


## SEMESTER LEARNING PLAN

|  |   |   |                          |                 |                                   |
|--|---|---|--------------------------|-----------------|-----------------------------------|
| <br><b>UNESA</b><br>Universitas Negeri Surabaya | <b>SURABAYA STATE UNIVERSITY</b><br><b>FACULTY OF EDUCATION</b><br><b>DEPARTMENT OF EDUCATIONAL CURRICULUM AND TECHNOLOGY</b><br><b>EDUCATIONAL TECHNOLOGY S1 STUDY PROGRAM</b> | <b>Document Code</b>  |                          |                 |                                   |
| <b>SEMESTER LEARNING PLAN</b>  |   |   |                          |                 |                                   |
| <b>COURSES (MK)</b>  | <b>CODE</b>   | <b>MK family</b>  | <b>WEIGHT (credits)</b>  | <b>SEMESTER</b> | <b>Compilation Date</b>           |
| Message Design   | -   | Learning Design   | <b>T=2</b><br><b>P=2</b> | 1               | March 16, 2022                    |
| <b>AUTHORIZATION</b>   | <b>RPS Developer</b>  |   | <b>RMK Coordinator</b>   |                 | <b>Head of Study Program</b>      |
|  |   |   | -                        |                 | <b>Dr. Andi Kristanto., M.Pd.</b> |
| <b>Learning Outcomes(CP)</b>   | <b>CPL-PRODI charged to MK</b>  |   |                          |                 |                                   |
|  | CPL-Attitude  | Mastering concepts, structures and materials in educational technology science as a Learning Technology Developer, Education and Training Analyst, and Multimedia/Animation/Broadcast Teacher |                          |                 |                                   |
|  | CPL-Knowledge   | Solve problems based on the case study method or project-based group learning in the field of educational technology, by prioritizing message design.   |                          |                 |                                   |
|  | CPL-KK  | Able to utilize technology and information in solving problems in the field of educational technology and inclusive education by prioritizing message design and local wisdom.                |                          |                 |                                   |
|  | CPL-KU  | Able to demonstrate a scientific, critical and innovative attitude in teaching scientific message design in a professional and responsible manner.  |                          |                 |                                   |
|  | <b>Course Learning Outcomes (CPMK)</b>  |   |                          |                 |                                   |
|  | CPMK-S..  | Students are able to understand concepts, structures and materials in message design science  |                          |                 |                                   |

|  |            |  |                |                |                |                |                |                |                |                |                 |                 |                 |
|--|------------|--|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
|  |            | related to learning communication as developers of Learning Technology, Educational Analysis and Training.   |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | CPMK-P..   | Students are able to analyze a problem based on the case study method or team based project related to learning communication in the field of educational technology, by prioritizing message design.        |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | CPMK-KK... | Students are able to apply technology and information in solving problems in the field of educational technology related to digital-based learning communication and inclusive education and local wisdom.   |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | CPMK-KU..  | Students have a sense of responsibility and a scientific, critical and innovative attitude in reviewing message design as professional developers of Educational Technology and Education/Training Analysts. |                |                |                |                |                |                |                |                |                 |                 |                 |
| <b>The final ability of each learning stage (Sub-CPMK)</b> |            |  |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK1  | Understand the meaning of message design   |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK2  | Understanding the behavior that influences message composing: perception   |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK3  | Understanding the behavior that influences message composing: attention  |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK4  | Understanding the behavior that affects the composition of the message: retention  |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK5  | Understand message design principles from findings in behavioral science   |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK6  | Understand message design principles in audio media design   |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK7  | Apply message design principles in audio media design  |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK8  | Understand the principles of message design in print visual media design   |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK9  | Apply message design principles in print visual media design   |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK10 | Understand the principles of message design in digital visual media design   |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK11 | Apply message design principles in digital visual media design   |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK12 | Understand message design principles in video media design   |                |                |                |                |                |                |                |                |                 |                 |                 |
|  | Sub-CPMK13 | Apply message design principles in video media design  |                |                |                |                |                |                |                |                |                 |                 |                 |
| <b>Correlation between CPL/CPMK and Sub-CPMK</b>           |            |  |                |                |                |                |                |                |                |                |                 |                 |                 |
|  |            | <b>Sub-CPM</b>   | <b>Sub-CPM</b> | <b>Sub-CPM</b> | <b>Sub-CPM</b> | <b>Sub-CPM</b> | <b>Sub-CPM</b> | <b>Sub-CPM</b> | <b>Sub-CPM</b> | <b>Sub-CPM</b> | <b>Sub-CPMK</b> | <b>Sub-CPMK</b> | <b>Sub-CPMK</b> |

