HANDBOOK

Master's Program
Educational Technology

FACULTY OF EDUCATIONAL
UNIVERSITAS NEGERI YOGYAKARTA

TABLE OF CONTENT

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No.1 Sleman, DI Yogyakarta 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

Module/Course title: Philosophy of Science

Module/ Course Code	Students Workload	Credits (ECTS)	Semester	Frequency	Duration
PAS8201	6 hours	2	First Semester	16 Weeks	1 semester

1	**Type of Course** General Course Face-to-face / Blended learning/ Online (conditional)	**Contact Hours** 2 x 50 minutes	**Independent Study** 2 hours	**Class Size** 20 students

2 **Prerequisite for participation:** -

3 **Course Learning Outcomes (CLO)**
At the end of the course, students:
- **CLO1**: Explaining the meaning of knowledge, philosophy, and science.
- **CLO2**: Explaining the meaning of the philosophy of science and its objects of study, both formal and material.
- **CLO3**: Explaining the ontological basis of science (the essence being studied) in natural sciences, social sciences, and cultural sciences.
- **CLO4**: Explaining the epistemological basis of science (how to acquire knowledge or scientific methods)
- **CLO5**: Explaining the structure of scientific knowledge
- **CLO6**: Explaining scientific thinking tools
- **CLO7**: Explaining the axiological basis of science (the value of science: the relationship between science and moral values)
- **CLO8**: Explaining several approaches in the philosophy of science: the positivist approach, the post-positivist approach, phenomenology, and worldview.
- **CLO9**: Explaining the advancement of science
- **CLO10**: Explaining the connection between science, technology, culture/civilization

4 **Subject aims/Content**:
This course is a discipline that studies the relationship between philosophy and education, which also serves as an educational theory.

5 **Teaching methods**: lectures, discussions.

6 **Assessment methods (assessment components)**:

Cognitive	**: 50 %**
Attendance	: 5 %

	Quizzes	: 0%
	Assignments	: 5%
	Midterm exams	: 15%
	Final exams	: 25%
	Attendance	: 5%
	Participatory	**: 50%**
	Case Studies	: 50%
	Team-Based Projects	: 0%
7	**This module/course is not used in the following study programme (s) as well**	
8	**Responsibility for module/course:** **Coordinator:** Prof. Dr.Drs. Arif Rohman M.Si. Dr. Pujiriyanto S.Pd., M.Pd.	
9	**Course requirements**: None	
10	**Other information:** Medium of instruction: Indonesia	

References:

1. Kunto Wibisono, dkk. 1989. Dasar-dasar Filsafat. Jakarta: Universitas Terbuka (modul 2)
2. Imam Barnadib. 1992. Filsafat Pendidikan, Sistem dan Metode. Yogyakarta: Andi Offset
3. Imam Barnadib. 1996. Dasar-dasar Kependidikan. Jakarta: GHALIA Indonesia
4. Jalaludin & Abdullah Idi. 1997. Filsafat Pendidikan. Jakarta: Penerbit Gaya Media Pratama
5. ML Persatuan Tamansiswa. 1977. Karya Ki Hajar Tamansiswa Pendidikan. Yogyakarta: ML Tamansiswa
6. Imam Barnadib dan Sutari Imam Barnadib. 1996. Beberapa Aspek Substansial Ilmu Pendidikan. Yogyakarta: Andi Offset

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓															✓
CLO 2																✓
CLO 3						✓										✓
CLO 4				✓	✓											✓
CLO 5																✓

CLO 6													✓		✓
CLO 7							✓								✓
CLO 8		✓	✓					✓		✓	✓	✓	✓		✓
CLO 9														✓	✓
CLO 10													✓	✓	✓
CLO 11															✓
CLO 12															✓
CLO 13															✓
CLO 14															✓
CLO 10															✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No.1 Sleman, DI Yogyakarta 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="7">Module/Course Title: Instructional Theory</td></tr>
<tr><td colspan="2">Module/ Course Code
TPB8201</td><td>Student Workload
6 hours</td><td>Credits (ECTS)
2</td><td>Semester
First Semester</td><td>Frequency
16 week</td><td>Duration
1 Semester</td></tr>
<tr><td>1</td><td colspan="3">Type of Course
a) General Course
b) Face-to-face/Blended Learning/Online Learning (situsional)</td><td>Contact Hours
2x50 minutes</td><td>Independent Study
2 hours</td><td>Class Size
26 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisites for Participation:</td></tr>
<tr><td>3</td><td colspan="6">Course Learning Outcomes (CLO)
At the end of this course, students will be able to:
• CLO 1: Explain the position of learning theories within the field of Educational Technology.
• CLO 2: Describe various learning theories and analyze their application in appropriate instructional models.
• CLO 3: Elaborate and analyze the role of motivation in learning and instructional activities.
• CLO 4: Design the application of relevant learning theories and concepts into contextual teaching and learning.</td></tr>
<tr><td>4</td><td colspan="6">Course Objectives/Description:

This course is designed to equip students with a positive attitude and perception toward the field of learning theories. Methodologically and ethically, students are expected to be able to apply learning theories in developing contextual instructional models and learning resources.
The instructional approach combines expository methods delivered by the lecturer with structured assignments completed by students, including paired presentation papers and individual applied tasks. Assessment emphasizes student engagement in overall classroom interaction, the quality of presentations and peer feedback related to written ideas, the quality of submitted papers in terms of both substance/content and formal academic writing, as well as the quality of exam responses.</td></tr>
<tr><td>5</td><td colspan="6">Teaching Methods: Lecture and Discussion</td></tr>
<tr><td>6</td><td colspan="6">Assessment Methods (Evaluation Components)
Cognitive : 50%
Attendance : 10%</td></tr>
</table>

	Quizzes	: 10%
	Assignments	: 10%
	Midterm Examination	: 10%
	Final Examination	: 10%
	Participatory	**: 50%**
	Case Study	: 25%
	Team-Based Project	: 25%
	TOTAL	: 100%
7	**This module/course is not used in the following study programmes as well**	
8	**Responsibility for module/course** **Cordinator:** Prof. Dr. C. Asri Budiningsih M.Pd.	
9	**Course requirements: -**	
10	**Other information:**	

Referances:

1. Amstrong, T. 1994. Multiple intelligencesin the classroom. Alexandria: ASCD
2. Brooks, J.G. & Brooks, M. 1993. The Case for Constructivist Classrooms. Virginia: Association for Supervision and Curriculum Development Alaxandria.
3. Gardner, H. 1993. Multiple intelligences: The theory in practice. New York: Basic Books
4. Illeris, Knud. 2020. Contemporary theories of learning. London and New York: Routledge
5. Moll, L. C. 1994. Vygotsky and education: instructional implications and applications of sociohistorical psychology. Victoria: CambridgeUniversity Press.
6. Slavin, R.E., 1991. Educational psychology. Third edition. New York: Allyn & Bacon
7. Dale H. Schunk. 2012. Learning Theories An Educational Perspective. Pearson Education, Inc.
8. Win Wenger. 2000. Beyond Teaching & Learning. Gaithersburg: Project Renaissance

11. PLO and CLO Maping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓	✓	✓	✓	✓							✓				
CLO 2		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		
CLO 3						✓		✓	✓	✓	✓		✓	✓		
CLO 4					✓	✓			✓		✓			✓	✓	✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No.1 Sleman, DI Yogyakarta 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="7">Module/Course title: Statistics</td></tr>
<tr><td colspan="2">Module/ Course Code

PAS8203</td><td>Students Workload

6 hours</td><td>Credits (ECTS)

2</td><td>Semester

First Semester</td><td>Frequency

16 weeks</td><td>Duration

1 semester (16 weeks)</td></tr>
<tr><td>1</td><td colspan="3">Type of Course
b) General Course
b) Face-to-face / Blended learning/ Online (conditional)</td><td>Contact Hours
2 x 50 minutes</td><td>Independent Study

2 hours</td><td>Class Size

20 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisite for participation: -</td></tr>
<tr><td>3</td><td colspan="6">Course Learning Outcomes (CLO)
At the end of the course students:
● CLO1: Mastering discrete distributions (Binomial distribution: Probability theory, mean, standard deviation, table reading, and use of binomial distributions).
● CLO2: Mastering normal distribution (Frequency distribution, central tendency, mean, median, mode, quartile, percentile, histogram graph, polygon, stem and leaf, standard score).
● CLO3: Mastering inferential statistics (sampling distribution, type I error, type II error, and statistical power, testing examples, univariate hypotheses).
● CLO4: Mastering two-group difference tests (independent and dependent groups with t-distribution and assumptions)
● CLO5: Mastering tests of difference between more than two groups (Analysis of Variance, assumptions, follow-up tests).
● CLO6: Mastering advanced difference tests (factorial design, main effects, simple effects, and their use)
● CLO7: Mastering correlation techniques (Moment product, rank order, point biserial, and their applications).
● CLO8: Mastering linear regression (Assumptions, regression weights, hypothesis testing, outliers).
● CLO9: Multiple Regression (Multiple, partial, forward method, backward method, stepwise method, hypothesis testing and its application).
● CLO10: Multiple Regression (raw score and standardized score regression, the role of each variable, application).
● CLO11: SPSS Practice (Analysis of Variance and Regression)
● CLO12: Nonparametric (Association, goodness of fit, independent test, contingency coefficient, calculation and interpretation)
● CLO13: Nonparametric (Median Test, Mann-Whitney Test, Kruskal Wallis Test)</td></tr>
</table>

	● **CLO14**: Covariance Analysis (Assumptions, Calculations, Testing ● Analysis Requirements) ● **CLO15**: Covariance Analysis (Use and Interpretation of Results)
4	**Subject aims/Content**: This course is designed to discuss various parametric (univariate and multivariate) and non-parametric statistical concepts, descriptive data analysis methods related to means, standard deviations, and variances. Inferential statistics covering various hypothesis tests including univariate tests of means, proportion, and one- and two-population variance, univariate normality and homogeneity tests, goodness of fit tests, independence tests, sign tests, Mann Whitney U tests, one- and two-factor ANOVA, ANCOVA with one covariate, one-factor MANOVA, multivariate normality tests and covariance matrix homogeneity tests, and MANCOVA with one covariate. After studying these materials, students are expected to be able to analyze and solve problems in various studies, especially in educational management, rationally and with an emphasis on data objectivity.
5	**Teaching methods**: project work, group work, lectures, discussions, seminars, etc.
6	**Assessment methods (assessment components)**: **Cognitive** **: 50 %** Attendance : 0 % Quizzes : 0% Assignments : 10% Midterm exams : 20% Final exams : 20% **Participatory** **: 50%** Case Studies : 40% Team-Based Projects : 10% **TOTAL** **: 100%**
7	**This module/course is not used in the following study programme (s) as well**
8	**Responsibility for module/course:** **Coordinator:** Dr. Dra. Mathilda Susanti M.Si.
9	**Course requirements**: None
10	**Other information:** Medium of instruction: Indonesia

References:

1. Pituch, K.A., & Stevens, J.P. 2016. Applied multivariate statistics for the social sciences 6th edition. New York: Routledge.
2. Johnson, R.A., & Wichern, D.W. 2007. Applied multivariate statistical analysis. New Jersey: Pearson Prentice Hall.
3. Meyers, L.S., Gamst, G., & Guarino, A.J. 2006. Applied multivariate research: design and interpretation. London: Sage.
4. Glass, G.V. & Hopkins, K.D. (1984). Statistical methods in education and psychology. Engewood Cliffs, New Jersey: Prentice Hall, Inc.
5. Walpole, R & Myers, R. 2017. Probability and statistics for enginers and scientists. Terjemahan. Bandung: Penerbit ITB.

