


SEMESTER LEARNING PLAN (RPS)

	HASANUDDIN UNIVERSITY FACULTY OF CULTURAL SCIENCE, ARABIC LANGUAGE PROGRAM					Document Code
SEMESTER LEARNING PLAN						
COURSE (MK)	CODE	MK family	WEIGHT (credits) 2		SEMESTER	Compilation Date
Assisted Language Learning Computer	320F4112	Technology Learning	T = 1	P = 1	5	October 5, 2017
AUTHORIZATION Academic Senate Head of Department	RPS developer	RMK Coordinator			Chairman of PRODI	
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Learning Outcomes (CP)	CPL-PRODI charged to the MK					
	CPL1	Mastering the concept of academic integrity in general and the idea of plagiarism in particular, in terms of types plagiarism, consequences of violations and efforts to prevent them (P9);				
	CPL2	Being able to use the device software advanced speaking Arabic to improve the capabilities and device software applicative other recent (KK9); and				
	CPL3	Able to use information technology in the context of scientific development and implementation of areas of expertise (KU12).				
	CPL → Subject Learning Outcomes (CPMK)					
	CPL1	Show the consequences of plagiarism actors in the field and scope of work understood by lecture participants;				
	CPL2	Able to demonstrate the latest Arabic learning technology application innovations within the range of their duties and jobs				
	CPL3	Able to showcase the latest Arabic learning technology application innovation products within the scope of the task and his job				
CPMK ⇒ Sub-CPMK						
CPMK-1	Mastering the concept of academic integrity in general and the idea of plagiarism in particular, in terms of types plagiarism, consequences of violations and efforts to prevent them;					

		Able to explain learning technology theories and concepts;
	CPMK-2	Able to use applications and make language learning videos;
		Able to use interactive formative test applications for language learning and showcase their products;
	CPMK-3	Able to produce language learning media from various open-source applications;
		Able to design, demonstrate, and display the results of an integrated language learning media project; and
		Able to demonstrate educators' behavior and ethics in the digital era (claimed to be the Industrial Revolution era, 4.0).
Short Description MK	The course will usher participants lectures can prepare materials Learning Language Arabic interactive. The material can be made in the form of learning offline (offline) or online (online) or can be said to be accessible via the web and CD-based. Several software has been prepared to be elaborated, modified, and used during lectures and Practicum later. The software in question is Hot Potatoes and Knowledge Presenter.	
Study Materials / Learning Materials	<ol style="list-style-type: none"> 1. Theory and Concept of Learning Technology 2. Learning Video Maker Application 3. Formative Test Maker Application 4. Media Production 5. Learning Media Project 6. Ethics for Educators in the Technology Age 	
References	Main:	
		<ol style="list-style-type: none"> 1. Yusring Sanusi B., 2017, Easy Ways to Make Interactive Language Learning Exercises. CV Myskat: Malang 2. Yusring Sanusi B., 2017, Online Arabic Learning Model Based on LMS. LKPP Unhas: Makassar
	Supporters:	
		<ol style="list-style-type: none"> 3. Dick, Walter, et al. The Systematic Design of Instruction. 6th Edition; New York: Pearson, 2009. 4. Davis, F. D. "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology." MIS Quarterly 13, no. 3 (1989): h. 319-340. 5. Camtasia Studio Help Guide
Lecturer Pengampu	Dr. Yusring Sanusi B., SS, M.App.Ling. Dr. Andi Agussalim, SS, M.Hum.	
Courses terms	Computer-Assisted Language Learning	
Terms Courses	Methods of Teaching Arabic as a Second Language	