|  |   | K1 | K2 | K3 | K4 | K5 | K6 | K7 | K8 | K9 | 10 | 11 | 12 |
|--|---|----|----|----|----|----|----|----|----|----|----|----|----|
|  | CPM<br>K-S..  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |    | ✓  |    | ✓  |    | ✓  |
|  | CPM<br>K-P...   |    |    |    |    |    |    | ✓  |    | ✓  |    | ✓  |    |
|  | CPM<br>K-<br>KK...  |    |    |    |    |    |    | ✓  |    | ✓  |    | ✓  |    |
|  | CPM<br>K-<br>KU...  | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |    | ✓  |    | ✓  |    | ✓  |
| <b>DescriptionS<br/>hort MK</b>                        | This course discusses various message symbols (visual, audio, and audio-visual) and designs various message symbols so that effective communication can take place through collaborative learning. Lectures are carried out by means of blended learning. Assessment is done by way of questions and answers in writing.  |    |    |    |    |    |    |    |    |    |    |    |    |
| <b>Study<br/>Materials:<br/>Learning<br/>Materials</b> | <p><b>Meeting 1 :</b><br/>Understanding Message Design</p> <p><b>Meeting 2:</b><br/>Meaning of message design<br/>Rational message design</p> <p><b>Meeting 3:</b><br/>Behaviors that influence message composing: perception</p> <p><b>Meeting 4:</b><br/>behavior that affects the composition of the message: attention</p> <p><b>Meeting 5:</b><br/>Behavioral science that influences message composing: retention</p> <p><b>Meeting 6:</b><br/>Pmessage design principles from findings in behavioral science</p> <p><b>Meeting 7 :</b><br/>UTS</p> |    |    |    |    |    |    |    |    |    |    |    |    |

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|                   | <p><b>Meeting 8 :</b><br/>Pmessage design principles in audio media design</p> <p><b>Meeting 9 :</b><br/>Message design principles in audio media design<br/>Making audio media designs</p> <p><b>Meeting 10:</b><br/>Pmessage design principles in print visual media design</p> <p><b>Meeting 11:</b><br/>message design principles in print visual media design<br/>Designing print visual media</p> <p><b>Meeting 12:</b><br/>Pmessage design principles in digital visual media design</p> <p><b>Meeting 13:</b><br/>Message design principles in digital visual media design<br/>Designing digital visual media</p> <p><b>Meeting 14:</b><br/>Pmessage design principles in video media design</p> <p><b>Meeting 15 :</b><br/>message design principles in video media design<br/>Designing video media</p> <p><b>Meeting 16:</b><br/>UAS</p> |  |
| <b>References</b> | <p><b>Main:</b></p>   | <ol style="list-style-type: none"> <li>1. Bishop, MJ 2014. Instructional message design: Past, present, and future relevance. In Handbook of research on educational communications and technology</li> </ol>  |
|                   | <p><b>Supporter:</b></p>  | <ol style="list-style-type: none"> <li>1. Fleming, ML 1993. Instructional message design: Principles from the behavioral and cognitive sciences. Educational Technology</li> <li>2. 3. Wang, M., &amp; Shen, R. 2012. Message design for mobile learning:</li> </ol> |

