

SEMESTER LESSON PLAN (RPS)

ICT Literacy and Learning Media



Lecture name:

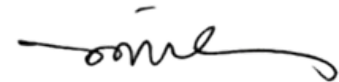
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**Bachelor Program in Special Education
Faculty of Educational Sciences
Indonesia University of Education
2023**

	SEMESTER LESSON PLAN	No.Doc : RPS-FIP-PKh No. 002
	LEARNING EVALUATION IN SPECIAL EDUCATION	Revise :
		Date :
	Page : 1-12	
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Lecture	Study Program Quality Assurance	Head of Bachelor Program in Special Education
SEMESTER LESSON PLAN 1. Course Identity Study Program Name: Bachelor Program in Special Education Course Name: ICT Literacy and Learning Media Course Code: KH 339 Course Group: Professional Expertise Course (MKKP)		

Credit Hours: 3

Level: Bachelor Program (S1)

Semester: 3

Prerequisite: Learning course in Special Education

Status (mandatory/elective): Mandatory

Name and code of lecturer: Prof. Dr. Endang Rochyadi, M.Pd Code: 1822

2. Course Description

This course delves into the concepts, contexts, and applications of the relationship between ICT (Information and Communication Technology) and instructional media. It explores the essence of this relationship, the principles of selection and development for effective learning, the design and development of academic instructional media, and the fundamental psychological processes related to ICT. The course follows a well-rounded approach, emphasizing reflection, group discussions, and case analysis. Through mechanisms such as need assessment, material adaptation, and teaching methods, students engage in critical analysis of each lecture topic and present their findings in group discussions. Each presenter is evaluated on their understanding of the material, presentation skills, and the strength of their arguments in response to questions. Furthermore, students are individually tasked with creating an analytical report on a specific ICT-based instructional media topic/design, drawing from case studies and empirically validated media products.

3. Referenced Study Program Learning Outcomes (CPL)

S9 Demonstrate a sense of responsibility for work in their field of expertise independently.

P1 Master the fundamental knowledge of education and the understanding of special needs students.

KU1 Apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, considering and applying humanitarian values in special education.

KK2 Apply teaching principles at every level and unit of special education based on humanitarian values and human rights principles.

4. Course Learning Outcomes (CPMK)

S8 Internalize academic values, norms, and ethics.

S9 Demonstrate a sense of responsibility for work in their field of expertise independently.

P1 Master the fundamental knowledge of education and the understanding of special needs students.

P2 Master the principles, techniques of planning, management, and educational theories to support the learning of all types of special needs children.

P3 Apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, considering and applying humanitarian values in special education.

KU1 Apply logical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, considering and applying humanitarian values in special education.

KU2 Demonstrate independent, quality, and measurable performance in special education.

KU3 Evaluate the implications of the development or implementation of science and technology considering and applying humanitarian values in special education based on scientific principles, procedures, and ethics to generate solutions, ideas, designs, or artistic critiques.

KU5 Make accurate decisions in the context of problem-solving in the field of special education, based on the analysis of information and data from the field.

KK2 Apply teaching principles at every level and unit of special education based on humanitarian values and human rights principles.

KK3 Apply teaching principles at every level and unit of special education based on humanitarian values and human rights principles.

KK8 Solve learning problems in special education by applying basic critical thinking theories and interdisciplinary and multidisciplinary empowerment.

