Module designation	**Digital Literacy** **Indonesian title:** *Literasi Digital* **Course code:** 1000002046
Semester(s) in which the module is taught	Semester 5 (Third year)
Person responsible for the module	**Coordinator:** MBKM Team **Teaching staff:** MBKM Team
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lectures (face to face and synchronous online), case studies, small group discussion, hands-on practice, presentations, individual assignments, and a collaborative final project **Media and tools:** UNESA Learning Management System (LMS), Zoom, slides, LCD projector, Google Workspace (Docs, Sheets, Forms, Calendar, Meet), cloud storage, Mendeley, Photopea, MIT App Inventor, Python
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 2 CU × 170 minutes × 16 weeks = 5,440 minutes = 90.67 hours (≈ 3.18 ECTS) **Contact hours:** lectures, 2 × 50 minutes per week × 16 weeks = 26.67 hours (class hours per week: 340 minutes = 5.67 hours, including structured activities) **Private study including examination preparation:** structured assignments, 2 × 60 minutes per week × 16 weeks = 32.00 hours; independent study, 2 × 60 minutes per week × 16 weeks = 32.00 hours (total 64.00 hours)
Credit points	2 CU (3.18 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	None
Module objectives/intended learning outcomes	**Programme learning outcomes (PLO) addressed:** • PLO-7: Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematics learning. • PLO-8: Design, implement and evaluate mathematics learning using IT. • PLO-10: Make decisions based on data/information in completing tasks that are the student's responsibility and evaluating the work that has been done. **Course learning outcomes (CLO): after completing this module, students are able to:** • CLO-1: Apply the concept of digital literacy and use digital devices and information technology safely, ethically, and effectively in academic and professional contexts (PLO 7) • CLO-2: Use a range of digital technologies, including cloud storage, file conversion, presentation tools, and online collaboration platforms, to support individual and team productivity (PLO 10)

<table>
<tr><td></td><td>

CLO-3: Apply academic writing conventions using journal or book templates and use reference management software such as Mendeley appropriately (PLO 10)
CLO-4: Analyse technological developments, current digital issues, and regulations on electronic information and transactions, and formulate strategies to prevent digital risks in line with applicable law (PLO 8)
CLO-5: Apply the basic concepts of the Internet of Things (IoT) and Artificial Intelligence (AI) in simple case studies to solve everyday problems (PLO 10)
CLO-6: Design, implement, and present an innovative digital technology-based final project, and evaluate and reflect on their own learning for continuous improvement (PLO 7)

</td></tr>
<tr><td>Content</td><td>Digital Literacy is a compulsory general course for all UNESA students. It equips students to take part in the digital world responsibly and productively: using the internet and social media wisely, finding and filtering information, and applying technology to education, academic writing, content creation, and collaborative projects. Topics include the concept and history of digital literacy, cyber ethics, current digital issues and online fraud prevention, hoax detection, multimedia presentation, cloud storage and file conversion, academic writing templates and reference management with Mendeley, e-commerce and digital payment, the Electronic Information and Transactions Law (UU ITE) and the Personal Data Protection Law (UU PDP), basic concepts of IoT and AI, Google productivity tools, introductory programming and simple app development, and a collaborative final project. Learning follows a case study model through practice, discussion, presentations, individual assignments, and a team final project.</td></tr>
<tr><td>Examination forms</td><td>Final score is calculated from the weekly assessment scheme below (CLO/PLO addressed and weight of each assessment):
<table>
<tr><th>Week</th><th>CLO</th><th>PLO</th><th>Weight (%)</th></tr>
<tr><td>1</td><td>CLO-1</td><td>PLO-7</td><td>3</td></tr>
<tr><td>2</td><td>CLO-4</td><td>PLO-8</td><td>3</td></tr>
<tr><td>3</td><td>CLO-1</td><td>PLO-7</td><td>3</td></tr>
<tr><td>4</td><td>CLO-1</td><td>PLO-7</td><td>3</td></tr>
<tr><td>5</td><td>CLO-2</td><td>PLO-10</td><td>3</td></tr>
<tr><td>6</td><td>CLO-2</td><td>PLO-10</td><td>3</td></tr>
<tr><td>7</td><td>CLO-3</td><td>PLO-10</td><td>3</td></tr>
<tr><td>8</td><td>CLO-6</td><td>PLO-7</td><td>20</td></tr>
<tr><td>9</td><td>CLO-3</td><td>PLO-10</td><td>3</td></tr>
<tr><td>10</td><td>CLO-4</td><td>PLO-8</td><td>3</td></tr>
<tr><td>11</td><td>CLO-4</td><td>PLO-8</td><td>3</td></tr>
<tr><td>12</td><td>CLO-5</td><td>PLO-10</td><td>3</td></tr>
<tr><td>13</td><td>CLO-2</td><td>PLO-10</td><td>3</td></tr>
<tr><td>14</td><td>CLO-4</td><td>PLO-8</td><td>3</td></tr>
<tr><td>15</td><td>CLO-6</td><td>PLO-7</td><td>21</td></tr>
<tr><td>16</td><td>CLO-6</td><td>PLO-7</td><td>20</td></tr>
</table>
</td></tr>
</table>

