Module Descriptions

Module designation	**Learning Planning**
Semester(s) in which the module is taught	2nd /First Year
Person responsible for the module	Bertha Yonata, S.Pd., M.Pd.
Language	Bahasa Indonesia (Regular Class) Bahasa Inggris (Internasional Class)
Relation to curriculum	Compulsory course
Teaching methods	Project-Based Learning, 2 workhours per week (2 x 170 minutes per week)
Workload (incl. contact hours, self-study hours)	1 CU for a bachelor's degree equals 170 minutes (50 minutes face-to-face, 60 minutes structured, 60 minutes independent learning) per week × 14 weeks, excluding mid and end-term exams. = 39.67 work hours per semester = 1.587 ECTS.
Credit points	2 Credit Units (CU) = 3.18 ECTS
Required and recommended prerequisites for joining the module	Basic of Education
Module objectives/intended learning outcomes	1. Students have a comprehensive understanding of the components in developing instructional materials 2. Students demonstrate the ability to design and develop student-centered chemistry instruction that fosters meaningful learning experiences 3. Students demonstrate responsibility and act wisely in developing chemistry learning materials to achieve learning competencies
Content	This course discusses the fundamental concepts of learning design, which involve analyzing key subject matter, developing semester and annual programs (Promes and Prota), designing syllabi and lesson plans (RPP) in relation to learning implementation. The course also covers the stages of lesson planning, innovative models of learning design and instruction, and the development of instructional design products and their supporting components. This course is delivered bilingually (in Indonesian and English) for the Outstanding Chemistry Education Class.
Examination forms	Essay and Oral Presentation

Study and examination requirements	Study and Examination Requirements/Forms of Examination: 1. Group assignments / project (Calculate effective week for class learning and develop instructional module) 2. Discussion and Presentation Assessment Recap (Project-Based Learning): - Participatory Activities: 15% - Project/Product Assessment: 55% - Test: 30% - Total: 100%
Reading list	1. Johnstone, A., H. 1993. The Development of Chemistry Teaching: A Changing Response to Changing Demand. Journal of Chemical Education, 70(9) 2. Ananda, Rusydi. 2019. Perencannaan Pembelajaran. Medan: LPII Press. 3. Cooper, J.M, et.all. 2011. Classroom Teaching Skills, Ninth Edition. USA: Wadsworth, Cengage Learning. 4. Arends, Richard. 2012. Learning to Teach . Tenth Edition. New York: McGraw-. Hill Education 5. Muchlis, M., Ibnu, S., Subandi, S., & Marfuah, S. (2020). Students' result of learning at chemistry department through assessment of, for, and as learning implementation. International Journal of Instruction, 13(2), 165–178. International Journal of Instruction, Eskisehir Osmangazi University, Faculty of Education, Eskisehir, Turkey. https://doi.org/10.29333/iji.2020.13212a