Week of-	Sub-CPMK (Final ability of each learning stage)	Assessment		Learning Forms, Learning Methods, Student Assignments, [Estimated time]		Learning Materials [Library]	Rating Weight (%)
		Indicator	Shape & Criteria	Online (<i>online</i>)	Offline (<i>offline</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Dominate concept integrity academic generally and concept plagiarism in a manner special, in terms of type plagiarism, the consequences offense and effort prevention yes;	Thoroughness explains the abilities that will be obtained and the activities that will be carried out by the lecture participants and the ability to use the plagiarism application	Form: Performance Work Criteria: Show activity stages personal for reach sub-CPMK and demonstrate a one application plagiarism (for example <i>plagscout</i>)	BM (1x2x60 ") LMS → 1) Study reteaching materials at the Meeting Meeting 1 in the Learning Flow Menu. 2) Creating an account at the National Library PT (1x2x60 ") Discussion Task : Lecture participants register on the <i>plagscout</i> or <i>duplichecker site</i> and try to check the <i>similarity of</i> one of the previous semester's course assignments. Lecture participants mark the <i>silimilarity</i> of their duties and record sources—a copy of <i>similarity</i> . The results of the work are attached to the class forum discussion.	BP: College TM (1x2x50 ") MP: Discussion Class	College Contract, RPS, regulations Academic Unhas and the Detection Tool Plagiarism Link : https://www.duplichecker.com/ https://www.quetext.com/ https://my.plagscout.com/users/register-educator https:// plagiarismdetector.net/	4

2	Able to explain learning technology theories and concepts	The accuracy and logic of the arguments in studying: 1) the theories and concepts of learning technology, 2) the benefits of learning technology in human life, and 3) The role of academics in developing TP	<p>Form: Report Criteria</p> <p>Criteria : 6 = right explains three things, namely: 1) theory/concept, 2) benefits and 3) the role of humans; 3 = only describes two of the three (theory/concept), services or roles; 1 = only represents one of the three (theory/concept), benefits or role.</p>	<p>BM (1x2x60 ") SIKOLA → Study the teaching materials at the Second Meeting</p> <p>PT (1x2x60 ") Assignment: Lecture participants read at least 5 references for learning technology (other than book 1 and book 2) then make articles along 1500 - 1600 words containing theories and concepts of learning technology, learning modalities, and innovation in learning technology models.</p>	<p>BP: Tutorial</p> <p>TM (1x2x50")</p> <p>Methods: Cooperative and collaborative</p>	<p>Theories and concepts of learning technology, learning modalities, innovation in learning technology models</p> <p>Book 1, Chapter 1 Book 2, Chapter 1</p> <p>Online National Library - http://dx.doi.org/10.17507/jltr.1104.05</p>	6
3 to-5	Able to use applications and make language learning videos	Demonstrating 3 (three) video products can be at least 15 minutes each, displaying interactive questions every	<p>Form: Performance</p> <p>Criteria: 15 = Video + Interactive Quiz 10 = Video only 05 = Quiz only</p>	<p>BM (1x2x60 ") SIKOLA → Learn the materials taught in the meeting to- 3 to 5th</p> <p>PT (1x2x60 ") Assignment: Lecture participants make 3</p>	<p>Form: Tutorial + Practicum</p> <p>TM (1x2x50") Method: PjBL</p>	<p>Learning Video Standards; Learner Analysis; Setting Standards and Goals; Choosing, Strategy, Technology, Media and Teaching Materials; Use</p>	15

		5 minutes	If video or Quiz haven't complete	<p>videos, each with a duration of 15-20 minutes. Content</p> <p>The third video of the difference. Video loads teaching material that is equipped with a minimum of 5 quizzes. Video can be created from pages- the following pages:</p> <p>https://screencast-o-matic.com/home</p> <p>https://www.blender.org/</p> <p>https://shotcut.org/</p> <p>https://www.powtoon.com/index/</p> <p>https://www.renderforest.com/</p> <p>https://animoto.com/</p>	<p>Practice (2x2x170 ") MP: Experimental Learning</p>	<p>Technology, Media and Teaching Materials; Develop Participant Participation Educate; and Evaluate and Revise</p> <p>Reference 5</p>	
6 to 8	Able to show off the interactive formative test application products for language	Able demonstrate an5 (five) types of interactive formative tests of multiple-	<p>Form: Demo Product</p> <p>Criteria: 20 = Five types of form</p>	<p>BM (1x2x60 ") SIKOLA → Study teaching materials at the 6th to 8th Meeting</p>	<p>Shape: Tutorial + Practicum</p> <p>TM (1x2x50") Method: PjBL</p>	<p>Test Application Formative: multiple-choice, short answer, hybrid test, crossword puzzle, toothless filling, and integration of</p>	20

	learning;	choice, short answer, and listening and multiple choice	ative tests 15 = Four types of formative tests 10 = Three Kinds	PT (1x2x60 ") Assignment: Lecturers will create files html which consists of		formative tests with sound and picture.	
		minimal image	formative test		Practice (2x2x170 ")		
		30 questions each	07 = Two Types of Formative Tests 03 = One Type of Formative Tests	Multiple choice, answer, and short and picture-equipped hybrid tests by utilizing various formative test maker applications. An example application page has been prepared for the Learning Flow.	MP: <i>Experimental Learning and Gallery Walk</i>	Module IV, https://www.classmarker.com/ https://topgradeapp.com/ https://www.flexiquiz.com/ https://www.proprofs.com/quizzes-school/	