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO1	✓							✓								
CLO2	✓	✓														
CLO3			✓		✓	✓										
CLO4				✓		✓		✓								
CLO5										✓	✓	✓				
CLO6												✓				
CLO7																
CLO8																
CLO9																
CLO10																
CLO11																
CLO12									✓							
CLO13									✓							
CLO14										✓			✓	✓		
CLO10															✓	✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="6">Module/Course title: Educational Research Methodology</td></tr>
<tr><td colspan="2">Module/ Course Code

PAS8201</td><td>Students Workload

8,5 hours</td><td>Credits (ECTS)

3</td><td>Semester

First Semester</td><td>Frequency

16 Weeks</td><td>Duration

1 semester (16 weeks)</td></tr>
<tr><td>1</td><td colspan="3">Type of Course
a) General Course
b) Face-to-face / Blended learning/ Online (conditional)</td><td>Contact Hours

3 x 50 minutes</td><td>Independent Study

3 hours</td><td>Class Size

20 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisite for participation: -</td></tr>
<tr><td>3</td><td colspan="6">Course Learning Outcomes (CLO)
At the end of the course students:
● CLO1: Students understand the meaning and scope of research in the field of learning technology (LT)
● CLO2: Students understand research variables.
● CLO3: Students understand theoretical studies and hypotheses in research
● CLO4: Students understand relevant research models in the field of TP
● CLO5: Students understand research populations and samples
● CLO6: Students understand data collection techniques, data collection instruments, validity and reliability tests of data collection instruments.
● CLO7: Students understand quantitative data analysis techniques
● CLO8: Students understand the basic concepts of qualitative research
● CLO9: Students understand types of research Phenomenology
● CLO10: Students understand ethnograpichic research
● CLO11: Students understand Case Study research
● CLO12: Students understand Grounded theory research
● CLO13: Students understand Narrative Research
● CLO14: Students understand Hermeneutic Analysis</td></tr>
<tr><td>4</td><td colspan="6">Subject aims/Content:
This course examines: 1) the meaning and scope of educational research, particularly in the field of learning technology, 2) ethics in research in the field of learning technology, 3) issues in research in the field of learning technology, 4) research variables, 5) theoretical studies and hypotheses in research, 6) relevant research models relevant to learning technology, 7) population and sample, 8) research techniques and instruments, 9) validity and reliability of instruments, 10) data analysis</td></tr>
</table>

	techniques, 11) preparation of research proposals, and 12) reporting of research results.
5	**Teaching methods**: lectures, discussions, and quizzes.
6	**Assessment methods (assessment components)**: **Cognitive : 50%** Attendance : 5% Quizzes : 5% Assignments : 10% Midterm exams : 15% Final exams : 15% **Participatory : 50%** Case Studies : 20% Team-Based Projects : 30% **TOTAL : 100%**
7	**This module/course is not used in the following study programme (s) as well**
8	**Responsibility for module/course:** **Coordinator:** Prof. Dr. Haryanto, M.Pd. Prof. Dr. Sugeng Bayu Wahyono, M.Si.
9	**Course requirements**: None
10	**Other information:** Medium of instruction: Indonesia

References:

1. Borg, W.R. & Gall,M.D. (1983).Educational Research:an introduction (4th ed). New Yokr: Longman Inc.
2. Kerlinger, Fred N. (1986). Foundations of behavioral research. New York: Holt, Rinehart and Winston
3. John Creswell. (2015). Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative. Pearson Education, Inc

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓							✓								
CLO 2		✓						✓								
CLO 3			✓					✓								
CLO 4				✓				✓								
CLO 5					✓			✓								
CLO 6						✓		✓								

CLO 7							✓	✓	✓							
CLO 8										✓						
CLO 9											✓					
CLO 10												✓				
CLO 11													✓			
CLO 12														✓		
CLO 13															✓	
CLO 14																✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

Module/Course Title: Instructional Design

Module/ Course Code	Students Workload	Credits (ECTS)	Semester	Frequency	Duration
TPB8208	6 hours	2	First Semester	16 weeks	1 Semester

1	**Type of course** c) General Course d) Face-to-face / Blended learning / Online learning (conditional)	**Contact Hours** 2 × 50 minutes	**Independent Study** 2 hours	**Class Size** 20 students

2	**Prerequisite for participations: -**
3	**Course Learning Outcomes (CLO 1)** At the end of this course, students will be able to: Explain the fundamental assumptions underlying instructional systems design, including: a. The scientific disciplines that form the foundation of instructional systems design b. Systems theory c. Learning and instructional theories d. Communication theory e. Instructional design as a scientific discipline
4	**Subject aims/Content** This course is designed to foster positive attitudes and perceptions toward the field of Instructional Design, as well as to equip students with the knowledge and skills necessary to design instructional systems in a coherent and contextual manner.
5	**Teaching methods**: lectures, structured assignments, group/pair discussions, independent applied tasks.
6	**Assessment Methods (assessment components)** **Cognitive : 50%** Attendance : 10% Quizzes : 5% Assignments : 15% Midterm Examination : 10% Final Examination : 10% **Participatory : 50%** Case Studies : 20% *Team Based Project* : 30% **TOTAL : 100%**
7	**This module/course is not used in the following study programmes as well: -**

8	**Responsibility for module/course** **Coordinator:** Dr. Sisca Rahmadonna S.Pd., M.Pd.
9	**Course requirements:** -
10	**Other information:** Medium of instruction: Bahasa Indonesia

References

1. Brown, A.H. & Green, T.D. 2016. The Essentials of Instructional Design. New York & London: Routledge
2. Dick, W. ; Carey, L. & Carey, J. 2015. The systematic design of instruction. New Jersey: Pearson
3. Gagne, R.M. 2005. Principles of Instructional design. New York: WadsworthPublishing Co
4. Januszweski, A. & Molenda, M. 2008. Educational Technology: A definition with commentary. New York: Taylor & Francis group.
5. Smaldino, S.E., Russell, D.J., Heinich, R., & Molenda, M. 2005. Instructional Technology and media for learning. New Jersey: Pearson Merrill Prentice Hall
6. Smith, P.L. & Ragan, T.L. 2003. Instructional design. New Jersey: Pearson Merrill Prentice Hall Inc.
7. Prawiladilaga, D.S. 2002. Prinsip desain pembelajaran. Jakarta: Penerbit Kencana dan UNJ
8. Abdul Gafur,. 2012. Desain Pembelajaran, konsep, model, aplikasinya dalam perencanaan pelaksanaan pembelajaran. Yogyakarta: Ombak
9. Atwi Suparman, M. 2014. Desain instruksional modern. Jakarta: Penerbit Erlangga
10. Benny A. Pribadi, 2014. Desain dan pengembangan program pelatihan berbasis kompetensi. Implementasi model ADDIE. Jakarta: Penerbit Kencana
11. Branch, R.M., 2009. Instructional Design: The ADDIE approach. New York: Springers.

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14
CLO 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

Module/Course Title: Instructional Multimedia

Course Module/Code	Student Workload	Credits (ECTS)	Semester	Frequency	Duration
TPB8303	8.5 hours	3	First Semester	16 week	1 Semester

		Contact Hours	Independent Study	Class Size
1	**Course Type** e) General Course f) Face-to-face/Blended Learning/Online Learning (situsional)	3x50 minutes	3 hours	26 students
2	**Prerequisites for Participation:**			
3	**Course Learning Outcomes (CLOs)** At the end of this course, students will be able to: • **CLO 1:** Explain the concepts, functions, utilization, and development of instructional media. • **CLO 2:** Describe the online learning environment and identify various multimedia learning applications. • **CLO 3:** Explain the characteristics of multimedia learning software. • **CLO 4:** Elaborate the principles of cognitive theory and multimedia learning, as well as the components of multimedia learning development. • **CLO 5:** Explain the design of multimedia-based instruction and the application of learning theories in multimedia learning (theoretical foundations of online learning). • **CLO 6:** Explain multimedia theory and image digitization, and demonstrate the ability to use image editing software. • **CLO 7:** Develop instructional multimedia designs and storyboards. • **CLO 8:** Evaluate multimedia learning products and create tutorials using Camtasia software. • **CLO 9:** Explain the processes of digitization, optimization, and editing of audio and video, and demonstrate the ability to edit audio and video using Adobe Premiere. • **CLO 10:** Explain interactive multimedia learning and demonstrate the ability to create animations and multimedia applications using ActionScript in Flash. • **CLO 11:** Explain the development of hypermedia maps, pre-loaders, and games, and demonstrate the ability to develop dynamic Flash-based applications. • **CLO 12:** Development of *desktop interactive multimedia learning applications (Flash)*.			

	• **CLO 13:** Understand Sigil and HTML, and demonstrate the ability to create e-books (epub). Development of *mobile interactive multimedia learning applications (Epub)*.
4	**Course Objectives/Description:** This 3-credit course is project-based and delivered through a combination of theoretical and practical approaches using strategies such as assignments, reviews, discussions, independent practice, and project work. The course begins with an exploration of the concepts, functions, utilization, and development of instructional media. It then continues with discussions on the principles, design, development, and evaluation of multimedia learning. Furthermore, it examines the characteristics and methodologies of multimedia learning software, the concept of interactive multimedia learning, and the process of multimedia component digitization. Students will explore and utilize authoring tools to edit and produce interactive multimedia learning applications as a final project.
5	**Teaching Methods:** Lecture and Discussion
6	**Assessment Methods (Evaluation Components)** **Cognitive : 50%** Attendance : 5% Quizzes : 5% Assignments : 40% Midterm Examination : 0% Final Examination : 0% **Participatory : 50%** Case Study : 40% Team-Based Project : 10% **TOTAL : 100%**
7	**This module/course is not used in the following study programmes as well**
8	**Course Coordinator** **Cordinator:** Prof. Drs. Herman Dwi Surjono M.Sc., MT., Ph.D.
9	**Course requirements: -**
10	**Other information:**

Referances:

1. Mayer, R. E. (2009). *Multimedia learning 2nd Edition*. Cambridge: Cambridge University Press
2. Alessi and Trolip. (2001). *Multimedia for learning: Methods and development*. Boston: Allyn and Bacon
3. Costello, Vic. (2024). *Multimedia Foundations: Core Concepts for Digital Design.* 3rd Edition. New York: Routledge Taylor & Francis
4. Herman Dwi Surjono. (2017). *Multimedia Pembelajaran Interaktif: Konsep dan Pengembangan*. Yogyakarta: UNY Press
5. Lee, William W and Owens, Diana L. (2004). *Multimedia-based instructional design: computer-based training, web-based training, distance broadcast training, performance-based solutions, 2nd ed*. San Francisco, CA: John Wiley & Sons, Inc
6. Chapman. (2009). *Digital Multimedia. 3ed*. New York: John Wiley & Sons

11. CLO and PLO Maping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1		✓														
CLO 2	✓															
CLO 3				✓												
CLO 4			✓													
CLO 5				✓	✓											
CLO 6						✓										
CLO 7							✓									
CLO 8									✓							
CLO 9								✓								
CLO 10										✓						
CLO 11										✓	✓					
CLO 12														✓	✓	✓
CLO 13													✓			

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

Module/Course Title: Distance Learning and E-Learning Development						
Module/Course Code		**Students Workload**	**Credits (ECTS)**	**Semester**	**Frequency**	**Duration**
TPB8307		8,5 hours	3	First Semester	16 weeks	1 Semester
1	**Type of course** g) General Course h) Face-to-face / Blended learning / Online learning (conditional)			**Contact Hours** 3 × 50 minutes	**Independent Study** 3 hours	**Class Size** 20 students
2	**Prerequisite for participations: -**					
3	**Course Learning Outcomes (CLO)** At the end of this course, students will be able to: **CLO 1** : Explain the concepts, utilization, and methodologies of e-learning. **CLO 2** : Describe the design and development of e-learning. **CLO 3** : Use web-based instructional development tools and complete Project 1 on developing a learning website. **CLO 4** : Practice using the Moodle LMS, perform Moodle LMS installation on web hosting, and complete Project 2 on developing e-learning with Moodle. **CLO 5** : Understand the administration and customization of e-learning portals. **CLO 6** : Develop and maintain online courses. **CLO 7** : Add activities within an e-learning environment.					
4	**Subject aims/Content** Students are expected to master tools for e-learning development and the Moodle LMS, and are required to apply them in the development and management of e-learning portals on the Internet.					
5	**Teaching methods**: lectures, assignments, discussions, independent practice, project-based work.					
6	**Assessment Methods (assessment components)** **Cognitive : 50%** Attendance : 10% Quizzes : 5% Assignments : 15% Midterm Examination : 10% Final Examination : 10% **Participatory : 50%** Case Studies : 20% *Team Based Project* : 30% **Total: 100%**					

