

MODULE/COURSE HANDBOOK

Microteaching								
Module/ Course Title	Student Workload	Credits (ECTS)	Semester	Frequency	Duration			
Microteaching	2 Credits x 16 meetings x 170 / 60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	4	16 meetings (include Mid-term Exam and Final Exam)	16 meetings			
1	Type of course <ul style="list-style-type: none"> • Experience 		Contact hours $50/170 \times 28,55 \times (2 \text{ Credits} \times 1.59) = 26,70$ Structured Assignment $60/170 \times 28,55 \times (2 \text{ Credits} \times 1.59) = 32,04$		Independent study $60/170 \times 28,55 \times (2 \text{ Credits} \times 1.59) = 32,04$			
2	Prerequisites for participation (if applicable) Have taken at least 80 credits and passed MK Curriculum Review, Assessment of Processes and Learning Outcomes of Fine Arts, Development of Learning Devices.							
3	Learning outcomes (PLO+CLO) PLO 2 Demonstrate a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character. PLO 6 Able to develop and execute a creative, innovative, and evaluative visual arts learning in accordance with student characteristics, within the implementation of ICT-based pedagogical competencies and management. CLO 1 Students are able to demonstrate professional, ethical, and responsive attitudes in carrying out teaching and micro-learning practices, and are committed to creating an inclusive learning environment that supports student development. CLO 2 Students are able to plan, implement, and evaluate micro-learning sessions using a variety of appropriate teaching methods and techniques, and can adapt teaching approaches to meet the needs and characteristics of learners in the context of fine arts.							
4	Subject aims/content This course equips students with effective, innovative, and reflective teaching skills through an understanding of school-based management, clinical supervision, and the development of learning tools according to the curriculum and the needs of students, including those with special needs. Students are required to utilize ICT and research results in designing, implementing, and evaluating micro-learning sessions with appropriate methods, especially in the context of fine arts. In addition, they are expected to demonstrate professional, ethical, and responsive attitudes in creating an inclusive learning environment, and are able to adapt learning strategies to improve the effectiveness and quality of teaching according to applicable educational standards.							
5	Teaching methods Interactive lecture, project-based learning , role plays and simulations							

	Interactive lecture, direct instruction, problem-based learning , Presentation Interactive lecture problem-based learning -Paper Writing and Presentation
6	Assessment methods Project assessment, portfolios of students work, written test, quiz
7	This module is used in the following study program/s as well Undergraduate program
8	Module Coordinator Dra. Siti Mutmainah, M.Pd. Fera Ratyaningrum, M.Pd. Ika Anggun Camelia, M.Pd
9	<p>Reference</p> <p>Major</p> <ol style="list-style-type: none"> 1. Rosyanafi, Rofik Jalal. (2023). <i>Micro Teaching: Sistematika Keterampilan Dasar Mengajar</i>. Madiun: CV. Bayfa Cendekia Indonesia. 2. Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, I. P. (2022). <i>Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar</i>. Jurnal Jendela Pendidikan, 2(04), 529-535. 3. Noviyanto, T. S. H., Widyaningrum, R., Hasibuan, N., Sibarani, B. E., Herlina, E. S., Solong, N. P., ... & Siahaan, M. N. (2022). <i>Pengantar micro teaching</i>. Sukoharjo: Pradina Pustaka. 4. Nuswowati, M., & Aini, H. N. (2021). <i>Keterampilan Mengajar Offline & Online dalam Pembelajaran Micro</i>. Banyumas: Wawasan Ilmu. 5. Damanik, R., Sagala, R. W., & Rezeki, T. I. (2021). <i>Keterampilan Dasar Mengajar Guru</i>. Medan: UMSU Press. 6. Gunderson, L. (2008). The State of the Art of Secondary ESL Teaching and Learning. <i>Journal of Adolescent & Adult Literacy</i>, 52(3), 184–188. http://www.jstor.org/stable/30250081 7. MARSHALL, J. (2014). Transdisciplinarity and Art Integration: Toward a New Understanding of Art-Based Learning Across the Curriculum. <i>Studies in Art Education</i>, 55(2), 104–127. http://www.jstor.org/stable/24465489 9. ROLAND, C. (2010). Preparing Art Teachers to Teach in a New Digital Landscape. <i>Art Education</i>, 63(1), 17–24. http://www.jstor.org/stable/20694809 10. Makawimbang JE. 2013. Supervisi Klinis Teori Dan Pengukurannya (Analisis di bidang Pendidikan). Bandung: Alfabeta 11. UPT-P4 Unesa. 2014. Pedoman Pengalaman Lapangan. Surabaya: University Press 12. Arends RI. 2012. Learning to Teach. New York: McGraw-Hill International 13. Slavin RE. 2011. Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT indeks 14. Baroncelli Stefania Farneti Roberto Horga Joan Vanhoonacker, Sophie (eds). Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer 15. Susantini E dkk. 2014. Panduan Micro Teaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press <p>Minor</p> <ol style="list-style-type: none"> 1. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi. Jakarta: Grasindo 2. Mulyasa E. 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung: PT Remaja Rosdakarya

Link

1. <https://www.youtube.com/watch?v=oGTZqTVg9ME>
2. <https://www.youtube.com/watch?v=TbQ-AwNvLe0>
3. https://www.youtube.com/watch?v=_ic5f9K9Hpi