MODULE HANDBOOK

Teaching Skills and Microlearning

Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8720202209	**2 CU X 16 X 170'= 90,6618**	**2 CU 3.18 ECTS**	4th	ONCE YEAR	**1 SEMESTER**

	Types of courses	Contact hours	Independent Study	Structured Study	Class size
1	LECTURES PRACTICUM	(3CU X 1,59 ECTS) X{(50:170')X 28,51 Workhours= 39,99	(3CU X 1,59 ECTS) X{(60:170')X 28,51 Workhours= 47,99	(3CU X 1,59 ECTS) X{(60:170')X 28,51 Workhours= 47,99	MAX 120 STUDENT

2	**Prerequisites for participation (if applicable)** -
3	**Program Learning outcomes**
	PLO-2 Able to analyze regional and zoning characteristics (regionalization) in the context of resources and disasters based on the principles and approach of Geography to support sustainable development
	PLO-4 Able to apply logical, critical, systematic, and innovative thinking in the fields of geography and geography education
	PLO-10 Apply academic values, norms, and ethics.
	Course Learning Outcome (CLO)
	CLO-2 Able to analyze regional and zoning characteristics (regionalization) in the context of resources and disasters based on the principles and approach of Geography to support sustainable development by utilizing various science and technology-based learning resources.
	CLO-4 Able to apply logical, critical, systematic, and innovative thinking in the fields of geography and geography education in implementing relevant project-based learning.
	CLO-10 Apply academic values, norms and ethics to support the design and implementation of innovative learning.
4	**Learning materials** 1. Limitations of learning theory and learning theory (descriptive and perspective) 2. Behavioristic theory in learning practice 3. Cognitive Theory in learning practice

	4. Constructivist theory in learning practice 5. Socio-cultural theory (constructivism) in learning practice 6. Theory of Multiple Intelligences in learning practice 7. Humanistic Theory in learning practice 8. Information Processing learning theory in learning practice 9. Neuroscience learning theory in learning practice 10. Constructivism learning model in learning practice 11. Problem based learning in learning practice 12. Creative and Productive learning model in learning practice 13. Cooperative learning model in learning practice 14. Contextual learning model of learning in learning practice 15. Multiple Intelligent learning model in learning practice
5	**Teaching methods** *Self Direction Learning*, *Project Base Learning*
6	**Assessment methods** *Paper test, Portofolio, presentation*
7	**This module/course is used in the following study programme/s as well** -
8	**Responsibility for module/course** COMPULSORY/~~ELECTIVE~~*/
9	1. Arends, Richard I. 2011. Learning To Teach (9th Edition) . New York: McGraw-Hill Humanities. 2. Arends, Richard I. 2004. Guide to Field Experiences and Portofolio Development: to accompany ;learning to teach . New York: McGraw-Hill Book Company. 3. Bruce Joyce, Marsha Weil and Emily Calhoun. 2014. Models of Teaching (9th Edition) . Newyork: Pearson Education 4. Kemp, J.E and Ross, S.M. 1994. Designing Effective Instruction . New York: Macmillan College Publishing Company. 5. Bruner, J. (2000). The process of education . Cambridge, M.A: Harvard University Press.