7	**This module/course is not used in the following study programmes as well:** -
8	**Responsibility for module/course** **Coordinator:** Dr. Deni Hardianto S.Pd., M.Pd.
9	**Course requirements:** -
10	**Other information:** Medium of instruction: Bahasa Indonesia

References

12. Clark, Ruth Colvin and Mayer, Richard E. (2016). E-learning and the science of instruction: proven guidelines for consumers and designers of multimedia learning, 4th ed. San Francisco, CA: John Wiley & Sons, Inc
13. Khan, B. (2005). Managing e-learning: design, delivery, implementation, and evaluation. London: Idea Group
14. Horton, (2003), E-learning Tools and Technologies: A consumer's guide for trainers, teachers, educators, and instructional designers, Indiana: Wiley Publishing, Inc
15. Conrad and Donaldson. (2004). Engaging the Online Learner: Activities and Resources for Creative Instruction. San Fransisco: John Wiley & Sons
16. Herman Dwi Surjono. (2013). Membangun Course Elearning berbasis Moodle Edisi Kedua. Yogyakarta: UNY Press

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓	✓	✓													
CLO 2				✓	✓											
CLO 3						✓	✓	✓								
CLO 4									✓	✓	✓	✓				✓
CLO 5													✓			
CLO 6														✓		
CLO 7															✓	

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

Module/Course Title: Learning Message Design

Module/Course Code	Students Workload	Credits (ECTS)	Semester	Frequency	Duration
TPB6201	6 hours	2	First Semester	16 weeks	1 Semester

1	**Type of course** a) General Course b) Face-to-face / Blended learning / Online learning (conditional)	**Contact Hours** 2 x 50 minutes	**Independent Study** 2 hours	**Class Size** 20 students
2	**Prerequisite for participations:**			
3	**Course Learning Outcomes (CLO)** At the end of the course students: • **CLO 1:** Explaining the meaning, important role, and use of message design in learning, as well as the position of message design in the TP area, and the relationship between design and learning design. • **CLO 2:** Explains the learning communication process, and the principles of message design in learning communication. • **CLO 3:** Explain the principles of perception, memory, conceptual learning, and attitude change. • **CLO 4:** Analyzing variety knowledge in a textbook, and determine the appropriate visual illustration media for each type of knowledge. • **CLO 5:** Describe the various media for conveying messages from the perspective of sensory memory modalities. • **CLO 6:** Able to visualize a variety of knowledge (concepts, facts, procedures and principles, attitudes) in graphic visual media. • **CLO 7:** Explain the principles of visual, aural, and multimedia design. • **CLO 8:** Designing learning messages based on student characteristics • **CLO 9:** Designing learning messages based on behavioural, cognitive, learning theories information processing, and constructivism. • **CLO 10:** Arranging the order of messages Learning is based on; a) Robert M Gagne's cognitive learning theory; b) Chronological (events), psychological and logical, causal (cause and effect), structure, spiral; c) Relationships between messages: hierarchical, horizontal, procedural, mixed; d. approach thinking: deductive, & inductive			
4	**Subject aims/Content**			

	Message design involves “planning to engineer the physical form of a message.” This course aims to provide students with an understanding so they have a positive attitude and perception towards the activity of designing learning messages. Students study the underlying theories such as cognitive structure theory, information processing theory, communication theory which includes the principles of attention, perception and absorption, to organize the physical form of the message so that effective learning communication occurs. Learning message design deals with the most micro level through small units such as visual teaching materials, sequences, pages and screens separately, which are specific to both the media and the learning tasks.
5	**Teaching methods**: lecturer, discussion, independent assignments, and others.
6	**Assessment Methods (assessment components)** **a. Cognitive** • Attendance : 5% • Assignments : 15% • Midterm Examination : 15% • Final Examination : 15% **b. Participations** • Case Study : 20% • Team Based Project : 30%
7	**This module/course is not used in the following study programmes as well**
8	**Responsibility for module/course** **Coordinator:** Prof. Dr. Ali Muhtadi S.Pd., M.Pd.
9	**Course requirements:** -
10	**Other information:** Medium of instruction: Bahasa Indonesia

References

1. Anglin, Gary J. (1995). Instructional Technology: Past, Present, and Future. Englewood, Coroloado: Libraries Unlimited Inc.
2. Duchastel, P. (1982). Textual Display Techniques. In DH Jonassen (Ed.) The technology og text, vol.1. Englewood Cliffs, NJ: Educational technology Publication.
3. Eysenk, M. W. (1984). Handbook of cognitive psychology. Hillsdate, NJ: Lawrence Erlbaum.
4. Fleming, M., & Levie, H. (1978). Instructional Massage Design. Englewood Cliffs, NJ: Educational Technology Publications.
5. Hand, J.D. (1982). Brain functions during learning: Implications for text design. In DH Jonassen (Ed). The technology of the text, vol 1. Englewood Cliffs, NJ: Educational Technology Publications.

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓															
CLO 2		✓														
CLO 3			✓													
CLO 4				✓												
CLO 5					✓											

CLO 6						✓	✓								✓	✓
CLO 7								✓								
CLO 8									✓							
CLO 9										✓	✓	✓	✓			
CLO 10														✓		

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

Module/Course Title: Educational Technology Practice

Module/Course Code	Students Workload	Credits (ECTS)	Semester	Frequency	Duration
TPB6202	90,7 hours	2	First Semester	16 weeks	1 Semester

		Contact Hours	Independent Study	Class Size
1	**Type of course** a) General Course b) Face-to-face / Blended learning / Online learning (conditional) c) Practice	2 x 50 minutes	12 hours	20 students
2	**Prerequisite for participation:**			
3	**Course Learning Outcomes (CLO)** At the end of the course, students: • **CLO 1**: Analyzing the development of the definition and history of Instructional Technology. • **CLO 2**: Breaking down the components of the definition of Instructional Technology. • **CLO 3**: Explaining the foundation and implications for work. • **CLO 4**: Analyzing the role and duties of an instructional technologist in education and business and industrial institutions. • **CLO 5**: Explaining instructional technology areas and target areas. • **CLO 6**: Analyzing the field community service in the field of instructional technology. • **CLO 7**: Implementing professional ethics and instructional technology in carrying out TP professional work. • **CLO 8**: Analyzing research in the field of instructional technology. • **CLO 9**: Explaining professional organizations and instructional technology institutions.			
4	**Subject aims/Content** This Basic Educational Technology course is a matriculation course, aimed at facilitating learning so that S2TP students understand in depth the foundations of TP (philosophy and theories, as well as the basis for TP practice), the development of TP concepts and their application in efforts to facilitate learning and improve the performance of students or human resources as lifelong learners (anywhere and anytime) with various technologies (processes and sources) that are appropriate, effective, innovative, scientific, and ethical. To achieve these goals, the materials/study materials discussed in this course include: History, Development of Concepts, and Definitions; Foundations/Philosophical Basis, Theory and Practice of			

	TP; TP as a Process, Source, and System; Areas, Expertise and Service of TP; Applications and Roles of TP in Learning Organizations, Innovation, Trends & Issues of Current Learning Problems, as well as Research and Studies of New Theories in the field of TP will be interesting topics of discussion in this lecture. All these materials are discussed both theoretically and practically, particularly regarding solving learning and teaching/ education problems in Indonesia. Lectures are conducted using the SCL approach with the current learning model, including the Blended Learning model with the lecturer as a facilitator and learning resource. Assessment of the student's learning process and outcomes includes activeness, completion of assignments, presentations, academic attitudes and ethics, and tests (midterm and final exams). Students present group papers in lectures and compile individual papers as individual final assignments.
5	**Teaching methods**: Lectures, discussion, team project, case study, tasks, presentation, etc.
6	**Assessment Methods (assessment components)** **a. Cognitive : 50%** Attendance : 10% Quiz : 5% Assignments : 10% Midterm test examination : 10% Final test examination : 15% **b. Participatory : 50%** Case study : 10% Team-based project : 40%
7	**This module/course is not used in the following study programmes as well**
8	**Responsibility for the module/course** **Coordinator:** Dr. Christina Ismaniati, M. Pd.
9	**Course requirements:** None
10	**Other information:** a. Medium of instruction: Bahasa Indonesia

References

1. Ahburn, Elizabeth A, Meaningful Learning Using Technology, New York & London: Teachers College Press. Anglin, Gary J (ed) (1995). Instructional Technology: past, present, and future. Englewood, Colorado: Libraries Unlimited, Inc.
2. Budiningsih, Asri, (2005). Learning and Teaching. Jakarta: Rineka Cipta Dewi S. Prawiradilaga & Eveline Siregar (eds) (2004). Mosaic of Educational Technology. Jakarta: Jakarta State University in collaboration with Prenada Media.
3. Dewi S. Prawiradilaga (2012), Insights into Educational Technology, Jakarta: Kencana Prenada Media Group Gagne, Robert M (ed) (1987). Instructional Technology: Foundation. New Jersey: Lawrence Erlbaum Ass.Publ., Hillsdale.
4. Huang, Roghuai et al (2019, Educational Technology, A Primer for the 21st Century, Singapore: Springer Nature Singapore Pte.Ltd Januszewski, A.& Molenda., (2008), Educational Technology, A Definition with Commentary, New York, NY: Lawrence Erlbaum Associates
5. Januszweski, Alan & Michael Molenda (2008) Educational Technology; A Definition with commentary, New York: Lawrence ErlbaumAssociates. Kilbane, Clare R

(2014)), Teaching Models, designing instruction for 21st Century Learners, Pearson Education Inc.
6. Miarso, Yusufhadi (2004). Sowing the Seeds of Educational Technology. Jakarta: Pustekkom Diknas together with Prenada Media. Miarso, Yusufhadi. (2004). Sowing the Seeds of Educational Technology, Jakarta: Kencana
7. Prawiradilaga, Dewi Salma (2012), Insights into Educational Technology, Jakarta: Kencana Prenada Media Group. AECT Task Force (translated 1986), Definition of Educational Technology. Jakarta: CV. Rajawali
8. Seels, B. & Richey, Rita C., (1994), Instructional Technology, the Definition and Domains of the Field, Washington DC: AECT Seels, Barbara & Rita Richey (eds) (translated 2002), Instructional Technology: Definition and Domains of the Field. Washington DC: AECT
9. Smaldino, et.al (2015). Instructional Media and Technology for Learning. New Jersey: Prentice Hall, Inc., Englewood Cliffs. Smaldino, S.E., Lowther, D.L. & Mims, C. (2019). Instructional Technology and Media for Learning, New York, NY: Pearson Education, In
10. Spector, J. M. (2018). Foundation of Educational Technology. 2nd Edition, New York, NY: Rouledge, Taylor&Francis Group., Dick, Walter & Carey, James O. 2001. The Systematic Design of Instruction – Fifth Edition. New York: Longman

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	V	V	V	V				V								V
CLO 2					V			V								V
CLO 3			V	V				V								V
CLO 4						V	V	V	V	V	V					V
CLO 5						V	V	V	V		V					V
CLO 6						V	V			V	V					V
CLO 7									V	V	V	V				V
CLO 8												V	V	V	V	V
CLO 9											V					V

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No.1 Sleman, DI Yogyakarta 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="6">Module/Course title: Evaluation of Learning Media</td></tr>
<tr><td colspan="2">Module/Course Code

TPB8220</td><td>Students Workload

6 hours</td><td>Credits (ECTS)

