

Course Module:

Module/Course Title : Media Technology					
Module course code	Student workload	Credits	Semester	Frequency	Duration
LM317	3 x 50 minutes	3	6	Every Even Semester	1 Semester
1	Type of course		Contact hours	Independent study	Class size
	a) Theory		14x @ 150 minutes	120 minutes	18
2	Prerequisites for participation (if applicable)				
	-				
3	Learning outcomes				
	<ul style="list-style-type: none"> - Mastering the ICT utilization concepts in the fields of information, communication, documentation, archives and museums; - Students are able to apply logical, critical, systematic and innovative thinking in the context of the development or implementation of science and technology that notice and applies humanity's values in accordance with their field of expertise; - Students are able to use and design ICT applications in the operationalization of libraries, information, documentation, archives and museums. 				
4	Subject aims/Content				
	<ul style="list-style-type: none"> - Able to adapt to dynamic changing times - Master the concept of using the latest ICT in the fields of information, communication, documentation, archives, and museums. - Able to examine the implications of the development or implementation of science and technology that pays attention to and applies humanities values according to their expertise based on scientific principles, procedures and ethics in order to produce solutions, ideas, designs or art criticisms; - Able to design, use and design ICT applications in the operationalization of libraries, information, documentation, archives and museums; - Able to develop media technology products and network technology in information institutions 				
5	Teaching methods				
	Encounter 1				
	<ul style="list-style-type: none"> - Understand the objectives, scope, lecture procedures, explanation of assignments, exams to be followed, types of questions and sources; - Lecture; - Question and answer 				
	Encounter 2				
	<ul style="list-style-type: none"> - Understand the history, concepts and development of media and be able to relate them to the library field - Learning process activities with group discussion learning methods; 				

	<ul style="list-style-type: none"> - Independent activities with summarizing learning methods
	<p>Encounter 3</p> <ul style="list-style-type: none"> - Understand the role of media as a learning resource - Learning process activities with group discussion learning methods; - Independent activities with summarizing learning methods
	<p>Encounter 4</p> <ul style="list-style-type: none"> - Understand and recognize Design GBPM activities with group discussion learning methods; - Learning process activities with group discussion learning methods; - Independent activities with summarizing learning methods - Case metode
	<p>Encounter 5</p> <ul style="list-style-type: none"> - Understand concepts and procedures for developing graphic media - Learning process activities with group discussion learning methods; - Structured assignment activities with collaborative learning methods; - Independent activities with summarizing learning methods
	<p>Encounter 6</p> <ul style="list-style-type: none"> - Understand concepts and procedures for video development - Learning process activities with group discussion learning methods; - Independent activities with summarizing learning methods
	<p>Encounter 7</p> <ul style="list-style-type: none"> - Understand concepts and procedures Podcast development - Structured assignment activities with collaborative learning methods; - Independent activities with summarizing learning methods - Case Methods
	<p><i>MIDTERM EXAM</i></p>
	<p>Encounter 9</p> <ul style="list-style-type: none"> - Understand the concepts and procedures for developing Motion Graphics - Structured assignment activities with collaborative learning methods; - Independent activities with summarizing learning methods
	<p>Encounter 10</p> <ul style="list-style-type: none"> - Able to develop infographic media as a learning resource in the library - Structured assignment activities with collaborative learning methods; - Independent activities with summarizing learning methods - Practice
	<p>Encounter 11</p> <ul style="list-style-type: none"> - Able to develop video media as a learning resource in the library - Structured assignment activities with collaborative learning methods; - Independent activities with summarizing learning methods - Practice
	<p>Encounter 12</p> <ul style="list-style-type: none"> - Able to develop video media as a learning resource in the library - Activities Learning process using presentation learning methods in the classroom; - Structured assignment activities with collaborative learning methods