4. Lesson Plan Description

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
1, 2	Students can explain the essence of the relationship between ICT and instructional media.	The essence and context of the relationship between ICT and instructional media.	Case analysis, discussion, and reflection.	3x 50 minutes	Analyze, discuss, and reflect on the essence of literacy and learning media.	Brookfield, S.D. (2006). The Skillful Teacher On Technique, Trust, and Responsiveness in the Classroom , Second Edition, San Francisco : John Wiley & Sons, Inc. Florian, L& Hegarty, J (2004) ICT and Special Educational Needs, A tool for inclusion,

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
						England: Open University Press
3	Students can explain the general principles of selecting and developing ICT-based instructional media in special education.	General principles of selecting and developing instructional media, including safety, differentiation, message distortion, flexibility, and cost-effectiveness.	Case analysis, discussion, and reflection.	3x 50 minutes	Analyze, discuss, and reflect on the essence of literacy and learning media.	Brookfield, S.D. (2006). The Skillful Teacher On Technique, Trust, and Responsiveness in the Classroom , Second Edition, San Francisco : John Wiley & Sons, Inc. Florian, L& Hegarty, J (2004) ICT and Special Educational Needs, A

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
						tool for inclusion, England: Open University Press
4	Students can explain the general principles of selecting and developing ICT-based instructional media in special education.	Pre-academic ICT-based instructional media related to developmental barriers and prerequisites for academic learning. Developmental barriers are often associated with basic psychological aspects, especially in children with special needs, such as perceptual (visual, auditory, etc.), motor, cognitive, and	Case analysis, discussion, and reflection.	3x 50 minutes	Analyze, discuss, and reflect on the essence of literacy and learning media.	Brookfield, S.D. (2006). The Skillful Teacher On Technique, Trust, and Responsiveness in the Classroom , Second Edition, San Francisco : John Wiley & Sons, Inc. Florian, L& Hegarty, J (2004) ICT and Special

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		language impairments.				Educational Needs, A tool f or inclusion, England: Open University Press
5	Students can explain the types, scope, and context of ICT-based academic instructional media related to the teaching of language and mathematics.	Types, scope, and context of ICT-based academic instructional media related to reading, writing, and mathematics, and their development.	Case analysis, discussion, and reflection.	3x 50 minutes	Analyze, discuss, and reflect on the essence of literacy and learning media.	Brookfield, S.D. (2006). The Skillful Teacher On Technique, Trust, and Responsiveness in the Classroom , Second Edition, san francisco : John Wiley & Sons, Inc.

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
						Florian, L& Hegarty,J (2004) ICT and Special Educational Needs, A tool f or inclusion, England: Open University Press
6,7	Students possess knowledge in identifying needs and developing designs for pre-academic and academic instructional media based on ICT.	Principles of design and development of Pre-Academic Media and ICT-based reading, writing, and mathematics instructional media.	Case analysis, discussion, and reflection.	3x 50 minutes	Analyze, discuss, and reflect on the essence of literacy and learning media.	Brookfield, S.D. (2006). The Skillful Teacher On Technique, Trust, and Responsiveness in the Classroom , Second Edition, san francisco : John

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
						Wiley & Sons, Inc. Florian, L& Hegarty,J (2004) ICT and Special Educational Needs, A tool f or inclusion, England: Open University Press
8	MID-SEMESTER EXAMINATION					
9, 10, 11, 12, 13, 14,15	Students are skilled in designing and producing instructional media and ICT (Information and Communication Technology) in	Practice in the design and production of academic and pre-academic instructional media.	Project based learning Presentation Discussion	3x 50 minutes	• Present the design of the created media. • Production of academic and pre-academi	Florian, L& Hegarty,J (2004) ICT and Special Educational Needs, A tool f or inclusion, England: Open

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
	special education.				c instructional media that has been presented. • Product: Mastery of the material, presentation techniques, and the ability to answer questions accurately. Reports in the form of media designs and instructional media products that have been	University Press

Meeting	Course Lesson Outcome Indicators	Subject Matter	Learning Method	Time	Assignment and Assessment	References
					empirically validated.	
16	FINAL SEMESTER EXAMINATION					

5. Reading/Reference List

Florian, L & Hegarty, J (2004) ICT and Special Educational Needs, A tool for inclusion, England: Open University Press

Brookfield, S.D. (2006). The Skillful Teacher On Technique, Trust, and Responsiveness in the Classroom, Second Edition, San Francisco : John Wiley & Sons, Inc.