# MODULE DESCRIPTION

| **Module designation** | **Teaching Internship: Program Design** |
|---|---|
| Semester(s) in which the module is taught | 6th/Third Year |
| Person responsible for the module | Prof. Dr. Utiya Azizah, M.Pd. |
| Language | Indonesian (Regular Class)<br>English (International Class) |
| Relation to curriculum | Compulsory Course |
| Teaching methods | Project-based Learning |
| Workload: | 2 x 50 minutes lectures, 2 x 60 minutes structured activity, 2 x 60 minutes individual activity, 14 weeks per semester, 79 total hours per semester ~ 3.18 ECTS |
| Credit points: | 2 CU = 2 x 1.59 = 3.18 ECTS |
| Requirements according to the examination regulations | Students attend at least 75% of lectures. |
| Recommended prerequisites | - |
| Module objectives/ Intended Learning Outcomes | After completing this module, students are able to:<br>1. Explain the concepts, objectives, and forms of Teaching Internship and Academic Mobility programs.<br>2. Analyse partner needs and contextual requirements for internship-based learning activities.<br>3. Design a structured, feasible, and impact-oriented teaching internship program.<br>4. Develop a comprehensive program proposal including background, objectives, methods, timeline, and evaluation plan.<br>5. Present and justify the designed program in a professional and academic manner. |
| Content: | The module covers the following main topics:<br>1. Overview of Teaching Internship and Academic Mobility Programs<br>2. Principles of Program Planning and Management<br>3. Needs Analysis and Partner Mapping<br>4. Proposal Development for Teaching Internship Programs<br>5. Project Design and Impact Measurement<br>6. Program Evaluation and Reporting<br>7. Presentation and Reflection on Program Design<br>The learning emphasis is placed on **project-based learning**, with students developing a **realistic and measurable internship program proposal** aligned with partner and institutional expectations. |

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<td>Study and examination requirements and forms of examination</td>
<td>Students are considered to be competent and pass if at least get 68.<br><br>Assessment Recap (Project-Based Learning):
<table>
<tr><th>Assessment Type</th><th>Weight (%)</th></tr>
<tr><td>Participation and discussion</td><td>10%</td></tr>
<tr><td>Presentation</td><td>10%</td></tr>
<tr><td>Project/Assignment (Program design)</td><td>55%</td></tr>
<tr><td>Final program proposal</td><td>25%</td></tr>
<tr><td>TOTAL</td><td>100%</td></tr>
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<br>Grading Index:<br>A = 85–100<br>A- = 80–84<br>B+ = 75–79<br>B = 70–74<br>B- = 65–69<br>C+ = 60–64<br>C = 55–59<br>D = 40–54<br>E = 0–39</td>
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<td>Reading list</td>
<td>1. Biggs, J., & Tang, C. (2022). Teaching for Quality Learning at University. Open University Press.<br>2. Kolmos, A., de Graaff, E., & Du, X. (2021). Diversity of Problem-Based Learning. Brill.<br>3. Ministry of Education, Culture, Research, and Technology. (2023). Guidelines for Academic Mobility and Internship Programs.</td>
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