

## 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:	1 CU for bachelor degree equals to 3 workhours per week or 170 minutes (50' face to face learning, 60' structured learning, and 60' independent learning). In one semester, courses are conducted in 14 weeks (excluding mid and end-term exam). Thus, 1 CU equals to 39.67 workhours per semester. One CU equals to 1.59 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 be competent and pass if at least get 55</p> <p>Final score is calculated as follows: 20% participation + 30% assignment + 20% middle exam (UTS) &amp; 30% final exam (UAS)</p>

	<p>Table index of graduation</p> <p>) A = 4 (85 - 100)</p> <p>) A- = 3.75 (80 - 85)</p> <p>) B + = 3.5 (75 - 80)</p> <p>) B = 3 (70 - 75)</p> <p>) B- = 2.75 (65 - 75)</p> <p>) C + = 2.5 (60 - 65)</p> <p>) C = 2 (55 - 60)</p> <p>) D = 1 (40 - 55)</p> <p>) E = 0 (0 - 40)</p>
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>