teknologi komunikasi hingga media baru 4. Perkembangan teknologi informasi dan komunikasi mempengaruhi tren, budaya 5. Perkembangan teknologi informasi dan komunikasi mempengaruhi kehidupan sehari-hari masyarakat 6. Fenomena kehidupan sehari-hari yang terdampak oleh perkembangan teknologi komunikasi

	<ol style="list-style-type: none"> 7. Perkembangan film sebagai media komunikasi dan teknologi informasi komunikasi dalam kaitannya di era media baru. 8. Etika dan kerangka hukum terkait teknologi informasi dan komunikasi 9. Etika dan kerangka hukum terkait teknologi informasi dan komunikasi 10. Seluruh Pertemuan 1- 9 11. Ujian Tengah Semester 12. Perkembangan film sebagai media komunikasi dan teknologi informasi komunikasi dalam kaitannya di era media baru. 13. Prinsip internet 14. Kemampuan digital yang perlu dikembangkan sebagai bagian dari literasi digital
Recommended or required reading and other learning resources/tools	<ol style="list-style-type: none"> 1. Straubhaar, J., Robert LaRose, Lucinda Davenport. (2012). <i>Media Now: Understanding Media, Culture, and Technology</i>, Seventh Edition. Boston: Wadsworth 2. Siapera, E. (2017). <i>Understanding new media</i>. London, UK: Sage Publications. 3. Koloay, R. N. (2016). Perkembangan Hukum Indonesia Berkenaan dengan Teknologi Informasi dan Komunikasi. <i>Jurnal Hukum Unsrat</i>, 22(5). 4. Lim, M. (2013). The Internet and everyday life in Indonesia: a new moral panic?. <i>Bijdragen tot de taal-, land-en volkenkunde/Journal of the Humanities and Social Sciences of Southeast Asia</i>, 169(1), 133-147.
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.

Information and Communication Technology Assessment Rubric

Problem Based Learning on conventional platform.

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

1. Mencari dan Menyusun artikel populer mengenai dampak dan manfaat dari teknologi informasi komunikasi di Internet. The content is printed and presented.
2. Diskusi kelompok membawa kasus berkaitan perkembangan teknologi komunikasi hingga media baru dapat memengaruhi media dan berbagai bidang komunikasi The content is printed and presented.

Problem Based Learning on Digital platform.

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

1. Menonton film mengenai perkembangan teknologi informasi dan komunikasi mempengaruhi tren, budaya, dan kehidupan sehari-hari masyarakat. The content is upload in social media and presented.
2. Mengevaluasi dan diskusi kelompok mengenai perkembangan teknologi informasi dan komunikasi mempengaruhi tren, budaya, dan kehidupan sehari-hari masyarakat. . The content is upload in social media and presented.

Mid-term test for Information and 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.