2</td><td>Semester

First Semester</td><td>Frequency

16 Weeks</td><td>Duration

1 semester</td></tr>
<tr><td>1</td><td colspan="3">Type of Course
General Course
Face-to-face / Blended learning/ Online (conditional)</td><td>Contact Hours

2 x 50 minutes</td><td>Independent Study

2 hour</td><td>Class Size

20 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisite for participation: -</td></tr>
<tr><td>3</td><td colspan="6">Course Learning Outcomes (CLO)
At the end of the course students:
• CLO 1: Understanding the meaning, objectives, benefits, and types of media evaluation learning.
• CLO 2: Understanding activities planning and implementation of learning media evaluation.
• CLO 3: Understand the procedures and data collection techniques in media evaluation learning.
• CLO 4: Understanding the procedure instrument development learning media assessment scales and rubrics.
• CLO 5: Analyzing concepts, characteristics (critical components), and standards criteria for various types of learning media, as well as develop instrument grids, and rubrics his assessment
• CLO 6: Understanding testing techniques validity & reliability of learning media assessment instruments
• CLO 7: Understanding data analysis techniques for learning media assessment results.</td></tr>
<tr><td>4</td><td colspan="6">Subject aims/Content:
This course examines the concept of learning media evaluation, the objectives, benefits, and importance of learning media evaluation; how to plan and implement learning media evaluation; data collection procedures and techniques in media evaluation; procedures for developing media assessment scale and rubric instruments; concepts, characteristics (important components) of various learning media and determining the criteria for good learning media; instrument validity and reliability; data analysis techniques, and practices for developing learning media assessment instruments.</td></tr>
<tr><td>5</td><td colspan="6">Teaching methods: lectures, discussions.</td></tr>
<tr><td>6</td><td colspan="6">Assessment methods (assessment components):</td></tr>
</table>

	a. Cognitive • Attendance : 5% • Quizzes : 5% • Assignments : 10% • Midterm Examination : 15% • Final Examination : 15% **b. Participants** • Case Study : 20% • Team Based Project : 30%
7	**This module/course is not used in the following study programme (s) as well**
8	**Responsibility for module/course:** **Coordinator:** Prof. Dr. Haryanto M.Pd.
9	**Course requirements**: None
10	**Other information:** Medium of instruction: Indonesia

References:

- Arief S. Sadiman, et al. 2002. Educational Media. Jakarta: PT Raja Grafindo Persada.
- Asnawir and M. Basyiruddin Usman, Learning Media, Jakarta, Ciputat Pers, 2002.
- Kustandi Cecep and Bambang Sucipto, learning media, Bogor, Ghalia Indonesia, 2013.
- M. Atwi Suparman. (2014). Modern Instructional Design: A Guide for Teachers and Educational Innovators (Fourth Edition). Jakarta: Erlangga
- Muhammad Yaumi. (2013). Principles of Learning Design. Jakarta: Kencana

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓															
CLO 2																
CLO 3																
CLO 4			✓	✓												
CLO 5		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 6				✓		✓										
CLO 7				✓			✓									
CLO 8	✓															
CLO 9																
CLO 10																

UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS ILMU PENDIDIKAN
PROGRAM MAGISTER TEKNOLOGI PEMBELAJARAN
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telepon: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

Module/Course Title: Performance Improvement Technology

Module/ Course Code	Student Workload	Credits (ECTS)	Semester	Frequency	Duration
TPB8202	6 hours	2	First Semester	16 weeks	1 Semester

1	**Type of Course** a) General Course b) Face-to-face/Blended Learning/Online Learning (situsional)	**Contact Hours** 2x50 minutes	**Independent Study** 2 hours	**Class Size** 18 students
2	**Prerequisites for Participation:**			
3	**Course Learning Outcomes (CLO)** the end of the course students: 1. By employing scientific methods, Master's students of Educational Technology (ET) at UNY are able to analyze various learning and instructional problems experienced by learners in educational institutions (formal, informal, or non-formal), as well as performance issues among employees in institutions or organizations. This analysis serves as the foundation for developing instructional/educational technology products in the form of processes (procedures) and resources (programs) that are theoretically and technologically appropriate, strategic, and effective in facilitating student learning and improving employee performance within an organization or company. 2. Based on the results of learning needs and performance improvement analyses, Master's students of ET at UNY are able to develop instructional/educational technology products in the form of processes (procedures) and resources (programs) that are theoretically and technologically appropriate, strategic, and effective in facilitating student learning and enhancing employee performance. The development process is guided by various theoretical foundations (learning and instructional theories, learner characteristics, communication theory, media theory, instructional and message design theories, etc.) and technological packaging analyses (print-based, audiovisual, computer-based, and integrated formats). 3. By utilizing various theories on the quality criteria of instructional/educational technology products—both processes (procedures) and learning resources—Master's students of ET at UNY are able to design or develop valid evaluation instruments to assess or evaluate instructional (technology) products. These instruments ensure the appropriateness, accuracy, and effectiveness of			

	instructional processes and resources in facilitating student learning and improving employee performance in institutions or organizations. 4. By applying validated evaluation instruments, Master's students of ET at UNY are able to conduct evaluations of instructional program products (technology), both in the form of processes (procedures) and resources (programs), across different technological formats (print-based, audiovisual, computer-based, and integrated). The evaluation results serve as the basis for analyzing and determining the appropriateness, accuracy, and effectiveness of these products in facilitating student learning and enhancing employee performance in institutions or organizations. 5. Through collaboration and consultation with partner institutions or organizations/companies, Master's students of ET at UNY are able to design performance improvement programs for employees in the form of instructional interventions, delivered either face-to-face (classical) or through modern blended learning approaches, and implement them effectively, efficiently, and satisfactorily.
4	**Subject aims/Content** The *Performance Improvement Technology* course is designed not only to develop students' attitudes and character (religiosity, teamwork, empathy, and respect for others) but also to provide learning experiences that enable them to: 1. understand the fundamental concepts of performance technology as defined in Educational Technology (AECT, 2004); 2. design and develop performance improvement programs for individuals or groups, either through classical or contemporary approaches within an organization/institution, in accordance with the procedures of selected performance improvement program design models; and 3. implement performance improvement programs resulting from their design and development through instructional interventions within an organization or institution. Accordingly, the main topics covered in this course include: the concepts, existence, and fundamental principles of Performance Improvement Technology in Educational Technology (AECT, 2004); learning interventions (performance analysis and classical interventions); organizational interventions (learning organizations and contemporary interventions); design and development models for instructional intervention programs to improve performance; and projects on designing and developing instructional intervention programs to enhance performance in educational/training institutions or in specific industries and business sectors (DUDIKA) based on organizational needs. The course is delivered through collaborative learning models conducted virtually and/or via blended learning (flexible learning), combined with Project-Based Learning and Case-Based Learning approaches. Assessment focuses on both the learning process and the final products of instructional intervention programs, whether in the form of classical training or contemporary approaches, applied to educational institutions, industry, business, and other non-educational organizations.
5	**Teaching Methods:** Lecture and Discussion
6	**Assessment Methods (Evaluation Components)** 1. **Cognitive : 50%** Attendance : 10%

	Quizzes : 5% Assignments : 10% Midterm Examination : 10% Final Examination : 15% 2. **Participatory : 50%** Case Study : 10% Team-Based Project : 40% **TOTAL : 100%**
7	**This module/course is not used in the following study programmes as well**
8	**Responsibility for module/course** **Cordinator:** Dr. Christina Ismaniati M.Pd.
9	**Course requirements: -**
10	**Other information:**

Referances:

1. Armstrong, Michael and Stephen Taylor. Hand Book of Human Resources Management. Philadelpia, USA: Kogan Page Limited, 2012. Budiningsih, Asri, 2005. Belajar dan Pembelajaran. Jakarta: Rineka Cipta
2. Gafur, Abdul. 2012. Desain Pembelajaran: Konsep, Model dan Aplikasinya dalam Perencanaan Pelaksanaan Pembelajaran. Yogyakarta: Penerbit Ombak Dua Januszewski, Alan & Molenda Michael, 2008, Educational Technology, A Definition with Commentary, New York, NY: Lawrence Erlbaum Associates
3. Kamil, Mustofa. Model Pendidikan dan Pelatihan, Bandung: Alfa beta, 2007. Pershing, James A. Hand Book of Human Performance Technology, San Fransisco, USA: Pfeiffer, 2006
4. Prawiradilaga, D.S. dan Uwes Anis Chaeruman. Teknologi Kinerja. Jakarta: Prenada Media Gorup, 2018 Pribadi, Benny A. Desain dan Pengembangan Pelatihan Berbasis Kompetensi. Jakarta: Prenada Media Group, 2014
5. Seels, B. & Richey, Rita C., 1994, Instructional Technology, the Definition and Domains of the Field, Washington D.C.: AECT Suparman, Atwi, 2012, Disain Instruksional Modern, Jakarta: Penerbit Erlangga.
6. Warsita, B., 2008, Teknologi Pembelajaran, Landasan & Aplikasinya, Jakarta: Rineka Cipta Wirawan. Evaluasi Kinerja Sumber Daya Manusia: Teori, Aplikasi dan Penelitian. Jakarta: Salemba Empat, 2015
7. Dick, Walter & Carey, James O. 2001. The Systematic Design of Instruction – Fifth Edition. New York: Longman Gagne, Robert M., and Briggs, Leslie J. 1979. Principles of Instructional Design, Second Edition. New York : Holt, Rinenart, and Winston.
8. Merrill, M. David. 2002. First Priniciples of Instruction [Versi Elektronik]. ETR&D, 50, 43-59 Prawiradilaga, Dewi Salma. 2007. Prinsip Desain Pembelajaran,. Jakarta: Kencana Prenada Media Group Jurnal-jurnal Relevan, dan Nara Sumber

terkait.

11. CLO and PLO Maping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓	✓	✓	✓	✓	✓	✓	✓	✓							
CLO 2										✓	✓	✓		✓	✓	✓
CLO 3										✓	✓	✓	✓	✓		✓
CLO 4																✓
CLO 5																✓

2nd Semester

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No.1 Sleman, DI Yogyakarta 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

Module/Course Title: Curriculum Development						
Module/Course Code TPB8205		**Students Workload** 90,7 hours	**Credits (ECTS)** 2	**Semester** Second Semester	**Frequency** 16 weeks	**Duration** 1 Semester
1	**Type of course** b) General Course b) Face-to-face / Blended learning / Online learning (conditional)			**Contact Hours** 2 x 50 minutes	**Independent Study** 12,5 hours	**Class Size** 20 students
2	**Prerequisite for participation:**					
3	**Course Learning Outcomes (CLO)** At the end of the course students: a. CLO 1: Able to analyze curriculum concepts and learning. b. CLO 2: Able to explain curriculum concept models and learning model clusters accurately. c. CLO 3: Able to explain the foundations, principles, design organization, dimensions, and stages of curriculum development. d. CLO 4: Able to analyze curriculum concepts, policies, and implementation in Indonesia. e. CLO 5: Able to develop curriculum designs for excellent schools.					
4	**Subject aims/Content** By studying curriculum and learning concepts, curriculum concept models and learning model clusters, foundations, principles, organizational design, dimensions, and stages of curriculum development, as well as concepts and procedures for developing thematic learning curricula, students will develop positive attitudes and perceptions towards curriculum change, understand the direction of curriculum change, and be able to develop curriculum designs and implement them in learning practice.					
5	**Teaching methods**: Lectures, discussion, team project, individual project, recitation, quiz, experiment, etc.					
6	**Assessment Methods (assessment components)** **a. Cognitive : 50%** Attendance : 10% Quiz : 0					

	Assignments	:	15%	
	Midterm test examination	:	10%	
	Final test examination	:	15%	
	b. Participatory	**:**	**50%**	
	Case study	:	25%	
	Team-based project	:	25%	
7	**This module/course is not used in the following study programmes as well**			
8	**Responsibility for the module/course** **Coordinator:** Prof. Dr. Ali Muhtadi, M. Pd.			
9	**Course requirements:** None			
10	**Other information:** Medium of instruction: Bahasa Indonesia			

