

MODULE HANDBOOK

Module Name	Microteaching
Module level	Bachelor
Abbreviation, if applicable	-
Sub-heading, if applicable	-
Course included in the module, if applicable	-
Semester/term	6 / third year
Module coordinator(s)	Dr. Sukarmin, M.Pd.
Lecturer(s)	Bertha Yonata, S.Pd., M.Pd. Dr. Mitarlis, S.Pd., M.Si. Dr. Utiya Azizah, M.Pd. Rusly Hidayah, S.Si., M.Pd. Dian Novita, S.T., M.Pd. Dr. Achmad Lutfi, M.Pd. Dr. Ismono, M.S. Dr. Muchlis, S.Pd., M.Pd. Dr. Rinaningsih, S.Pd., M.Pd. Dr. Sukarmin, M.Pd. Kusumawati Dwiningsih, S.Pd., M.Pd. Prof. Dr. Harun Nasrudin, M.S. Rusmini, S.Pd.,M.Si.
Language	Bahasa Indonesia or English
Classification within the curriculum	optional
Teaching format/class hours per week during the semester:	2 hours lectures (50 min / hour)
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:	2 CU = 2 x 1,59 = 3, 18 ECTS
Prerequisites course(s):	-
Targeted learning outcomes:	<ol style="list-style-type: none"> 1. Generate an honest and independent character related to micro teaching tasks. 2. Have knowledge of school-based management, clinical supervision, micro-teaching and lesson planning.

	<p>3. Make decisions about the design, implementation, evaluation of learning in accordance with the characteristics of the material.</p> <p>4. Make use of learning resources and ICT to support the design and implementation of clinical supervision, micro-teaching and peer teaching.</p> <p>5. Make use of research results to develop effective learning tools.</p> <p>6. Develop learning tools that accommodate the diversity of students.</p>
Content:	<p>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.</p>
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) & 30% final exam (UAS)</p> <p>Table index of graduation</p> <ul style="list-style-type: none"> • A = 4 (85 ≤ - < 100) • A- = 3,75 (80 ≤ - < 85) • B+ = 3,5 (75 ≤ - < 80) • B = 3 (70 ≤ - < 75) • B- = 2,75 (65 ≤ - < 75) • C+ = 2,5 (60 ≤ - < 65) • C = 2 (55 ≤ - < 60) • D = 1 (40 ≤ - < 55) • E = 0 (0 ≤ - < 40)
Media:	Computer, LCD, White board
Learning Methods	Individuals assignment, group assignment, discussion, presentation
Literature:	<p>1. Hartley J., 2017, The Uses of Digital Literacy, New York: Routledge Published</p> <p>2. Ministry of Education and Culture, 2017, National Literacy Movement: Digital Literacy Support Materials, Jakarta: Ministry of Education and Culture.</p>