

MODULE/COURSE HANDBOOK

Implementation of Visual Art Learning								
Module/ Course Title	Student Workload	Credits (ECTS)	Semester	Frequency	Duration			
Evaluation of the School Teaching Internship Program	4 Credits x 16 meetings x 170 / 60 = 181 hours/ Semester	4 Credits x 1.59 = 6.36 ECTS	6	16 meetings (include Mid-term Exam and Final Exam)	16 meetings			
1	Type of course <ul style="list-style-type: none"> • Experience • Lecture-Lab • Studio 	Practice Lecture $28,55 \times (4 \text{ Credits} \times 1.59) = 181.578 \text{ hours/Semester}$			Class size 30 students			
2	Prerequisites for participation (if applicable)							
3	Learning outcomes (PLO+CLO) <p>PLO-3 Develop yourself continuously and collaborate.</p> <p>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.</p> <p>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.</p> <p>PLO-3 Collaborating in learning practices at school</p> <p>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.</p> <p>PLO-10 Students are able to plan teaching materials and their practices</p>							
4	Subject aims/content Implementation of Visual Art Learning is a course that discusses strategies, methods, and practices in visual art learning. The course is designed to equip students with theoretical understanding and practical skills in designing, implementing, and evaluating visual art learning in various educational contexts.							

	<p>Students will learn the principles of art pedagogy, creative approaches in visual learning, and the use of media and technology in teaching fine arts. In addition, this course also emphasizes the importance of inclusivity, diversity, and the development of learners' creativity.</p> <p>Through a combination of theory and practice, students will observe, plan, and simulate visual arts teaching to increase effectiveness and innovation in learning. This course is suitable for prospective art educators, educational practitioners, and individuals who are interested in developing more dynamic and inspiring fine arts learning.</p> <p>Translated with DeepL.com (free version)</p>
5	<p>Teaching methods project-based learning</p>
6	<p>Assessment methods Project assessment(Design), portfolios of students work, presentation</p>
7	<p>This module is used in the following study program/s as well Undergraduate program</p>
8	<p>Module Coordinator TIM School Field Experience</p>
9	<p>Reference Major Reference</p> <ol style="list-style-type: none"> 1. Asrul, A., Saragih, A. H., & Mukhtar, M. (2022). Evaluasi pembelajaran. 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. Nuswowitz, 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 8. 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

	<ol style="list-style-type: none">13. Slavin RE. 2011. Psikologi Pendidikan (Teori dan Praktik) (Terjemahan). Jakarta: PT indeks14. Baroncelli Stefania Farneti Roberto Horga Ioan Vanhoonacker, Sophie (eds). Teaching and Learning the European Union: Traditional and Innovative Method. Dordrecht: Springer15. Susantini E dkk. 2014. Panduan Micro Teaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press
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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