References

1. Asep Herry Hernawan, dkk (2011). Pengembangan Kurikulum dan Pembelajaran. Jakarta: Universitas Terbuka.
2. Asep Jihad (2008). Pengembangan Kurikulum Matematika: Tinjauan Teoritis dan Historis. Yogyakarta: Multi Presindo.
3. Ella Yulaelawati. (2004). Kurikulum dan Pembelajaran. Bandung: Pakar Raya.
4. Diane Lapp, Hilary Bender, and Stephan Ellenwood. (1975). Teaching and Learning: Philosophical, Psychological, Curricular Applications. New York: Macmillan Publishing Co., Inc.
5. Joyse, Weil, and Calhoun (2009). Model of Teaching (Eighth Edition). New Jersey: Allyn & Bacon.
6. Marsh, Colin J. 2009. Key concepts for understanding curriculum. New York: Routledge Taylor and Francis Group.
7. Muhammad Ali. (1992). Pengembangan Kurikulum di Sekolah. Bandung: Sinar Baru Algensindo.
8. Nana syaodih (1997). Pengembangan Kurikulum: Teori dan Praktek. Bandung: Remaja Rosdakarya.
9. Nasution (2003). Asas-Asas Kurikulum. Jakarta: Bumi Aksara.
10. Oemar Hamalik (2007). Dasar-dasar Pengembangan Kurikulum. Bandung: Remaja Rosdakarya.
11. Oliva, Peter F. (1992). Developing the Curriculum. Third Edition. New York: Harper Collins Publishers.
12. Rudi Susilana, dkk (2006) Kurikulum dan Pembelajaran. Bandung: UPI Bandung.
13. Wina Sanjaya (2010). Kurikulum dan Pembelajaran: Teori dan Praktek KTSP. Jakarta: Kencana.
14. Said Hamid Hasan (2007). Dalam buku Ilmu & Aplikasi Pendidikan. Bandung: Paedagogia.
15. Said Hamid Hasan. (2008). Evaluasi Kurikulum. Bandung: Remaja Rosdakarya.
16. Dr. Sa'dun Akbar & Dr. Hadi Sriwiyana. (2010). Pengembangan Kurikulum dan Pembelajaran IPS. Yogyakarta: Cipta Media.

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓	✓	✓				✓									
CLO 2				✓	✓	✓	✓	✓								

CLO 3									✓	✓	✓	✓				
CLO 4													✓	✓	✓	
CLO 5																✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="7">Module/Course title: Academic Writing</td></tr>
<tr><td colspan="2">Module/Course Code

TPB8210</td><td>Students Workload

6 hours</td><td>Credits (ECTS)

2</td><td>Semester

Second Semester</td><td>Frequency

16 weeks</td><td>Duration

1 semester</td></tr>
<tr><td>1</td><td colspan="3">Type of Course
a) General Course
b) Face-to-face / Blended learning/ Online (conditional)</td><td>Contact Hours

2 x 50 minutes</td><td>Independent Study

2 hours</td><td>Class Size

20 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisite for participation: -</td></tr>
<tr><td>3</td><td colspan="6">Course Learning Outcomes (CLO)
At the end of the course students:
● CLO1: Able to compose research-based and opinion-based writing in a structured manner.
● CLO2: Able to synthesize arguments analytically to identify problems.
● CLO3: Able to explain methodological choices comprehensively, logically, and coherently.
● CLO4: Able to organize research findings systematically and engagingly.
● CLO5: Able to discuss research findings in comparison with recent theories and literature.
● CLO6: Able to conclude research findings and discussions clearly along with their implications.</td></tr>
<tr><td>4</td><td colspan="6">Subject aims/Content:
Writing for the dissemination of scientific work is a requirement for all academics. This course presents basic concepts, tips, and tricks for writing scientific papers and writing style, practice writing important parts of a scientific work, both from research and non-research results (theoretical review or opinion-based). The final result of this lecture is a scientific article prepared with a specific aim for conferences (proceedings) or journals that match the scope of each study the student is targeting. After attending this course, Students are expected to receive direction in selecting publication targets, strengthening the content of articles, preparing them according to the format of publication targets, and having a positive attitude towards writing ethics and its publication.</td></tr>
<tr><td>5</td><td colspan="6">Teaching methods: lectures, discussions, demonstrations, project work, experiment, field study, etc.</td></tr>
</table>

6	**Assessment methods (assessment components)**: • **Cognitive:** : 50 a. Attendance : 10 b. Quiz : 10 c. Assignment : 10 d. Mid-Terim Exam : 10 e. Final Exam : 10 • **Participation** : 50 a. Case Study : 20 b. Team-Based Project : 30 • **Total** : 100
7	**This module/course is not used in the following study programme (s) as well**
8	**Responsibility for module/course:** **Coordinator:** Prof. Dr. Sugeng Bayu Wahyono, M. Si.
9	**Course requirements**: None
10	**Other information:** Medium of instruction: Bahasa Indonesia

References:

1. Swales, J. M., & Feak, C. B. (2004). Academic writing for graduate students: Essential tasks and skills (Vol. 1). Ann Arbor, MI: University of Michigan Press
2. Bailey, S. (2017). Academic writing: A handbook for international students. Routledge.
3. Morley, J. (2006). Academic phrasebank. The University of Manchester. Retrieved December, 9, 2014.

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 2		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
CLO 3				✓	✓	✓	✓				✓	✓	✓		✓	✓

CLO 4							✓	✓	✓	✓	✓	✓	✓		✓	✓
CLO 5											✓	✓	✓		✓	✓
CLO 6														✓	✓	✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No.1 Sleman, DI Yogyakarta 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="7">Module/Course Title: Instructional Evaluation</td></tr>
<tr><td colspan="2">Module/Course Code

TPB8204</td><td>Students Workload

90,7 hours</td><td>Credits (ECTS)

2</td><td>Semester

Second Semester</td><td>Frequency

16 weeks</td><td>Duration

1 Semester</td></tr>
<tr><td>1</td><td colspan="3">Type of course
a) General Course
b) Face-to-face / Blended learning / Online learning (conditional)</td><td>Contact Hours

2 x 50 minutes</td><td>Independent Study
11,7 hours</td><td>Class Size

20 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisite for participation:</td></tr>
<tr><td>3</td><td colspan="6">Course Learning Outcomes (CLO)
At the end of the course students:
a. CLO 1: Explaining the basic concepts of evaluation, assessment, measurement, and testing.
b. CLO 2: Describe the model of evaluation and assessment.
c. CLO 3: Be able to identify issues in learning evaluation and formulate questions.
d. CLO 4: Explain the concept of program needs assessment.
e. CLO 5: Explaining the concept of program theory assessment.
f. CLO 6: Explaining the concept of assessment and monitoring of the program outcomes.
g. CLO 7: Explaining the concept of measuring and monitoring program outcomes.
h. CLO 8: Synthesizing the concept of program impact assessment (based on randomized field experiments)
i. CLO 9: Synthesizing the concept of impact assessment of programs (based on alternative designs)
j. CLO 10: Detecting, interpreting, and analyzing program impacts.
k. CLO 11: Explaining the concept of efficiency measurement.
l. CLO 12: Explaining the concept of social context of evaluation.
m. CLO 13: Developing learning evaluation instruments, both test and non-test types.</td></tr>
<tr><td>4</td><td colspan="6">Subject aims/Content
This course covers the basic concepts of curriculum evaluation, the position of curriculum evaluation in the curriculum development activities, the scope of the curriculum evaluation, various curriculum evaluation models, curriculum</td></tr>
</table>

	evaluation mechanisms according to curriculum evaluation models, and reporting on curriculum evaluation activities.
5	**Teaching methods**: Lectures, discussion, team project, individual project, recitation, etc.
6	**Assessment Methods (assessment components)** **a. Cognitive : 45%** Attendance : 5% Quiz : 10% Assignments : 10% Midterm test examination : 10% Final test examination : 10% **b. Participatory : 55%** Case study : 25% Team-based project : 30%
7	**This module/course is not used in the following study programmes as well**
8	**Responsibility for the module/course** **Coordinator:** Prof. Dr. Anik Ghufron, M. Pd.
9	**Course requirements:** None
10	**Other information:** Medium of instruction: Bahasa Indonesia
References 1. Developing the Curriculum. Third Edition	

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓															
CLO 2									✓							
CLO 3		✓														
CLO 4			✓													
CLO 5				✓												
CLO 6					✓											
CLO 7						✓										
CLO 8							✓									
CLO 9								✓								
CLO 10												✓				✓
CLO 11										✓						
CLO 12											✓					
CLO 13													✓	✓	✓	

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No.1 Sleman, DI Yogyakarta 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="7">Module/Course Title: Educational Technology Practice</td></tr>
<tr><td colspan="2">Module/Course Code

TPB8206</td><td>Students Workload

90,7 hours</td><td>Credits (ECTS)

2</td><td>Semester

Second Semester</td><td>Frequency

16 weeks</td><td>Duration

1 Semester</td></tr>
<tr><td>1</td><td colspan="3">Type of course
a) General Course
b) Face-to-face / Blended learning / Online learning (conditional)
c) Practice</td><td>Contact Hours

2 x 50 minutes</td><td>Independent Study

11 hours</td><td>Class Size

20 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisite for participation:</td></tr>
<tr><td>3</td><td colspan="6">Course Learning Outcomes (CLO)
At the end of the course students:
a. CLO 1: Anlyzing the need for learning facilitation and performance improvement as well as other learning issues faced by humans (learners).
b. CLO 2: Analyzing concrete efforts to solve these issues through activities to crate, use, and manage appropriate learning processes and resources technologically.
c. CLO 3: Practicing planning, implementation, and evaluation of lectures.
d. CLO 4: Practicing planning, production, and evaluation of learning resource facilitation in both audio media institutions and audio-visual media institutions.
e. CLO 5: Practicing planning, implementation, and evaluation of learning facilitation and performance improvement in training institutions.</td></tr>
<tr><td>4</td><td colspan="6">Subject aims/Content
The PTP course aims to facilitate learning for master’s students in the TP PPs UNY study program by providing opportunities to analyze learning needs and improve student performance an application. To achieve these objectives, the course material covers the theory and application of designing learning resources in various technological formats, followed by practical production, design, and practice in efforts to improve learning outcomes and performance, as well as practicing the implementation of the learning process in several classes. The methods used are discussion, demonstration, exercises, practice, experiments, and simulations accompanied by feedback. Assessment is conducted on both the products produced and activities in learning facilitation and performance improvement, as well as assessment of affective aspects and work performance.</td></tr>
</table>

5	**Teaching methods**: Lectures, discussion, team project, individual project, recitation, quiz, experiment, etc.
6	**Assessment Methods (assessment components)** **a. Cognitive : 50%** Attendance : 10% Quiz : 5% Assignments : 10% Midterm test examination : 10% Final test examination : 15% **b. Participatory : 50%** Case study : 10% Team-based project : 40%
7	**This module/course is not used in the following study programmes as well**
8	**Responsibility for the module/course** **Coordinator:** Dr. Christina Ismaniati, M. Pd.
9	**Course requirements:** None
10	**Other information:** Medium of instruction: Bahasa Indonesia

References

1. AECT (1977). The Definition of Educational Technology. Washington, DC: AECT.
2. Anglin, Gary J. (1995). Instructional Technology: Past, Present, Future (2nd ed). Englewood, COL.: Libraries Unlimited, Inc.
3. Dick, Walter & Carey, James O. 2001. The Systematic Design of Instruction – Fifth Edition. New York: Longman
4. Gagne, Robert M. (Ed., 1987). Instructional Technology: Foundations. Hillsdale, NJ: Lawrence Erlbaum Assc., Publ.
5. Gagne, Robert M., and Briggs, Leslie J. 1979. Principles of Instructional Design, Second Edition. New York: Holt, Rinenart, and Winston.
6. Januszewski, Alan & Molenda, Michael. (2008). Educational Technology: A Definitions with Commentary. New York: Taylor & Francis Group, LLC.
7. Merrill, M. David. 2002. First Priniciples of Instruction [Versi Elektronik]. ETR&D, 50, 43-59. Pearson Education, Inc
8. Pershing, James A. Handbook of Human Performance Technology, San Fransisco, USA: Pfeiffer, 2006
9. Prawiradilaga, Dewi Salma. 2007. Prinsip Desain Pembelajaran,. Jakarta: Kencana Prenada Media Group.
10. Roblyer, M.D. (2006) Integrating Educational Technology into Teaching. Upper Saddle River, New Jersey: Pearson Education, Inc.
11. Saettler, Paul (1990). The Evolution of American Educational Technology. Englewood, COL.: Libraries Ltd.
12. Seels, Barbara & Rita C. Richey (1994). Instructional Technology: The Definitions and Domains of the Field. Washington, DC: AECT.