	<ul style="list-style-type: none"> - Practice
	<p>Encounter 13</p> <ul style="list-style-type: none"> - Able to develop podcast media as a learning resource in the library - Activities Learning process using presentation learning methods in the classroom; - Structured assignment activities with collaborative learning methods - Practice
	<p>Encounter 14</p> <ul style="list-style-type: none"> - Able to develop motion graphics media as a learning resource in the library - Activities Learning process using presentation learning methods in the classroom; - Structured assignment activities with collaborative learning methods - Practice
	<p>Encounter 15</p> <ul style="list-style-type: none"> - Able to develop motion graphics media as a learning resource in the library - Activities Learning process using presentation learning methods in the classroom; - Structured assignment activities with collaborative learning methods - Practice
	<p>FINAL EXAMS</p>
6	<p>Assessment methods</p> <p>Encounter 1</p> <ul style="list-style-type: none"> - Paper / - report - & Discussion
	<p>Encounter 2</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases
	<p>Encounter 3</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases
	<p>Encounter 4</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases
	<p>Encounter 5</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases
	<p>Encounter 6</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases
	<p>Encounter 7</p> <ul style="list-style-type: none"> - Reasoning-gap task; - Collaborative discussion of specific cases

	MIDTERM EXAM
	Encounter 9 <ul style="list-style-type: none"> - Presentation in class; - Collaborative discussion of specific cases
	Encounter 10 <ul style="list-style-type: none"> - Presentation in class; - Collaborative discussion of specific cases - Practice
	Encounter 11 <ul style="list-style-type: none"> - Presentation in class; - Collaborative discussion of specific cases - Practice
	Encounter 12 <ul style="list-style-type: none"> - Presentation in class; - Collaborative discussion of specific cases - Practice
	Encounter 13 <ul style="list-style-type: none"> - Presentation in class; - Collaborative discussion of specific cases - Practice
	Encounter 14 <ul style="list-style-type: none"> - Presentation in class; - Collaborative discussion of specific cases - Practice
	Encounter 15 <ul style="list-style-type: none"> - Presentation in class; - Collaborative discussion of specific cases - Practice
	FINAL EXAMS
7	This module/course is used in the following study programme/s as well Yes
8	Responsibility for module/course <ol style="list-style-type: none"> 1. Gema Rullyana, M.I.Kom. 2. Ardiansah, M.I.Kom.
9	Other Information <ol style="list-style-type: none"> 1. _____.(2013). The magic of corel draw. Jakarta : Informatika. 2. Abdous, M., Facer, R., & Yen, C. (2012). Academic effectiveness of podcasting: A comparative study of integrated versus supplemental use of podcasting in second language classes. Computers and Education, 58, 43–52. doi:10.1016/j.compedu.2011.08.021. 3. Chorianopoulos, K., & Giannakos, M. N. (2013, June). Usability design for video lectures. In Proceedings of the 11th european conference on Interactive TV and video (pp. 163-164).

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| | <p>46. Andreassen, R. (2023). From the families we choose to the families we find online: media technology and queer family making. <i>Feminist Theory</i>, 24(1), 12-29. https://doi.org/10.1177/14647001211059517</p> <p>47. Lotherington, H. (2020). Becky Parry, Cathy Burnett and Guy Merchant (eds), <i>Literacy, media, technology: Past, present and future</i>. <i>Journal of Early Childhood Literacy</i>, 20(3), 577-580. https://doi.org/10.1177/1468798420908159</p> <p>48. Jungherr, A. (2019). Book Review: <i>Social Theory after the Internet: Media, Technology and Globalization</i>. <i>The International Journal of Press/Politics</i>, 24(1), 117-119. https://doi.org/10.1177/1940161218808373</p> <p>49. Antar, R. (2023). Video games, the brain and magical thinking: A 21st century controversy. <i>E-Learning and Digital Media</i>, 20(2), 102-114. https://doi.org/10.1177/20427530221107779</p> <p>50. Hutchison, P. J. (2021). Media Rituals and Memory: Exploring the Historical Phenomenology of American Local Television. <i>Journal of Communication Inquiry</i>, 45(3), 225-243. https://doi.org/10.1177/0196859920977127</p> |
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