|                            |  | <p>Learning theories, human cognition and design principles. British Journal of Educational Technology, 43(4), 561-575</p> <p>3. Bishop, MJ 2014. Reconceptualizing instructional message design: Toward the development of a new guiding framework. In Design in educational technology (pp</p> <p>4. Chapman, N. &amp; Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley &amp; Sons, Ltd</p> <p>5. Miller, CH, Massey, ZB, &amp; Ma, H. 2020. Psychological reactance and persuasive message design. The Handbook of Applied Communication Research, 457-483</p> <p>6. Pettersson, R. 2013. Message design. Institute for infology</p> |                            |  |                                 |  |                          |
|----------------------------|--|--|----------------------------|--|---------------------------------|--|--------------------------|
| <b>Supporting lecturer</b> |  |  |                            |  |                                 |  |                          |
| <b>Subject condition</b>   | -  |  |                            |  |                                 |  |                          |
| <b>Mg to-</b>              | <b>The final ability of each learning stage (Sub-CPMK)</b> | <b>Evaluation</b>  |                            | <b>Learning Forms, Learning methods, Student Assignment, [ Estimated time]</b> |                                 | <b>Learning materials [ References ]</b> | <b>Rating Weight (%)</b> |
|                            |  | <b>Indicator</b>   | <b>Criteria &amp; Form</b> | <b>Offline Learning</b>  | <b>Online Learning (online)</b> |  |                          |
| <b>(1)</b>                 | <b>(2)</b>   | <b>(3)</b>   | <b>(4)</b>                 | <b>(5)</b>   | <b>(6)</b>                      | <b>(7)</b>                               | <b>(8)</b>               |

|    |  |  |  |                                |                                |   |    |
|----|--|--|--|--------------------------------|--------------------------------|---|----|
| 1. | Understand the meaning of message design                                 | Students can describe the meaning of message design                    |  | Collaborative Learning<br>2x50 | Collaborative Learning<br>2x50 | <p>Arsyad, Azhar. 2003. Learning Media. Jakarta: Rajawali press.</p> <p>Malcom Fleming, 1978. Instructional Message Design. New Jersey.</p> <p>Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</p> | 3% |
| 2. | Understand the meaning of message design and rational message design     | Can describe the meaning of message design and rational message design |  | Collaborative Learning<br>2x50 | Collaborative Learning<br>2x50 | Fleming, ML 1993. Instructional message design: Principles from the behavioral and cognitive sciences. Educational Technology.  | 3% |
| 3. | Understanding the behavior that influences message composing: perception | Can describe the behavior that affects the composition of the message: |  | Collaborative Learning<br>2x50 | Collaborative Learning<br>2x50 | <p>Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd.</p> <p>Malcom Fleming, 1978. Instructional</p>   | 4% |

|    |   |   |   |                                |                                |   |    |
|----|---|---|---|--------------------------------|--------------------------------|---|----|
|    |   | perception  |   |                                |                                | Message Design. New Jersey. Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana  |    |
| 4. | Understanding the behavior that influences message composing: attention | Understanding the behavior that influences message composing: attention | - | Collaborative Learning<br>2x50 | Collaborative Learning<br>2x50 | <ul style="list-style-type: none"> <li>. Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge.</li> <li>. Suyanto. 2004. Graphic Design Applications for Advertising. Yogyakarta: Andi Press.</li> <li>. Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd.</li> <li>. Malcom Fleming, 1978. Instructional Message Design. New Jersey.</li> <li>. Smallldino, 2011.</li> </ul> | 4% |

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|-----------|---|--|--|--------------------------------|--------------------------------|---|----|
|           |   |  |  |                                |                                | Instructional Technology and Media for Learning. Jakarta : Kencana  |    |
| <b>5.</b> | Understanding the behavior that affects the composition of the message: retention | Can describe the behavior that affects the composition of the message: retention |  | Collaborative Learning<br>2x50 | Collaborative Learning<br>2x50 | <ul style="list-style-type: none"> <li>· Suyanto. 2004. Graphic Design Applications for Advertising. Yogyakarta: Andi Press.</li> <li>· Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd.</li> <li>· Malcom Fleming, 1978. Instructional Message Design. New Jersey.</li> <li>· Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</li> </ul> | 4% |
| <b>6.</b> | Understand message design principles from findings in behavioral science          | Can describe message design  |  | Collaborative Learning<br>2x50 | Collaborative Learning<br>2x50 | <ul style="list-style-type: none"> <li>· Arsyad, Azhar. 2003. Learning Media. Jakarta: Rajawali press.</li> </ul>   | 4% |



