

Name: Information and Digital Literacy					
module/course code: PII60108	Student workload: 340 Minutes/Week	Credits (ECTS): 3 ECTS	Semester 5	Frequency Odd Semester	Duration 1x / Semester
Types of courses: Tutorial/Lecture/ Response		Contact hours: 100 minutes/week	Independent study 240 minutes/week	Class size X students: 30 Students	
1	Prerequisites for participation -				
2	<p>Learning outcomes</p> <ol style="list-style-type: none"> <li>1. Upholding human values in carrying out duties based on religion, morals, and ethics</li> <li>2. Law-abiding and disciplined in social and state life</li> <li>3. Internalizing academic values, norms, and ethics</li> <li>4. Able to apply logical, critical, systematic, and innovative thinking in the context of developing or implementing science and technology in the field of library and information.</li> <li>5. Able to show independent, quality, and measurable performance</li> <li>6. Able to make decisions appropriately in the context of problem solving in the field of Library and Information Science studies, based on the results of analysis.</li> <li>7. Able to document, store, secure, and retrieve data to ensure validity and prevent plagiarism.</li> <li>8. Mastering philosophy, theories and concepts as well as methods in the development of information services and other information institutions</li> <li>9. Mastering theories, concepts, and methods in information management according to the functions of libraries and other information institutions</li> <li>10. Mastering theories, concepts, and methods in managing, organizing, and developing libraries and other information institutions in accordance with the development of science and technology.</li> <li>11. Able to manage information using methods that are in accordance with the development of science and technology based on analysis of library functions and other information institutions.</li> <li>12. Able to manage libraries and other information institutions with innovation according to the development of science and technology based on applicable principles</li> </ol>				
3	<p>Description</p> <p>This course is present to improve students' ability to understand the basic concepts of information and digital literacy and skills in utilizing information and disseminating information ethically by using various information resources available both in physical and digital form.</p>				
4	<p>Teaching methods:</p> <ol style="list-style-type: none"> <li>1. Lectures</li> </ol>				
5	<p>Assessment methods:</p> <ol style="list-style-type: none"> <li>1. Assignments,</li> <li>2. Middle semester examination,</li> <li>3. Quizzes,</li> <li>4. Final semester examination.</li> </ol>				
6	<p>Other information e.g. bibliographical references:</p> <p>Main:</p> <ol style="list-style-type: none"> <li>1. Information Literacy Competency Standards for Higher Education, American Library Association, 2000</li> </ol>				

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| <ol style="list-style-type: none"><li>2. Lien et al. 2014. Literasi Informasi: 7 Langkah Knowledge Management. Universitas Atma Jaya: Jakarta.</li><li>3. Framework for Information Literacy for Higher Education, The Association of College &amp; Research Libraries, 2015</li><li>4. ICT and Literacy: Information and Communication Technology, Media Reading and Writing, Nicky Gemble, 2000</li><li>5. Buku PINTAR Teknik Searching Efektif Di Internet, Elekmedia Computindo, 2018</li><li>6. Tamburaka, Apriadi. 2013. Literasi Media. Jakarta: RajaGrafindo</li><li>7. Rohmadi, Muhammad. 2018. Literasi Digital. Surakarta: Perpustakaan Universitas Sebelas Maret (UNS)</li><li>8. B.U., Donny. 2012. Kerangka Literasi Digital Indonesia</li><li>9. Nasrullah, Rullie. 2017. Materi Pendukung Literasi Digital. Jakarta: Kementerian Pendidikan dan Kebudayaan</li></ol> <p>Support:</p> <ol style="list-style-type: none"><li>1. Widiastuti, Niken. 2018. Infografis Keren dan berkualitas baik. Jakarta: Direktorat Pengolahan dan Penyediaan Informasi Kementerian Komunikasi dan Informatik</li><li>2. The Impact of ICT on Literacy Education. Edited by Richard Andrews. Routledge Falmer, 2004</li></ol> |
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