<p>9 to11</p>	<p>Able to show off other types of language learning interactive formative test application products;</p>	<p>5 (five) types of interactive formative tests, types of crossword puzzles, sentence structure, matchmaking, and minimum reading of 30 questions each</p>	<p>Form: Product Demo</p> <p>Criteria: 15 = Five types of formative tests 13 = Four types of formative tests 10 = Three Types of formative tests 07 = Two Types of Formative Tests 03 = One Type of Formative Tests</p>	<p>BM (1x2x60 ") SIKOLA → Learn the material taught in the Meeting to- 9 to 11th</p> <p>PT (1x2x60 ") Assignment: Lecturers will make Html files consisting of crossword puzzles, toothless filling, matchmaking, word composing, which are integrated with sound and pictures.</p>	<p>Form: Tutorial + Practicum</p> <p>TM (1x2x50") Method: PjBL</p> <p>Practicum (2x2x170 ")</p> <p>MP: <i>Experimental Learning and Galery Walk</i></p>	<p>Formative Test App: crossword puzzles, matchmaking, wording, integration of formative tests with sound and pictures.</p> <p>Book 1, Chapter 2 - chapter 7</p> <p>https://www.canva.com/create/ https://www.mentimeter.com/ https://www.plickers.com/ https://www.sli.do/ https://kahoot.com/</p>	<p>15</p>
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12 to13	Able to produce language learning media from various <i>open-source</i> applications ;	Completeness in demonstrating a product that combines a minimum of 3 learning applications	Form: Product Demo Criteria: 15 = 3 applications 10 = 2 applications 05 = 1 application	<p>BM (1x2x60 ") SIKOLA → Learn the media taught in the Meeting to- 12 till 13th</p> <p>PT (1x2x60 ") Assignment: Lecture participants produce learning media using other interactive applications, either on a CD or on a flash disk or based on Html or android</p>	Form: Tutorial + Practicum TM (1x2x50 ") Method: PjBL Practicum (1x2x170 ") MP: <i>Experimental Learning and Galery Walk</i>	Scripting, Storyboarding, Taking Pictures, File Transfer, Editing, Rendering, Burn to Disc Book 2, Chapter 5	15
14 to15	Able to showcase the results of integrated language learning media projects	Tuntas designed and demonstrated products that combine video, formative tests	Form: Product Demo Criteria: 20 = combined video application, test	<p>BM (1x2x60 ") SIKOLA → Learn the media taught in the Meeting to- 14 to 15th</p> <p>PT (1x2x60 ") Assignment: Each lecture participant displays the products of learning technology innovation Products displayed in class. Other participants can explore other participants' product information.</p>	Form: Tutorial + Practicum TM (1x2x50") Method: PjBL Practicum (1x2x170 ") MP: <i>Experimental Learning and Galery Walk</i>	Theme planning, Representative time and place, Technical planning, Organization, and cost planning Book 2, Chapter 6 - Chapter 8 Book 3	20
		and open-source applications	formative, and open source 15 = fulfills only two of the components of the learning application (video or formative or open-source tests) 10 = if only one of the three				

			components application				
16	Able to demonstrate the behavior and ethics of educators in the digital era	Show positive values during the lecture process, both face to face and in the Lab (<i>Assessment Instrument with Journal</i>)	Form: Non-Test Criteria: 5 = if the positive value is more negative (difference of at least 2) 4 = if the positive value is more negative (difference of at least 2) 3 = if a positive value equals a negative value 2 = if the negative value is more than the positive value	BM (1x2x60 ") SIKOLA → Study teaching materials on the Learning Flow Menu at the 16th Meeting PT (1x2x60 ") Assignment: Lecturers observe the behavior of three other participants during the lecture. Each participant fills in the journal that has been prepared.	Form: Lecture TM (1x2x50") Method: Class Discussion	The application of ethics in today's era. Book 2, Chapter 5	5