<table>
<tr>
<td>Study and examination requirements</td>
<td>Students are considered competent and pass if the final score, calculated from participatory activities (56.5%), project/product assessment including the midterm portfolio project (20.5%), practical performance (3%), and the final written test (20%), is at least 55 or C.

Final index (grade conversion):
<table>
<tr><th>Index</th><th>Converted score</th><th>Score range (A = final score)</th></tr>
<tr><td>A</td><td>4.00</td><td>85 ≤ A ≤ 100</td></tr>
<tr><td>A-</td><td>3.75</td><td>80 ≤ A < 85</td></tr>
<tr><td>B+</td><td>3.50</td><td>75 ≤ A < 80</td></tr>
<tr><td>B</td><td>3.00</td><td>70 ≤ A < 75</td></tr>
<tr><td>B-</td><td>2.75</td><td>65 ≤ A < 70</td></tr>
<tr><td>C+</td><td>2.50</td><td>60 ≤ A < 65</td></tr>
<tr><td>C</td><td>2.00</td><td>55 ≤ A < 60</td></tr>
<tr><td>D</td><td>1.00</td><td>40 ≤ A < 55</td></tr>
<tr><td>E</td><td>0.00</td><td>0 ≤ A < 40</td></tr>
</table>
</td>
</tr>
<tr>
<td>Reading list</td>
<td>

1. Isnur, S., et al. (2024). Literasi digital. Erlangga.
2. Aguilera, E. (2022). Digital literacies and interactive media: A framework for multimodal analysis. Routledge.
3. Alford, D. (2021). BGE S1-S3 computing science and digital literacy: Third and fourth levels.
4. Bloch, J. (2021). Creating digital literacy spaces for multilingual writers. Multilingual Matters.
5. Clark, R. C. (2013). Scenario-based e-learning: Evidence-based guidelines for online workforce learning. Pfeiffer.
6. Eilu, E., et al. (2021). Digital literacy and socio-cultural acceptance of ICT in developing countries. Springer.
7. Fox, N. M. (2022). Digital visual literacy. ABC-CLIO.
8. Hays, L., & Kammer, J. (2021). Integrating digital literacy in the disciplines. Taylor & Francis.
9. Mills, K. A., et al. (2022). Literacy for digital futures: Mind, body, text. Routledge.
10. Tim E-Learning. (2018). Pengembangan e-learning. Unipress Unesa.
11. Van de Wiele, B. (2022). Adobe Photoshop, Illustrator, and InDesign collaboration and workflow. Adobe Press.

</td>
</tr>
</table>