13. Smaldino, et.al (2015). Instructional Media and Technology for Learning. New Jersey: Prentice Hall, Inc., Englewood Cliffs.
14. Smaldino, S.E., Lowther, D.L. & Mims, C. (2019). Instructional Technology and Media for Learning, New York, NY:
15. Spector, J.M. (2018). Foundation of Educational Technology. 2nd Edition, New York, NY: Rouledge, Taylor&Francis Group.
16. Stolovich, Harold D. & Erica J. Keeps (eds., 1992). Handbook of Performance Technology. San Fransisco, CA: Jossey-Bass, Publ.
17. Suparman, Atwi, (2012), Desain Instruksional Modern, Jakarta: Erlangga
18. Wittich, Walter A. & Charles F. Schuller (1973). Instructional Technology: Its Nature and Use. New York: Harper & Row, Publ.
19. Yusufhadi, “Teknologi Komunikasi untuk Pendidikan dan Kebudayaan”, dalam Forum Pendidikan IKIP Jakarta no. 2: Teknologi Pendidikan, Maret 1977.

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓	✓	✓													
CLO 2		✓	✓	✓	✓	✓										
CLO 3					✓	✓	✓	✓	✓							
CLO 4										✓	✓	✓	✓			✓
CLO 5														✓	✓	✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="7">Module/Course title: Thesis Proposal</td></tr>
<tr><td>Module/Course Code

TPB8309</td><td>Students Workload

8.5 hours</td><td>Credits (ECTS)

3</td><td>Semester

Second Semester</td><td>Frequency

16 Weeks</td><td>Duration

1 semester</td></tr>
<tr><td>1</td><td colspan="3">Type of Course
a) General Course
b) Face-to-face / Blended learning/ Online (conditional)</td><td>Contact Hours

3 x 50 minutes</td><td>Independent Study

3 hours</td><td>Class Size

20 students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisite for participation: -</td></tr>
<tr><td>3</td><td colspan="6">Course Learning Outcomes (CLO)
At the end of the course students:
● CLO1: Students are able to prepare a draft of a thesis proposal that is well-structured, well-planned, and systematic.
● CLO2: Students are able to use reference management software.
● CLO3: Students are able to use Turnitin software.</td></tr>
<tr><td>4</td><td colspan="6">Subject aims/Content:
This course on thesis proposal covers, discusses, and develops the design of a thesis proposal, which includes the background of the problem, research problems, literature review, and research methods. Each student presents their research proposal design and obtains approval from their academic supervisor.</td></tr>
<tr><td>5</td><td colspan="6">Teaching methods: project work, lectures, discussions, demonstrations, etc.</td></tr>
<tr><td>6</td><td colspan="6">Assessment methods (assessment components):
• Cognitive: : 50
a. Attendance : 5
b. Quiz : 5
c. Assignment : 10
d. Mid-Terim Exam : 10
e. Final Exam : 20
• Participation : 50
a. Case Study : 20
b. Team-Based Project : 30
• Total : 100</td></tr>
<tr><td>7</td><td colspan="6">This module/course is not used in the following study programme (s) as well</td></tr>
</table>

8	**Responsibility for module/course:** **Coordinator:** Dr. Sisca Rahmadonna, S.Pd., M.Pd. Dr. Pujiriyanto, S.Pd., M.Pd.
9	**Course requirements**: None
10	**Other information:** Medium of instruction: Bahasa Indonesia

References:

A. Required references:

- Buku panduan penulisan Tesis dan disertasi PPs UNY-Edisi tahun 2023
- Creswell, J.W. 2014. Research design: Qualitative, quantitative, and mixed methods approaches. SAGE Publishing Inc., California, USA.
- Sugiyono. (2018). Metode Penelitian Kombinasi. Bandung: Alfabeta. (SGY)
- Jurnal di google scholar, www.sinta.kemdikbud.go.id, sciencedirect.com dan https://www.ncbi.nlm.nih.gov/pmc/.
- Leavy, P. 2017. Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches. The Guilford Press, New York, USA.
- Supratiknya, A. 2015. Metodologi penelitian kuantitatif & kualitatif dalam psikologi. Universitas Sanata Dharma, Yogyakarta.

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 2		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 3												✓	✓	✓	✓	✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="6">Module/Course Title: Self Directed Learning</td></tr>
<tr><td colspan="2">Module/Course Code</td><td>Students Workload</td><td>Credits (ECTS)</td><td>Semester</td><td>Frequency</td><td>Duration</td></tr>
<tr><td colspan="2">TPB8217</td><td>6 hours</td><td>2</td><td>Second Semester</td><td>16 weeks</td><td>1 Semester</td></tr>
<tr><td>1</td><td colspan="2">Type of course
a) General Course
b) Face-to-face / Blended learning / Online learning (conditional)</td><td>Contact Hours
2 x 50 minutes</td><td>Independent Study
2 hours</td><td>Class Size
20 students</td></tr>
<tr><td>2</td><td colspan="5">Prerequisite for participations:</td></tr>
<tr><td>3</td><td colspan="5">Course Learning Outcomes (CLO)
At the end of the course students:
• CLO 1: Explain the fundamental concepts of independent learning and distance learning, including: (1) structural system; (2) distance between; (3) learner autonomy; (4) communication system; (5) subject matter; (6) nontraditional classroom; (7) guided didactic; and (8) feedback on learner performance.
• CLO 2: Explain the transformation and evolution of distance education from correspondence-based learning to web-based instruction (evolution of distance education; advantages of distance e-learning; new paradigms of distance education; requirements for effective e-learning; e-learning and web-based education).
• CLO 3: Analyze the changes and evolution of distance education in Indonesia (the need for distance education in Indonesia; the development of distance education in primary and secondary schools; distance education in higher education; trends and challenges of distance education in Indonesia).
• CLO 4: Explain personalized learning systems (overview and application in distance education; advantages of written words in PSI and distance education).
• CLO 5: Explain PSI and independent learning (conceptual boundaries of independent learning; physical manifestations of independent learning; models of independent learning; and epistemological assumptions of independent learning).
• CLO 6: Explain the anatomy of independent learning (components of learning models characterized by independent learning; distinctions between self-regulated, self-motivated, and self-determined learning in</td></tr>
</table>

	distance education; motivation as the central point of independent learning; development of motivation and heutagogy). • **CLO 7:** Elaborate on the integration of instructional strategies in distance education and the application of principles for future generations of distance education (theoretical foundations of case studies based on Cognitive Learning Theory). • **CLO 8:** Elaborate on indicators of learner comfort in distance education (quality in technology-based distance education; factors of learner satisfaction in distance education; community interaction in distance education; reasons for maintaining PKK; and practical implications). • **CLO 9:** Analyze emerging technologies for distance education (how to design distance education that fosters learner autonomy through educational engineering). • **CLO 10:** Elaborate on the outcomes of the project (web-based learning).
4	**Subject aims/Content** This course examines the nature of basic/innate abilities and human natural potential in learning, as well as strategies for developing (engaging, nurturing, and actualizing) natural learning potential independently, in accordance with system trends, technological support, and future learning styles. Course equips students with the concepts of independent learning and emphasizes the dimensions within each related term, primarily self-regulated learning, self-directed learning, self-determined learning, and self-motivated learning, the connection between independent learning and the concepts of pedagogy, andragogy, and heutagogy, the anatomy of the independent learning concept, the basic paradigms underlying independent learning, the role of motivation as the central point of independent learning, developing learning motivation in distance education, the principles of developing independent learning, various progressive learning models potential for developing independent learning, and measuring independent learning skills. Students examine the application of the concepts of pedagogy, andragogy, and heutagogy thru web 3.0-based distance learning models, social media and their challenges and predicted evolution, as well as examining techniques for fostering learning motivation and persistence in the context of independent learning, both synchronous and asynchronous, examining human centered technology principles for the development of future independent learning and supporting technologies, and the concept of learning while working.
5	**Teaching methods**: discussion, demonstration, independent assignments, recitation, practice, and others.
6	**Assessment Methods (assessment components)** **a. Cognitive** • Attendance : 5% • Assignments : 10% • Midterm Examination : 15% • Final Examination : 20% **b. Participations** • Case Study : 25% • Team Based Project : 25%
7	**This module/course is not used in the following study programmes as well**
8	**Responsibility for module/course** **Coordinator:** Dr. Pujiriyanto, S.Pd., M.Pd.
9	**Course requirements:** -

10	**Other information:** Medium of instruction: Bahasa Indonesia

References

1. Anderson, T., & Dron, J. (2011). Education Pedagogy. International Review of Research in Open and Distance Learning, 12, 80–97. http://www.irrodl.org/index.php/irrodl/article/view/890
2. Blaschke, L. M. (2012). Heutagogy and lifelong learning: A review of Heutagogical practice and self-determined learning. International Review of Research in Open and Distance Learning, 13(1), 56–71. https://doi.org/10.19173/irrodl.v13i1.1076
3. Brubacher, M. R., & Silinda, F. T. (2021). First-Generation Students in Distance Education Program: Family Resources and Academic Outcomes. International Review of Research in Open and Distance Learning, 22(1), 135–147. https://doi.org/10.19173/irrodl.v22i1.4872
4. Falloon, G. (2011). Making the connection: Moore's theory of transactional distance and its relevance to the use of a virtual classroom in postgraduate online teacher education. Journal of Research on Technology in Education, 43(3), 187–209. https://doi.org/10.1080/15391523.2011.10782569
5. Fuchs, C., Hofkirchner, W., Schafranek, M., Raffl, C., Sandoval, M., & Bichler, R. (2010). Theoretical foundations of the web: Cognition, communication, and co-operation. towards an understanding of web 1.0, 2.0, 3.0. Future Internet, 2(1), 41–59. https://doi.org/10.3390/fi2010041
6. Garrison, R. (2000). Theoretical challenges for distance education in the 21st century: A shift from structural to transactional issues. International Review of Research in Open and Distance Learning, 1(1), 6–21. https://doi.org/10.19173/irrodl.v1i1.2
7. Gokool-Ramdoo, S. (2008). Beyond the theoretical impasse: Extending the applications of transactional distance theory. International Review of Research in Open and Distance Learning, 9(3). https://doi.org/10.19173/irrodl.v9i3.541
8. He, W., & Wei, K. K. (2009). What drives continued knowledge sharing? An investigation of knowledge-contribution and -seeking beliefs. Decision Support Systems, 46(4), 826–838. https://doi.org/10.1016/j.dss.2008.11.007
9. Kuzior, A., Krawczyk, D., Onopriienko, K., Petrushenko, Y., Onopriienko, I., & Onopriienko, V. (2023). Lifelong Learning as a Factor in the Country's Competitiveness and Innovative Potential within the Framework of Sustainable Development. Sustainability, 15(13), 9968. https://doi.org/10.3390/su15139968
10. McLoughlin, C., & Lee, M. J. W. (2010). Personalised and self-regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software. Australasian Journal of Educational Technology, 26(1), 28–43. https://doi.org/10.14742/ajet.1100
11. Moore, M. G. (1989). Editorial: Three Types of Interaction. American Journal of Distance Education, 3(2), 1–7. https://doi.org/10.1080/08923648909526659
12. Rubach, C., & Lazarides, R. (2021). Addressing 21st-century digital skills in schools – Development and validation of an instrument to measure teachers' basic ICT competence beliefs. Computers in Human Behaviour, 118(May 2020), 106636. https://doi.org/10.1016/j.chb.2020.106636
13. Scheel, L., Vladova, G., & Ullrich, A. (2022). The influence of digital competences, selforganization, and independent learning abilities on students' acceptance of digital learning. In International Journal of Educational Technology in Higher Education (Vol. 19, Issue 1). Springer International Publishing. https://doi.org/10.1186/s41239-022-00350-w