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|--|--|--|--|--|--|---|--|
|  |  | principles from findings in behavioral science |  |  |  | <ul style="list-style-type: none"><li>. Chapman, N. &amp; Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley &amp; Sons, Ltd.</li><li>. Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge.</li><li>. Phillips, Rob. 1997. The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications). London: Kogan Page.</li><li>. Suyanto. 2004. Graphic Design Applications for Advertising. Yogyakarta: Andi Press.</li><li>. Triggs Teal. 1995. Communicating</li></ul> |  |
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|-----------|--|---|----------------------------|--|--|--|-----|
|           |  |   |                            |  |  | <p>Design in Visual Communication. London: Basford Ltd.</p> <p>Malcom Fleming, 1978. Instructional Message Design. New Jersey.</p> <p>Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</p>   |     |
| <b>7.</b> | UTS  |   |                            |  |  |  | 20% |
| <b>8.</b> | Understand message design principles in audio media design | Able to apply message design principles in audio media design | Making audio media designs | Presentation, Discussion, PjBL<br>2x50 | Presentati on, Discussio n, PjBL<br>2x50 | <p>Arsyad, Azhar. 2003. Learning Media. Jakarta: Rajawali press.</p> <p>Chapman, N. &amp; Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley &amp; Sons, Ltd.</p> <p>Malcom Fleming, 1978. Instructional Message Design. New Jersey.</p> <p>Smallldino, 2011.</p> | 10% |

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|----|--|--|--|--|--|---|----|
|    |  |  |  |  |  | Instructional Technology and Media for Learning. Jakarta : Kencana  |    |
| 9. | Understand the principles of message design in print visual media design | Able to apply message design principles in print visual media design |  | Presentation, Discussion, PjBL<br>2x50 | Presentati on, Discussio n, PjBL<br>2x50 | <ul style="list-style-type: none"> <li>. Arsyad, Azhar. 2003. Learning Media. Jakarta: Rajawali press.</li> <li>. Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge.</li> <li>. Suyanto. 2004. Graphic Design Applications for Advertising. Yogyakarta: Andi Press.</li> <li>. Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd.</li> <li>. Malcom Fleming, 1978. Instructional Message Design. New Jersey.</li> </ul> | 2% |

|            |  |  |                              |  |  |   |     |
|------------|--|--|------------------------------|--|--|---|-----|
|            |  |  |                              |  |  | Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana  |     |
| <b>10.</b> | Understand the principles of message design in print visual media design | Able to apply message design principles in print visual media design | Designing print visual media | Presentation, Discussion, PjBL<br>2x50 | Presentati on, Discussio n, PjBL<br>2x50 | <ul style="list-style-type: none"> <li>. Arsyad, Azhar. 2003. Learning Media. Jakarta: Rajawali press.</li> <li>. Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge.</li> <li>. Suyanto. 2004. Graphic Design Applications for Advertising. Yogyakarta: Andi Press.</li> <li>. Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd.</li> <li>. Malcom Fleming, 1978. Instructional Message Design.</li> </ul> | 10% |

|            |  |  |  |  |  |   |    |
|------------|--|--|--|--|--|---|----|
|            |  |  |  |  |  | <p>New Jersey.<br/>Smallldino, 2011.<br/>Instructional<br/>Technology and<br/>Media for Learning.<br/>Jakarta : Kencana</p>   |    |
| <b>11.</b> | Understand the principles of message design in digital visual media design | Able to apply message design principles in digital visual media design |  | <p>Presentation,<br/>Discussion,<br/>PjBL<br/>2x50</p> | <p>Presentati<br/>on,<br/>Discussio<br/>n, PjBL<br/>2x50</p> | <p>Chapman, N. &amp;<br/>Chapman, J. 2004.<br/>Digital multimedia<br/>(Second Edition).<br/>London: John Wiley<br/>&amp; Sons, Ltd.<br/>Kusmiati, et al.<br/>1999. Visual<br/>Communication<br/>Design Theory.<br/>Jakarta: Bridge.<br/>Phillips, Rob. 1997.<br/>The Developer's<br/>Handbook to<br/>Interactive<br/>Multimedia (A<br/>Practical Guide for<br/>Educational<br/>Applications).<br/>London: Kogan<br/>Page.<br/>Malcom Fleming,<br/>1978. Instructional</p> | 2% |

|            |  |  |                                |   |   |   |     |
|------------|--|--|--------------------------------|---|---|---|-----|
|            |  |  |                                |   |   | Message Design. New Jersey. Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana  |     |
| <b>12.</b> | Understand the principles of message design in digital visual media design | Able to apply message design principles in digital visual media design | Designing digital visual media | Presentation, Discussion, PjBL<br><i>2x50</i> | Presentati on, Discussio n, PjBL<br><i>2x50</i> | <ul style="list-style-type: none"> <li>. Chapman, N. &amp; Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley &amp; Sons, Ltd.</li> <li>. Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge.</li> <li>. Phillips, Rob. 1997. The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications). London: Kogan Page.</li> <li>. Malcom Fleming,</li> </ul> | 10% |

