

## MODULE/COURSE HANDBOOK

Student's Work Presentation						
Module/ Course Title		Student Workload	Credits (ECTS)	Semester	Frequency	Duration
Drawing skill		3 Credits x 16 meetings x 170 / 60 = 136 hours/ Semester	3 Credits x 1.59 = 4,77 ECTS	6	16 meetings (include Mid-term Exam and Final Exam)	16 meetings
1	<b>Type of course</b> <ul style="list-style-type: none"><li>• Experience</li><li>• Lecture-Lab</li><li>• Studio</li></ul>		<b>Practice Lecture</b>  28,55 x (3 Credits x 1.59) = 136,18 hours/Semester			<b>Class size</b>  30 students
2	<b>Prerequisites for participation (if applicable)</b>					
3	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					
4	<b>Subject aims/content</b> <b>Student's Work Presentation</b> is a course designed to equip students with the skills to organize, showcase, and communicate their artwork professionally. This course emphasizes the process of curation, documentation, and presentation of visual art in various formats, both offline and digital. Students will learn the fundamental principles of portfolio development, effective presentation techniques,					

	<p>and strategies for building a strong narrative to convey the concept and meaning of their artwork. Additionally, this course highlights the importance of critical reflection, constructive feedback, and public speaking skills.</p> <p>Through individual and group projects, students will practice presenting their work in exhibitions, academic discussions, and public forums. This course aims to enhance students' confidence in showcasing their creative outcomes, both in academic and professional contexts within the fields of visual arts and art education.</p>
5	<p><b>Teaching methods</b>  <b>project-based learning</b></p>
6	<p><b>Assessment methods</b>  Project assessment(Design), portfolios of students work, presentation</p>
7	<p><b>This module is used in the following study program/s as well</b>  Undergraduate program</p>
8	<p><b>Module Coordinator</b>  TIM School Field Experience</p>
9	<p><b>Reference</b>  <b>Major Reference</b></p> <ol style="list-style-type: none"> <li>1. Imam, A. M., Al-Salloom, A. A., Ibrahim, M. I. M., Elsanosi, B. H., &amp; Al-Wabel, A. H. (2014). Student presentation: a conceptual model. <i>Education in Medicine Journal</i>, 6(2).</li> <li>2. Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., &amp; Sari, I. P. (2022). <i>Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar</i>. Jurnal Jendela Pendidikan, 2(04), 529-535.</li> <li>3. Noviyanto, T. S. H., Widyaningrum, R., Hasibuan, N., Sibarani, B. E., Herlina, E. S., Solong, N. P., ... &amp; Siahaan, M. N. (2022). <i>Pengantar micro teaching</i>. Sukoharjo: Pradina Pustaka.</li> <li>4. Nuswowati, M., &amp; Aini, H. N. (2021). <i>Keterampilan Mengajar Offline &amp; Online dalam Pembelajaran Micro</i>. Banyumas: Wawasan Ilmu.</li> <li>5. Damanik, R., Sagala, R. W., &amp; Rezeki, T. I. (2021). <i>Keterampilan Dasar Mengajar Guru</i>. Medan: UMSU Press.</li> <li>6. Gunderson, L. (2008). The State of the Art of Secondary ESL Teaching and Learning. <i>Journal of Adolescent &amp; Adult Literacy</i>, 52(3), 184–188. <a href="http://www.jstor.org/stable/30250081">http://www.jstor.org/stable/30250081</a></li> <li>7. MARSHALL, J. (2014). Transdisciplinarity and Art Integration: Toward a New Understanding of Art-Based Learning Across the</li> <li>8. Curriculum. <i>Studies in Art Education</i>, 55(2), 104–127. <a href="http://www.jstor.org/stable/24465489">http://www.jstor.org/stable/24465489</a></li> <li>9. ROLAND, C. (2010). Preparing Art Teachers to Teach in a New Digital Landscape. <i>Art Education</i>, 63(1), 17–24. <a href="http://www.jstor.org/stable/20694809">http://www.jstor.org/stable/20694809</a></li> <li>10. Makawimbang JE. 2013. <i>Supervisi Klinis Teori Dan Pengukurannya (Analisis di bidang Pendidikan)</i>. Bandung: Alfabeta</li> <li>11. UPT-P4 Unesa. 2014. <i>Pedoman Pengalaman Lapangan</i>. Surabaya: University Press</li> <li>12. Arends RI. 2012. <i>Learning to Teach</i>. New York: McGraw-Hill International</li> <li>13. Slavin RE. 2011. <i>Psikologi Pendidikan (Teori dan Praktik) (Terjemahan)</i>. Jakarta: PT indeks</li> <li>14. Baroncelli Stefania Farneti Roberto Horga Ioan Vanhoonacker, Sophie (eds). <i>Teaching and Learning</i></li> </ol>

	<p>the European Union: Traditional and Innovative Method. Dordrecht: Springer</p> <p>15. Susantini E dkk. 2014. Panduan Micro Teaching untuk Dosen, Mahasiswa, dan Crew. Surabaya: University Press</p> <p>Minor</p> <ol style="list-style-type: none"> <li>1. Nurkolis. 2003. Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi. Jakarta: Grasindo</li> <li>2. Mulyasa E. 2004. Manajemen Berbasis Sekolah: Konsep, Strategi, dan Implementasi. Bandung: PT Remaja Rosdakarya</li> </ol> <p>Link</p> <ol style="list-style-type: none"> <li>1. <a href="https://www.youtube.com/watch?v=oGTZqTVg9ME">https://www.youtube.com/watch?v=oGTZqTVg9ME</a></li> <li>2. <a href="https://www.youtube.com/watch?v=TbQ-AwNvLe0">https://www.youtube.com/watch?v=TbQ-AwNvLe0</a></li> <li>3. <a href="https://www.youtube.com/watch?v=_ic5f9K9HpI">https://www.youtube.com/watch?v=_ic5f9K9HpI</a></li> </ol>
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