14. Taylor, J. C. (2002). Automating e-Learning: The Higher Education Revolution. Lecture Notes in Informatics (LNI), Proceedings - Series of the Gesellschaft Fur Informatik (GI), P-19, 64–82.
15. Turan, Z., Kucuk, S., & Cilligol Karabey, S. (2022). The university students' self-regulated effort, flexibility and satisfaction in distance education. International Journal of Educational Technology in Higher Education, 19(1). https://doi.org/10.1186/s41239-022-00342-w
16. Ugras, M., Zengin, E., Papadakis, S., & Kalogiannakis, M. (2023). Early Childhood Learning Losses during COVID-19: Systematic Review. Sustainability (Switzerland), 15(7). https://doi.org/10.3390/su15076199
17. Waladi, C., Khaldi, M., & Lamarti Sefian, M. (2023). Machine Learning Approach for an Adaptive E-Learning System Based on Kolb Learning Styles. International Journal of Emerging Technologies in Learning (IJET), 18(12), 4–15. https://doi.org/10.3991/ijet.v18i12.39327
18. Witteman, H. O., & Zikmund-Fisher, B. J. (2012). The defining characteristics of Web 2.0 and their potential influence in the online vaccination debate. Vaccine, 30(25), 3734–3740. https://doi.org/10.1016/j.vaccine.2011.12.039
19. Zeitlhofer, I., Hörmann, S., Mann, B., Hallinger, K., & Zumbach, J. (2023). Effects of Cognitive and Metacognitive Prompts on Learning Performance in Digital Learning Environments. Knowledge, 3(2), 277–292. https://doi.org/10.3390/knowledge3020019
20. Zhdanov, S. P., Baranova, K. M., Udina, N., Terpugov, A. E., Lobanova, E. V., & Zakharova, O. V. (2022). Analysis of Learning Losses of Students During the COVID-19 Pandemic. Contemporary Educational Technology, 14(3). https://doi.org/10.30935/cedtech/11812

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓	✓	✓	✓	✓	✓										✓
CLO 2						✓	✓	✓								✓
CLO 3									✓		✓					✓
CLO 4									✓	✓	✓					
CLO 5										✓		✓	✓			✓
CLO 6												✓	✓		✓	✓
CLO 7														✓	✓	✓
CLO 8														✓		✓
CLO 9										✓					✓	✓

CLO 10															✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="7">Module/Course Title: Development of Text Materials</td></tr>
<tr><td colspan="2">Module/Course Code</td><td>Students Workload</td><td>Credits (ECTS)</td><td>Semester</td><td>Frequency</td><td>Duration</td></tr>
<tr><td colspan="2">TPB8218</td><td>6 hours</td><td>2</td><td>Second Semester</td><td>16 weeks</td><td>1 Semester</td></tr>
<tr><td>1</td><td colspan="2">Type of course
a) General Course
b) Face-to-face / Blended learning / Online learning (conditional)</td><td>Contact Hours
2 x 50 minutes</td><td>Independent Study
2 hours</td><td>Class Size
20 students</td></tr>
<tr><td>2</td><td colspan="5">Prerequisite for participations:</td></tr>
<tr><td>3</td><td colspan="5">Course Learning Outcomes (CLO)
At the end of the course students:
• CLO 1: Understand the procedures, techniques, and strategies for developing instructional materials.
• CLO 2: Demonstrate the ability to select printed learning materials in accordance with the characteristics of the course/subject.
• CLO 3: Develop instructional materials.
• CLO 4: Apply printed learning materials in the teaching and learning process.
• CLO 5: Demonstrate the ability to select appropriate instructional materials.
• CLO 6: Understand the subject matter of printed learning material development, including instructional strategies, assignments, and assessment.
• CLO 7: Understand the concept of printed learning materials.
• CLO 8: Develop printed learning materials.</td></tr>
<tr><td>4</td><td colspan="5">Subject aims/Content
This course will discuss the concept of printed teaching materials, the development of printed teaching materials, and the stages of their development. The lecture material is delivered online, supported by delivery via the video conference available on LMS (Besmart). Evaluation is conducted thru independent assignments and a final semester exam.</td></tr>
<tr><td>5</td><td colspan="5">Teaching methods: lectures, discussions, group work, demonstration, project work, etc.</td></tr>
<tr><td>6</td><td colspan="5">Assessment Methods (assessment components)
a. Cognitive
• Attendance : 5%</td></tr>
</table>

	• Quiz : 5% • Assignments : 10% • Midterm : 15% • Examination : 20% • Final Examination **b. Participations** • Case Study : 20% • Team Based Project : 30%
7	**This module/course is not used in the following study programmes as well**
8	**Responsibility for module/course** **Coordinator:** Dr. Estu Miyarso, S.Pd., M.Pd.
9	**Course requirements:** -
10	**Other information:** Medium of instruction: Bahasa Indonesia

References

1. Media Pembelajaran, Hakikat Pengembangan Pemanfaatan Dan Penilaian, Rudi Susilana, Cepi Riyana, 2016
2. Hamdayama, J. (2017). Metodologi Pengajaran. Jakarta: Bumi Aksara
3. Khanifatul. 2014. Pembelajaran Inovatif. Yogyakarta: Ar-Ruzz Medi
4. Marno & Idris, M. (2014). Strategi, Metode, Dan Teknik Mengajar: Menciptakan Keterampilan Mengajar Secara Efektif Dan Edukatif. Yogyakarta: Ar-Ruzz Media
5. Coppola, E. M. (2004). Powering Up: Learning To Teach Well with Technology. Teachers College Press
6. Framework For Information Literacy for Higher Education, The Association of College & Research Libraries, 2015
7. Teknologi Informasi Dan Komunikasi Dalam Pendidikan, Cepi Riyana, Pt Sarana Panca Karya Nusa (Spkn), 2007
8. Produksi Pembelajaran Online, Cepi Riyana, Universitas Terbuka, 2019
9. Instructional Technology and Media for Learning, Sharon Smaldino, Pearson, 2013
10. Buku Pintar Teknik Searching Efektif Di Internet, Elekmedia Computindo, 2018

11. PLO and CLO Mapping

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO1				✓												
CLO2					✓								✓			
CLO3						✓	✓	✓	✓							
CLO 4														✓	✓	
CLO 5															✓	
CLO 6	✓															✓

CLO 7		✓	✓													
CLO 8										✓	✓	✓				

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="6">Module/Course Title: Development of Audio-Visual Materials</td></tr>
<tr><td colspan="2">Module/Course Code</td><td>Students Workload</td><td>Credits (ECTS)</td><td>Semester</td><td>Frequency</td><td>Duration</td></tr>
<tr><td colspan="2">TPB8219</td><td>6 hours</td><td>2</td><td>Second Semester</td><td>16 weeks</td><td>1 Semester</td></tr>
<tr><td>1</td><td colspan="2">Type of course
a) General Course
b) Face-to-face / Blended learning / Online learning (conditional)</td><td>Contact Hours
2 x 50 minutes</td><td>Independent Study
2 hours</td><td>Class Size
20 students</td></tr>
<tr><td>2</td><td colspan="5">Prerequisite for participations:</td></tr>
<tr><td>3</td><td colspan="5">Course Learning Outcomes (CLO)
At the end of the course students:
• CLO 1: Analyze the strengths and weaknesses of various instructional media based on taxonomy and characteristics.
• CLO 2: Understand the characteristics of audiovisual media (video), including strengths and weaknesses as informed by theoretical studies and research findings.
• CLO 3: Distinguish the strengths and weaknesses of different instructional media development models.
• CLO 4: Develop programs and identify equipment for the production of instructional video media.
• CLO 5: Understand the procedures for producing instructional video programs.
• CLO 6: Prepare scripts for instructional video programs.
• CLO 7: Develop validation instruments for instructional video programs and demonstrate the ability to use them to collect evaluation data.</td></tr>
<tr><td>4</td><td colspan="5">Subject aims/Content
This course is designed to equip students with the theoretical and practical skills needed to master audio-visual instructional material development, covering fundamental audio-visual concepts, design and development stages from video shooting and camera angles to lighting techniques, video editing, and video media production practice, including needs analysis, product design, production, implementation, and evaluation of audio-visual (video) products. Students are expected to develop educational video media in groups and take full responsibility for the tasks assigned. Able to develop educational videos that do not offend human values, morals, and ethics.</td></tr>
</table>

5	**Teaching methods**: lecture, discussion, independent assignments, demonstration, experiment/practice, and others.
6	**Assessment Methods (assessment components)** **a. Cognitive** • Attendance : 5% • Quiz : 10% • Assignments : 10% • Midterm Examination : 10% • Final Examination : 15% **b. Participations** • Case Study : 20% • Team Based Project : 30%
7	**This module/course is not used in the following study programmes as well**
8	**Responsibility for module/course** **Coordinator:** Dr. Deni Hardianto, S.Pd., M.Pd.
9	**Course requirements:** -
10	**Other information:** Medium of instruction: Bahasa Indonesia

References

1. Wirasti, Murti Kusuma. 2003. Buku Pegangan Perkuliahan: Pengantar Sinematografi. Yogyakarta: Fakultas Ilmu pendidikan.
2. Marcelli, Joseph. 1996. The Five C's of Cinematography: Motion Picture Filming Techniques Simplified. California: Cine/Grafic Publications
3. Wahana Komputer. 2008. Video Editing dan Video Production. Jakarta: Elex Media Komputindo
4. Januszewski, Alan & Molenda Michael. 2008. Educational Technology, A Definition with Commentary. New York, NY: Lawrence Erlbaum Associates.
5. Seels, B. & Richey, Rita C. 1994. Instructional Technology, the Definition and Domains of the Field. Washington D.C: AECT.

