

## MODULE HANDBOOK

| Module Name   | Teaching Internship   |  |                       |                            |               |     |            |     |                   |     |
|---|---|--|-----------------------|----------------------------|---------------|-----|------------|-----|-------------------|-----|
| Module level  | Bachelor  |  |                       |                            |               |     |            |     |                   |     |
| Abbreviation, if applicable                                 | 8420403249  |  |                       |                            |               |     |            |     |                   |     |
| Sub-headings, if applicable                                 | -   |  |                       |                            |               |     |            |     |                   |     |
| Course included in the module, if applicable                | -   |  |                       |                            |               |     |            |     |                   |     |
| Semester / term   | 7 <sup>th</sup> / Fourth Year   |  |                       |                            |               |     |            |     |                   |     |
| Module coordinator (s)                                      | LP3   |  |                       |                            |               |     |            |     |                   |     |
| Lecturer (s)  | Team  |  |                       |                            |               |     |            |     |                   |     |
| Language  | Indonesian  |  |                       |                            |               |     |            |     |                   |     |
| Classification within the Curriculum                        | Compulsory Course   |  |                       |                            |               |     |            |     |                   |     |
| Format / class teaching hours per week during the semester: | 4 hours lecturers (50 min per hours)  |  |                       |                            |               |     |            |     |                   |     |
| Workload:   | 3 x 50 minutes lectures, 3 x 60 minutes structured activity, 3 x 60 minutes individual activity, 14 weeks per semester, 119 total hours per semester ~ 4.77 ECTS**  |  |                       |                            |               |     |            |     |                   |     |
| Credit points:  | 4 CU = 4 x 1.59 = 6.36 ECTS   |  |                       |                            |               |     |            |     |                   |     |
| Prerequisite course (s):                                    | -   |  |                       |                            |               |     |            |     |                   |     |
| Targeted learning outcomes:                                 | <p>CLO 2 : Capable to demonstrate the pedagogical knowledge of chemistry in designing, implementing, and evaluating chemistry learning</p> <p>CLO 3 : Mastering the principles of occupational health and safety, managing laboratories, using the equipment and operating chemical instruments</p> <p>CLO 4 : Capable to design, implement, evaluate, learn and develop chemistry learning media by utilizing Information and Communication Technology</p> <p>CLO 8 : Capable to adapt to various developments in chemistry, develop and learn continuously throughout life to continue education, both formal and informal</p>  |  |                       |                            |               |     |            |     |                   |     |
| Content:  | The activities of observation, analysis and direct appreciation of activities related to school culture, school management, planning, implementation and evaluation of learning by taking into account the diversity of students, formal, curricular, cocurricular and extracurricular activities as well as school dynamics as an educational and learning development institution   |  |                       |                            |               |     |            |     |                   |     |
| Study / exam achievements:                                  | <p>Students are considered to complete the course and pass if they obtain at least 40% of maximum final grade. The final grade (NA) is calculated based on the following ratio:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Assessment Components</th> <th style="text-align: center;">Percentage of contribution</th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Assignment</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>Mid-semester test</td> <td style="text-align: center;">20%</td> </tr> </tbody> </table> |  | Assessment Components | Percentage of contribution | Participation | 20% | Assignment | 30% | Mid-semester test | 20% |
| Assessment Components                                       | Percentage of contribution  |  |                       |                            |               |     |            |     |                   |     |
| Participation   | 20%   |  |                       |                            |               |     |            |     |                   |     |
| Assignment  | 30%   |  |                       |                            |               |     |            |     |                   |     |
| Mid-semester test   | 20%   |  |                       |                            |               |     |            |     |                   |     |

|                  |  |     |
|------------------|--|-----|
|                  | Final semester test  | 30% |
| Media:           | Computer, LCD, White board   |     |
| Learning Methods | Individuals assignment, group assignment, discussion, and presentation.  |     |
| Literature:      | <ol style="list-style-type: none"> <li>1. Arend, R.I., 2012. Learning to Teach. New York: Mc Grow-Hill International Edition.</li> <li>2. Hyland, Ken., &amp; Wong, Lilian L. C. 2016. Innovation and Cange in English Language Education. London: Ruthledge.</li> <li>3. Muliawan, Jasa Ungguh. 2017. 45 Model Pembelajaran Spektakuler. Jogjakarta: AR-Ruzz Media.</li> <li>4. Mulyasa, E., 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung: Remaja Rosdakarya.</li> <li>5. Sani, Ridwan Abdullah. 2016. Inovasi Pembelajaran. Jakarta: Bumi Aksara.</li> <li>6. Taniredja, Tukiran dkk. 2015. Model-Model Pembelajaran Inovatif dan Efektif. Bandung: Alfabeta.</li> <li>7. Wena, Made. 2016. Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional. Jakarta: Bumi Aksara.</li> </ol> |     |
| Notes:           | <p>*1 CU in learning process = three periods consist of: (a) scheduled instruction in a classroom or laboratory (50 minutes); (b) structured activity (60 minutes); and (c) individual activity (60 minutes) according to the Regulation of Indonesia Ministry of Research, Technology, and Higher Education No. 44 Year 2015 jo. the Regulation of Indonesia Ministry of Research, Technology, and Higher Education No. 50 Year 2018.</p> <p>**1 CU = 1,59 ECTS according to Rector Decree Of Universitas Negeri Surabaya No. 598/Un38/Hk/Ak/2019</p>   |     |