MODULE/COURSE HANDBOOK

<table>
<tr><td colspan="7">Thesis Proposal</td></tr>
<tr>
<td colspan="2">Module/
Course Title

Designing a School Teaching Internship Program</td>
<td>Student Workload

2 Credits x 16 meetings x 170 / 60 = 91 hours/Semester</td>
<td>Credits (ECTS)

2 Credits x 1.59 = 3.18 ECTS</td>
<td>Semester

6</td>
<td>Frequency

16 meetings (include Mid-term Exam and Final Exam)</td>
<td>Duration

16 meetings</td>
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<tr>
<td>1</td>
<td>Type of course
● Experience
● Lecture-Lab
● Studio</td>
<td colspan="4">Practice Lecture

28,55 x (2 Credits x 1.59) = 90.789 hours/Semester</td>
<td>Class size

30 students</td>
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<td>2</td>
<td colspan="6">Prequisites for participation (if applicable)</td>
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<td>3</td>
<td colspan="6">Learning outcomes (PLO+CLO)

PLO-3
Develop yourself continuously and collaborate.
PLO-7
Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with the work competency standards in the relevant field.
PLO-10
Able to design and implement creative, innovative, and evaluative fine arts learning according to the characteristics of students, with the application of competencies and collaborative pedagogical management based on ICT.

PLO-3
Collaborating in learning practices at school
PLO-7
Students are able to create innovative works in the form of media/models/learning methods as solutions to problems faced in learning activities.
PLO-10
Students are able to plan teaching materials and their practices</td>
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<td>4</td>
<td colspan="6">Subject aims/content
Thesis Proposal Group is an academic group aimed at guiding students in developing high-quality thesis proposals aligned with the graduate profile of the Visual Arts Education Program, which focuses on preparing students as educators and art entrepreneurs.
This group provides a platform for students to explore and develop research topics relevant to visual arts</td>
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education, innovations in art learning, and aspects of art entrepreneurship. Throughout the process, students will receive guidance in formulating research problems, constructing theoretical frameworks, determining research methods, and presenting their thesis proposals systematically and academically. Through group discussions, presentations, and feedback from lecturers and peers, this group aims to strengthen students' analytical skills, critical thinking, and academic communication abilities. As a result, students are expected to produce thesis proposals that not only contribute academically but also have practical applications in art education and the creative industry.

5	**Teaching methods** **project-based learning**
6	**Assessment methods** Project assessment(Design), portfolios of students work, presentation
7	**This module is used in the following study program/s as well** Undergraduate program
8	**Module Coordinator** TIM School Field Experience
9	**Reference** **Major Reference** 1. 2. Benjamin, W. (2020). Theses on the Philosophy of History. In *Critical theory and society* (pp. 255-263). Routledge. 3. Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, I. P. (2022). *Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar.* Jurnal Jendela Pendidikan, 2(04), 529-535. 4. Lincoln, B. (2005). Theses on method. *Method & Theory in the Study of Religion*, *17*(1), 8-10. 5. Perry, C. (1998). A structured approach for presenting theses. *Australasian marketing journal (AMJ)*, *6*(1), 63-85. 6. Gunderson, L. (2008). The State of the Art of Secondary ESL Teaching and Learning. Journal of Adolescent & Adult Literacy, 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 8. Curriculum. Studies in Art Education, 55(2), 104–127. http://www.jstor.org/stable/24465489 9. ROLAND, C. (2010). Preparing Art Teachers to Teach in a New Digital Landscape. Art Education, 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 Ioan 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

Minor
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