11. PLO and CLO Mapping

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO1	✓	✓	✓													
CLO2	✓	✓														
CLO3	✓	✓	✓			✓										
CLO 4					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 5				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CLO 6			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

CLO 7							✓	✓	✓	✓	✓		✓	✓	✓	✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

Module/Course Title: Digital Learning Resources

Module/Course Code	Students Workload	Credits (ECTS)	Semester	Frequency	Duration
TPB8217	6 hours	2	Second Semester	16 weeks	1 Semester

	Type of course	Contact Hours	Independent Study	Class Size
1	a) General Course b) Face-to-face / Blended learning / Online learning (conditional)	2x50 minutes	2 hours	20 students

2 Prerequisite for participations:

3 Course Learning Outcomes (CLO)

At the end of the course, students will be able to:

1. Describe several basic concepts of digital learning resources.
2. Identify the differences between SB, OSB, OPSB, MSB in schools
3. Identify and classify Digital Learning Resources that can be utilized in Schools and in the Community.
4. Describe the stages of digital SB management in schools and in the community.
5. Describe the planning of digital SB Organizations in schools and in the Community.
6. Describe a digital SB organization system that can be developed in schools and in the community.
7. Describe how to procure and utilize digital learning resources for schools and communities.
8. Describe how to evaluate digital SB management in school and community institutions.
9. Describe how to evaluate digital SB management in school and community institutions.
10. Prepare a development plan for a digital SB Management system in schools or in the community
11. Create an online learning resource service system based on web/blogs or applications

4 Subject aims/Content

This course aims to classify learning resources, various formats of learning resources according to their types and characteristics, non-digital and digital/electronic learning resources, the influence of technology on the convergence and divergence of various media formats as learning resources, the

	influence of technology on the accessibility of learning resources, the potential of digital-based learning resources in the learning process, the range of theoretical concepts and models related to the use of digital learning resources, the process of selecting-processing and managing digital learning resources, licensing and copyright, the use of digital learning resources includes registration and activation-authentication of users and meta data management, access management includes learning resource service platforms, learning resource access management (via OPAC, A-Z ascending system, Link resolvers, metadata search services, troubleshooting and user support, the impact of access management on collection development), introduction to Electronic Resource Management Systems (ERMS), human resource management (types of skills, workflow, and HR placement, statistical analysis and evaluation of digital learning resource services and recommendations for service improvement.
5	**Teaching methods**:lectures, discussions, assignments/independent work, demonstrations, recitations, experiments/practice, and fieldwork
6	**Assessment Methods (assessment components)** 1. Cognitive: 50% • Attendance:5% • Presentation and Disccusion: 50% • Assignment:10% • Midterm Examination:15% • Final Examination:20% 2. Participatory:50% • Case Studies:25% • Team-Based Project:25%
	This module/course is not used in the following study programmes as well
8	**Responsibility for module/course** **Coordinator:** Dr. Deni Hardianto S.Pd., M.Pd. & Dr. Pujiriyanto, S.Pd., M.Pd.
9	**Course requirements:** -
10	**Other information: Medium of Instruction**: Bahasa Indonesia

References

1. Alphonce, S., & Mwantimwa, K. (2019). Students' use of digital learning resources: diversity, motivations and challenges. Information and Learning Science,1. 120(11–12), 758–772. https://doi.org/10.1108/ILS-06-2019-0048
2. Ewing, B. F. (2009). Digital learning objects. Teacher, 2009(April), 30–32. http://eprints.qut.edu.au/19277/2.
3. Hill, J. R., & Hannafin, M. J. (2001). Teaching and learning in digital environments: The resurgence of resource-based learning. Educational Technology3. Research and Development, 49(3), 37–52. https://doi.org/10.1007/BF02504914
4. Imran, A. S., & Cheikh, F. A. (2012). Multimedia learning objects framework for e-learning. 2012 International Conference on E-Learning and E-4.Technologies in Education, ICEEE 2012, 105–109. https://doi.org/10.1109/ICeLeTE.2012.6333417
5. Ling, P., & Ze, Z. (2011). Developing digital learning resources for the college market in China. Publishing Research Quarterly, 27(4), 354–363.5.https://doi.org/10.1007/s12109-011-9234-3
6. Makori, E. O., & Mauti, N. O. (2016). Digital technology acceptance in transformation of university libraries and higher education institutions in Kenya. Library6. Philosophy and Practice, 2016(1)

7. Recker, M. M., Dorward, J., & Nelson, L. M. (2004). Discovery and use of online learning resources: Case study findings. Educational Technology and7.Society, 7(2), 93–104.
8. Sampson, D. G., & Zervas, P. (2013). Learning object repositories as knowledge management systems. Knowledge Management and E-Learning, 5(2),8. 117–136. https://doi.org/10.34105/j.kmel.2013.05.009
9. San, T. P. (2015). Aggregating digital resources in an e-learning platform: A case study of a Malaysian public university's compliance with copyright.9.Malaysian Journal of Library and Information Science, 20(1), 1–18.
10. SAYKILI, A. (2019). Higher Education in The Digital Age: The Impact of Digital Connective Technologies. Journal of Educational Technology and Online10.Learning, 2(1), 1–15. https://doi.org/10.31681/jetol.516971
11. Seufert, S., & Meier, C. (2016). From eLearning to Digital Transformation: A Framework and Implications for L&D. International Journal of Advanced11.Corporate Learning (IJAC), 9(2), 27. https://doi.org/10.3991/ijac.v9i2.6003
12. Sheng-Hung, C. (2012). Course delivery and module learning via learning objects (knowledge map) in mobile learning environment. Asian Association of12.Open Universities Journal, 7(1), 43–54. https://doi.org/10.1108/aaouj-07-01-2012-b004
13. Velychko, V. Y., Omelchenko, S. O., Khyzhniak, I. A., & Fedorenko, E. G. (2021). Developing and using open electronic educational resources in13.educational activities. Journal of Physics: Conference Series, 1840(1), 1–12. https://doi.org/10.1088/1742-6596/1840/1/012063
14. Yu, Y. (2021). Design of Mobile Learning Service Platform Based on Data Mining. Journal of Physics: Conference Series, 1757(1), 1–13

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓															
CLO 2	✓															
CLO 3		✓														
CLO 4		✓	✓		✓											
CLO 5			✓													
CLO 6					✓	✓			✓							
CLO 7				✓			✓	✓								
CLO 8										✓						
CLO 9											✓					
CLO 10												✓	✓		✓	
CLO 11														✓	✓	✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="6">Module/Course Title: Management of Education and Training Programs</td></tr>
<tr><td colspan="2">Module/Course Code

TPB8217</td><td>Students Workload

6 hours</td><td>Credits (ECTS)

2</td><td>Semester

Second Semester</td><td>Frequency

16 weeks</td><td>Duration

1 Semester</td></tr>
<tr><td>1</td><td colspan="2">Type of course
c) General Course
d) Face-to-face / Blended learning / Online learning (conditional)</td><td>Contact Hours
2x50 minutes</td><td>Independent Study
2 hours</td><td>Class Size
20 students</td></tr>
<tr><td>2</td><td colspan="5">Prerequisite for participations:</td></tr>
<tr><td>3</td><td colspan="5">Course Learning Outcomes (CLO)
At the end of the course, students will be able to:
12. Explain the basic concepts of employee education and training.
13. Explain types of training needs, approaches to determine training needs, and steps in applying training needs analysis.
14. Explain the steps in designing a training curriculum.
15. Develop a training curriculum design.
16. Explain the implementation of active training programs.
17. Explain and simulate strategies for managing training classrooms.
18. Explain learning strategies (Andragogy).
19. Explain the steps in preparing training learning materials.
20. Manage training program implementation.
21. Conduct training evaluations.</td></tr>
<tr><td>4</td><td colspan="5">Subject aims/Content
This course aims to develop students' analytical and synthesis skills in designing and managing training programs, starting from needs identification, curriculum development, selection of learning strategies, development of learning resources, management of training implementation, and evaluation. It also addresses common problems in training programs.</td></tr>
<tr><td>5</td><td colspan="5">Teaching methods: Lecture,Discussion, Assignments/Independent Work, Quizzes/Evaluation, Experiment/Practice, Demonstration</td></tr>
<tr><td>6</td><td colspan="5">Assessment Methods (assessment components)
1. Cognitive: 50%
• Attendance:10%
• Quizzes: 0%
• Assignment:15%</td></tr>
</table>

	• Midterm Examination:10% • Final Examination:15% 2. Participatory:50% • Case Studies:20% • Team-Based Project:30%
	This module/course is not used in the following study programmes as well
8	**Responsibility for module/course** **Coordinator:** Prof. Dr. Ali Muhtadi, S.Pd., M.Pd.
9	**Course requirements: -**
10	**Other information: Medium of Instruction**: Bahasa Indonesia

References

15. Atwi Suparman, (2014). Desain Instruksional Modern. Jakarta: Erlangga1.
16. Baderel Munir, (2001). Dinamika Kelompok: Penerapannya dalam Laboratorium Ilmu Perilaku. Palembang: Universitas Sriwijaya2.
17. Muhammad Yaumi, (2013). Prinsip-prinsip Desain Pembelajaran. Jakarta: Kencana3.
18. Mel Silberman, (2013). Active Training (Terjemahan). Bandung: Nusa Media.4.
19. S. Eko Putro Widoyoko, (2009). Evaluasi Program Pembelajaran. Yogyakarta: Pustaka Pelajar5.
20. Sugiyono, (2002). Managemen Diklat. Bandung: Alfabeta.

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓						✓									
CLO 2		✓					✓									
CLO 3			✓				✓									
CLO 4				✓	✓	✓	✓									
CLO 5								✓	✓							
CLO 6										✓	✓					
CLO 7												✓				
CLO 8													✓			
CLO 9														✓		
CLO 10															✓	✓

UNIVERSITAS NEGERI YOGYAKARTA
EDUCATIONAL SCIENCE FACULTY
MASTER STUDY PROGRAM OF EDUCATIONAL TECHNOLOGY
Jl. Colombo No. 1 Sleman, DI Yogyakarta, 55281, Indonesia
Telephone: (0274) 540611, Fax: (0274) 540611
Website: http://tp.fip.uny.ac.id Email: ktpfip@uny.ac.id

<table>
<tr><td colspan="7">Module/Course Title: Master's Final Project</td></tr>
<tr><td colspan="2">Module/Course Code

TPB8217</td><td>Students Workload

6 Hours</td><td>Credits (ECTS)

2</td><td>Semester

Second Semester</td><td>Frequency

16 weeks</td><td>Duration

1 Semester</td></tr>
<tr><td>1</td><td colspan="3">Type of course
e) General Course
f) Face-to-face / Blended learning / Online learning (conditional)</td><td>Contact Hours

2x50 minutes</td><td>Independent Study
2 hours</td><td>Class Size
20 Students</td></tr>
<tr><td>2</td><td colspan="6">Prerequisite for participations:</td></tr>
<tr><td>3</td><td colspan="6">Course Learning Outcomes (CLO)
At the end of the course, students will be able to:
22. Find and analyze learning and teaching problems, as well as HR performance, based on research journal article studies and field observations.
23. Offer innovative alternative solutions to overcome learning and teaching problems, as well as appropriate human resource performance through the creation, utilization, and management of appropriate sources and processes as described in the title, background of the research problem, problem formulation, and logical framework of thinking.
24. Construct a strong scientific theory as a basis and foundation for solving thesis research problems systematically, logically, and coherently based on primary and secondary reference sources.
25. Determine appropriate research methods, data collection techniques, and data analysis techniques.
26. Develop valid and reliable data collection instruments
27. Collect valid/abash research data
28. Describe research data and discuss it using theories and previous research results in a logical, systematic and scientific manner.
29. Draw up research conclusions appropriately and provide recommendations based on research results and research findings.</td></tr>
<tr><td>4</td><td colspan="6">Subject aims/Content
This course aims to complete the studies of students in Master's Program in Educational Technology. Master's Final Project is the result of research (R&D, qualitative, quantitative or mixed) in the form of problem solving or developing new concepts</td></tr>
</table>

5	**Teaching methods**: Lecture, Discussion, Assignment/Independent Work, Quiz/Evaluation, Field Work
6	**Assessment Methods (assessment components)** 1. Cognitive: 50% • Attendance:5% • Quizzes:0% • Assignment:15% • Midterm Examination:0% • Final Examination:30% 2. Participatory:50% • Case Studies:20% • Team-Based Project:30%
	This module/course is not used in the following study programmes as well
8	**Responsibility for module/course** **Coordinator:** Prof. Dr. Haryanto M.Pd.
9	**Course requirements:** -
10	**Other information: Medium of Instruction**: Bahasa Indonesia

References

21. Buku panduan penulisan Tesis dan disertasi PPs UNY-Edisi tahun 2023
22. Cornell University Graduate School. (n.d.). *Guide to writing your thesis/dissertation: Definition of dissertation and thesis*. Cornell University. https://gradschool.cornell.edu/academics/thesis-dissertation/
23. Creswell, J.W. 2014. Research design: Qualitative, quantitative, and mixed methods approaches. SAGE Publishing Inc., California, USA.

11. PLO and CLO Mapping

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PLO 12	PLO 13	PLO 14	PLO 15	PLO 16
CLO 1	✓	✓	✓													✓
CLO 2	✓	✓	✓													
CLO 3				✓	✓											✓
CLO 4						✓										✓
CLO 5							✓	✓	✓	✓						
CLO 6								✓	✓	✓						
CLO 7											✓	✓	✓	✓		✓
CLO 8															✓	✓