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|------------|--|---|--|--|--|--|----|
|            |  |   |  |  |  | 1978. Instructional Message Design. New Jersey.<br>Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana  |    |
| <b>13.</b> | Understand message design principles in video media design | Can apply message design principles in video media design |  | Presentation, Discussion, PjBL<br>2x50 | Presentati on, Discussio n, PjBL<br>2x50 | <ul style="list-style-type: none"> <li>. Arsyad, Azhar. 2003. Learning Media. Jakarta: Rajawali press.</li> <li>. Chapman, N. &amp; Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley &amp; Sons, Ltd.</li> <li>. Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge.</li> <li>. Phillips, Rob. 1997. The Developer's Handbook to Interactive Multimedia (A Practical Guide for</li> </ul> | 2% |

|            |  |   |  |  |   |    |
|------------|--|---|--|--|---|----|
|            |  |   |  |  | <p>Educational Applications).<br/>London: Kogan Page.</p> <p>. Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd.</p> <p>. Malcom Fleming, 1978. Instructional Message Design. New Jersey.</p> <p>. Smallldino, 2011. Instructional Technology and Media for Learning. Jakarta : Kencana</p> |    |
| <b>14.</b> | Understand message design principles in video media design | Able to apply message design principles in video media design |  |  | <p>. Arsyad, Azhar. 2003. Learning Media. Jakarta: Rajawali press.</p> <p>. Chapman, N. &amp; Chapman, J. 2004. Digital multimedia (Second Edition). London: John Wiley &amp; Sons, Ltd.</p>  | 4% |



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|--|--|--|--|--|---|--|
|  |  |  |  |  | <ul style="list-style-type: none"><li>. Kusmiati, et al. 1999. Visual Communication Design Theory. Jakarta: Bridge.</li><li>. Phillips, Rob. 1997. The Developer's Handbook to Interactive Multimedia (A Practical Guide for Educational Applications). London: Kogan Page.</li><li>. Triggs Teal. 1995. Communicating Design in Visual Communication. London: Basford Ltd.</li><li>. Malcom Fleming, 1978. Instructional Message Design. New Jersey.</li><li>. Smalldino, 2011. Instructional Technology and Media for Learning.</li></ul> |  |
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|     |     |  |  |  |  |                   |     |
|-----|-----|--|--|--|--|-------------------|-----|
|     |     |  |  |  |  | Jakarta : Kencana |     |
| 15. | UAS |  |  |  |  |                   | 20% |

**Notes:**

1. **Learning Outcomes of Graduates of Study Program (CPL-PRODI)** is the ability possessed by every graduate of the study program which is the internalization of attitudes, mastery of knowledge and skills in accordance with the level of study program obtained through the learning process.
2. **CPL charged to the course** are some of the learning outcomes of study program graduates (CPL-PRODI) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **CP Course (CPMK)** is the ability that is described specifically from the CPL that is charged to the course, and is specific to the study material or learning material for the course.
4. **Sub-CP Course (Sub-CPMK)** is the ability that is described specifically from the CPMK that can be measured or observed and is the final ability that is planned at each stage of learning, and is specific to the learning material of the course.
5. **Rating indicators** ability in the process and student learning outcomes is a specific and measurable statement that identifies the ability or performance of student learning outcomes accompanied by evidence.
6. **Rating Criteria** is a benchmark that is used as a measure or benchmark for learning achievement in an assessment based on predetermined indicators. Assessment criteria are guidelines for raters so that the assessment is consistent and unbiased. Criteria can be either quantitative or qualitative.
7. **Assessment technique:** test and non-test.
8. **Learning form:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of the study material that can be presented in the form of several main points and sub-topics.
11. **Rating weight** is the percentage of assessment of each achievement of the sub-CPMK which is proportional to the level of difficulty of achieving the sub-CPMK, and the total is 100%.
12. **PB**= Learning Process, **PT**=Structured Assignments, **KM**= Independent Activities.

