Module designation	**Micro Teaching** **Indonesian title:** *Pembelajaran Mikro* **Course code:** 8420202004
Semester(s) in which the module is taught	Semester 5 (Third year)
Person responsible for the module	**Coordinator:** Dr. Siti Khabibah, M.Pd **Teaching staff:** Prof. Dr. Masriyah, M.Pd.; Prof. Rooselyna Ekawati, Ph.D.; Dr. Siti Khabibah, M.Pd.; Dr. Rini Setianingsih, M.Kes.; Dr. Janet Trineke Manoy, M.Pd.; Dr. Endah Budi Rahaju, M.Pd.; Dr. Ismail, M.Pd.; Dr. Susanah, M.Pd.; Dr. Pradnyo Wijayanti, M.Pd.; Dr. Abdul Haris Rosyidi, S.Pd., M.Pd.; Dr. Lestariningsih, S.Pd., M.Pd.; Dr. Sri Suryanti, S.Pd., M.Si.; Dr. Nia Wahyu Damayanti, S.Pd., M.Pd.; Dr. Sugi Hartono, M.Pd.; Dr. Ali Shodikin, S.Pd., M.Pd.; Dr. Nonik Indrawatiningsih, M.Pd.; Dr. Yurizka Melia Sari, M.Pd.; Dr. Mukhtamilatus Sa'diyah, M.Pd.; Ika Kurniasari, S.Pd., M.Pd.; Evangelista Lus Windyana Palupi, S.Pd., M.Sc.; Yulia Izza El Milla, S.Pd., M.Pd.; Nina Rinda Prihartiwi, S.Pd., M.Pd.; Liza Puspita Yanti, S.Pd., MAE; Shofan Fiangga, S.Pd., M.Sc.; Nurus Saadah, S.Pd., M.Pd.; Novita Vindri Harini, M.Pd
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lectures, tutorial assignments, and individual study **Media and tools:** Slides and LCD projectors, whiteboard
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 2 CU × 170 minutes × 16 weeks = 5,440 minutes = 90.67 hours (≈ 3.18 ECTS) **Contact hours:** lectures, 2 × 50 minutes per week × 16 weeks = 26.67 hours (class hours per week: 340 minutes = 5.67 hours, including structured activities) **Private study including examination preparation:** structured assignments, 2 × 60 minutes per week × 16 weeks = 32.00 hours; independent study, 2 × 60 minutes per week × 16 weeks = 32.00 hours (total 64.00 hours)
Credit points	2 CU (3.18 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	Foundation of Education, Learning Theories, School Curriculum
Module objectives/intended learning outcomes	**Programme learning outcomes (PLO) addressed:** • PLO-5: Apply the basic principles of mathematics to solve simple mathematical problems. • PLO-8: Design, implement and evaluate mathematics learning using IT. • PLO-10: Make decisions based on data/information in completing tasks that are the student's responsibility and evaluating the work that has been done. • PLO-11: Communicate ideas and research results effectively, orally, and in writing.

<table>
<tr><td>Content</td><td>Studying deep learning, basic teaching skills, develops learning tools, based on the applicable curriculum, the needs and diversity of students, including those with special needs. These tools serve as a means of preparing students to manage classroom learning for Micro-learning courses in accordance with applicable National Education Standards through workshops and discussions. Students are required to utilize ICT and research results to produce products in the form of learning tools in elementary and secondary education through activities in the form of peer teaching.</td></tr>
<tr><td>Examination forms</td><td>Final score is calculated from the weekly assessment scheme below (CLO/PLO addressed and weight of each assessment):
<table>
<tr><th>Week</th><th>CLO</th><th>PLO</th><th>Weight (%)</th></tr>
<tr><td>1</td><td>CLO-1</td><td>PLO-8</td><td>5</td></tr>
<tr><td>2</td><td>CLO-1</td><td>PLO-8</td><td>5</td></tr>
<tr><td>3</td><td>CLO-1</td><td>PLO-8</td><td>5</td></tr>
<tr><td>4</td><td>CLO-2</td><td>PLO-5</td><td>5</td></tr>
<tr><td>5</td><td>CLO-2</td><td>PLO-5</td><td>5</td></tr>
<tr><td>6</td><td>CLO-4</td><td>PLO-10</td><td>5</td></tr>
<tr><td>7</td><td>CLO-3</td><td>PLO-8</td><td>5</td></tr>
<tr><td>8</td><td>CLO-2</td><td>PLO-5</td><td>10</td></tr>
<tr><td>9</td><td>CLO-4</td><td>PLO-10</td><td>5</td></tr>
<tr><td>10</td><td>CLO-4</td><td>PLO-10</td><td>5</td></tr>
<tr><td>11</td><td>CLO-3</td><td>PLO-8</td><td>5</td></tr>
<tr><td>12</td><td>CLO-4</td><td>PLO-10</td><td>5</td></tr>
<tr><td>13</td><td>CLO-4</td><td>PLO-10</td><td>5</td></tr>
<tr><td>14</td><td>CLO-4</td><td>PLO-10</td><td>5</td></tr>
<tr><td>15</td><td>CLO-4</td><td>PLO-10</td><td>5</td></tr>
<tr><td>16</td><td>CLO-4</td><td>PLO-10</td><td>20</td></tr>
</table></td></tr>
<tr><td>Study and examination requirements</td><td>Students are considered competent and pass if the final score is at least 55 or C.
Final index (grade conversion):
<table>
<tr><th>Index</th><th>Converted score</th><th>Score range (A = final score)</th></tr>
<tr><td>A</td><td>4.00</td><td>85 ≤ A ≤ 100</td></tr>
<tr><td>A-</td><td>3.75</td><td>80 ≤ A < 85</td></tr>
<tr><td>B+</td><td>3.50</td><td>75 ≤ A < 80</td></tr>
<tr><td>B</td><td>3.00</td><td>70 ≤ A < 75</td></tr>
<tr><td>B-</td><td>2.75</td><td>65 ≤ A < 70</td></tr>
<tr><td>C+</td><td>2.50</td><td>60 ≤ A < 65</td></tr>
<tr><td>C</td><td>2.00</td><td>55 ≤ A < 60</td></tr>
<tr><td>D</td><td>1.00</td><td>40 ≤ A < 55</td></tr>
<tr><td>E</td><td>0.00</td><td>0 ≤ A < 40</td></tr>
</table></td></tr>
<tr><td>Reading list</td><td>1. Susantini, E., dkk. 2014. Panduan Microteaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press
2. Panduan dari Tim MBKM</td></tr>
</table>

	3. Arends, R.I. 2012. Learning to Teach. New York: McGraw- Hill International Edition. 4. Slavin, R.E. 2011. Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT Indeks. 5. Estu Miyarso. 2019. Perancangan Pembelajaran Inovatif. Modul PPG5.Kurikulum Sekolah yang berlaku 6. Tomlinson, C. A. 2001. How to Differentiated instruction in mixed-ability classrooms 2nd Ed). Alexandria, VA: ASCD. 7. Ausubel, David Paul. The Psychology of Meaningful Verbal Learning, Grune and Stratton, New York, 1963 8. Hassed Craig & Chamber, Richard (2015). Mindfulness Learning. New York: Amazon Publisher