Module Handbook

Module Name:	Microteaching
Module Level:	Sarjana (S-1) / Bachelor
Abbreviation, if applicable:	
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	6/ third year
Module Coordinator(s):	Dr. Pradnyo wijayanti, M.Pd.
Lecturer(s):	Dr. Susanah, M.Pd. Dr. Pradnyo Wijayanti, M.Pd. Evangelista Lus Windyana Palupi, S.Pd., M.Sc Dr. Rini Setianingsih, M.Kes Dr. Endah Budi Rahaju, M.Pd Dr. Siti Khabibah, M.Pd. Dr. Janet Trineke Manoy, M.Pd Shofan Fiangga, M.Si.
Language:	Indonesia or English
Relation to Curriculum:	For all level students, ~~Compulsory course~~/ elective studies
Teaching format/class hours per week during the semester	Teaching format: lectures, tutorial assignment, and individual study. 2 x 170 minutes = 340 minutes = 5.67 hours lectures
Workload:	15 weeks per semester consisting of: ➢ 2 hours lectures (2 x 50 minutes) per week, ➢ 2 hours tutorial assignments (2 x 60 minutes) per week, ➢ 2 hours individual study (2 x 60 minutes) per week, Total workload : 14x2x170 minutes = 4,760 minutes = 3.17 ECTS*
Credit Point:	2
Requirements:	-

<table>
<tr><td>Learning Goals :</td><td>KNO-2
CLO-1: Explain the principle and characteristics of Realistic Mathematics with the types of context and its application within learning process
CLO-2: Explain the hypothetical learning trajectory with Realistic Mathematics Education approach
SKI-1
CLO-3: Design hypothetical learning trajectory and evaluate mathematics learning with Realistic Mathematics Education approach in primary and secondary level through presentation with IT
COM-1
CLO-4: Communicate ideas and research result about Realistic Mathematics from scientific resources by written and oral effectively
COM-2
CLO-5: Determine types of context related to real life related to number, algebra, measurement and geometry, probability and statistics, calculus and combinatoric with its application in mathematics learning at primary and secondary school.
SOC-1
CLO-6: Critisize the developed mathematics learning with realistics mathematics approach based on its principle and characteristics</td></tr>
<tr><td>Content</td><td>This course is about learning about school-based management, clinical supervision, developing lesson plans and teaching instruments based on the applicable curriculum, needs and diversity of learners including those with special needs. Students are required to use ICT in the plan and learning practices. In addition, through this course students are practicing teaching in a class by applying the designed plan and instruments. The teaching practices are in the form of micro teaching and peer teaching.</td></tr>
<tr><td>Study/exam achievements</td><td>➢ Students are considered competent and pass if the final score calculated from the score of midterm exam, assignments, participation, and final exam is at least 55 or C.
➢ Final score is calculated as follows:
➢ 20% midterm exam + 30% assignments + 20% participation + 30% final exam
➢ Final index is defined as follow:
<table><tr><th>Index</th><th>Converted Score</th><th>Score Range</th></tr></table></td></tr>
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		A	**4.00**	**85≤A≤100**
		A-	**3.75**	**80≤$A-$ <85**
		B+	**3.50**	**75≤$B+$ <80**
		B	**3.00**	**70≤B <75**
		B-	**2.75**	**65≤$B-$ <70**
		C+	**2.50**	**60≤$C+$ <65**
		C	**2.00**	**55≤C <60**
		D	**1.00**	**40≤D <55**
		E	**0.00**	**0≤E <40**
Forms of Media	Slides and LCD projectors, whiteboard			
Literature	1. Nurkolis. 2003. *Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi (School Based Management: Theory, Models, and Applications).* Jakarta: Grasindo. 2. Mulyasa, E. 2004. *Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi (School Based Management: Concept, Strategy, and Implementation).* Bandung : PT Remaja Rosdakarya. 3. Makawimbang, J.E. 2013. Supervisi Klinis Teori dan Pengukurannya (Analisis di bidang Pendidikan) *(Clinical Supervision of Theory and Its Measurement (Analysis in the field of Education).* Bandung: Alfabeta 4. UPT-P4 Unesa. 2014. Pedoman Pengalaman Lapangan. Surabaya *(Guideline for Teaching Internship Programme of Universitas Negeri Surabaya):* University Press. 5. Arends, R.I. 2012. *Learning to Teach.* New York: McGraw-Hill International Edition. 6. Slavin, R. E. (2019). *Educational psychology: Theory and practice*. 7. Baroncelli, S., Farneti, R., Horga, I., & Vanhoonacker, S. (2014). Teaching and learning the European Union. *Innovation and change in professional education, 9*. 8. Susantini, E., dkk. 2014. *Panduan Microteaching untuk Dosen, Mahasiswa, dan Crew (Microteaching Guide for Lecturers, Students, and Crew).* Surabaya: University Press.			
Note	*Total hours per 1 credit in 1 semester = {(1 credit x 170 minutes x 14 weeks)/60 minutes} = 39.67 hours. each ECTS equals with 25 hours therefore 1 credit in 1 semester equals 1.59 ECTS.			