Portfolio of Student CPL Achievement Assessment & Evaluation

| Mg | CPL   | CPMK (CLO) | Sub-CPMK (LLO) | Indicator   | Question Form - Weight(%)* |    | Weight (%) Sub-CPMK | Mhs value (0-100) | 1d((Mhs Grade) X (Weight%*)) | Achievement of CPL at the Constitutional Court (%) |
|----|-------|------------|----------------|---|----------------------------|----|---------------------|-------------------|------------------------------|--|
| 1  | CPL-S | CPMK-KU    | Sub-CPMK1      | Students can describe the meaning of message design.                              |                            | 3% | 3%                  |                   |                              |  |
| 2  | CPL-S | CPMK-KU    | Sub-CPMK2      | Can describe the meaning of message design and rational message design.           |                            | 3% | 3%                  |                   |                              |  |
| 3  | CPL-S | CPMK-KU    | Sub-CPMK3      | Can describe the behavior that affects the composition of the message: perception |                            | 4% | 4%                  |                   |                              |  |
| 4  | CPL-S | CPMK-KU    | Sub-CPMK4      | Understanding the behavior that influences message composing: attention           |                            | 4% | 4%                  |                   |                              |  |
| 5  | CPL-S | CPMK-KU    | Sub-CPMK5      | Can describe the behavior that affects the  |                            | 4% | 4%                  |                   |                              |  |

|    |                               |         |            |  |   |     |     |  |  |  |
|----|-------------------------------|---------|------------|--|---|-----|-----|--|--|--|
|    |                               |         |            | composition of the message: retention                                      |   |     |     |  |  |  |
| 6  | CPL-S                         | CPMK-KU | Sub-CPMK6  | Can describe message design principles from findings in behavioral science |   | 4%  | 4%  |  |  |  |
| 7  | CPL-P                         | CPMK-KK | Sub-CPMK7  | Able to apply message design principles in audio media design              |   | 4%  | 4%  |  |  |  |
| 8  | Mid-Semester Evaluation (ETS) |         |            |  |   |     |     |  |  |  |
| 9  | CPL-S                         | CPMK-KU | Sub-CPMK8  | Able to apply message design principles in audio media design              | Task 1 :<br>Students design an audio media using the ADDIE model as a learning medium based on message design principles. | 10% | 10% |  |  |  |
| 10 | CPL-P                         | CPMK-KK | Sub-CPMK9  | Able to apply message design principles in audio media design              |   | 2%  | 2%  |  |  |  |
| 11 | CPL-S                         | CPMK-KU | Sub-CPMK10 | Able to apply message design principles in print visual media design       | Task 2:<br>Students design a printed visual media using the ADDIE model as a  | 10% | 10% |  |  |  |

|  |   |         |            |  |  |     |     |  |  |  |
|--|---|---------|------------|--|--|-----|-----|--|--|--|
|  |   |         |            |  | learning medium based on message design principles.  |     |     |  |  |  |
| 12   | CPL-P                                   | CPMK-KK | Sub-CPMK11 | Able to apply message design principles in print visual media design   |  | 2%  | 2%  |  |  |  |
| 13   | CPL-S                                   | CPMK-KU | Sub-CPMK12 | Able to apply message design principles in digital visual media design | Task 3:<br>Students design a digital visual media using the ADDIE model as a learning medium based on message design principles. | 10% | 10% |  |  |  |
| 14   | CPL-S                                   | CPMK-KU | Sub-CPMK13 | Able to apply message design principles in video media design          |  | 2%  | 2%  |  |  |  |
| 15   | CPL-P                                   | CPMK-KK | Sub-CPMK13 | Able to apply message design principles in video media design          |  | 2%  | 2%  |  |  |  |
| 16   | <b>End of Semester Evaluation (EAS)</b> |         |            |  |  |     |     |  |  |  |
| <b>Total weight (%)</b>  |   |         |            |  |  | 100 | 100 |  |  |  |
| <b>Student's final grade (<math>\bar{y}</math>(Mhs Grade) X (Weight%))</b> |   |         |            |  |  |     |     |  |  |  |

**Notes:** CLO = Courses Learning Outcomes, LLC = Lesson Learning Outcomes