

MODULE/COURSE HANDBOOK

Developing a Visual Art Learning Plan						
Module/ Course Title		Student Workload	Credits (ECTS)	Semester	Frequency	Duration
Developing a Visual Art Learning Plan		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	Type of course • Experience • Lecture-Lab • Studio		Practice Lecture 28,55 x (3 Credits x 1.59) = 136,18 hours/Semester			Class size 30 students
2	Prerequisites for participation (if applicable)					
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	Subject aims/content This course aims to equip students with the knowledge and skills necessary to design, implement, and evaluate a comprehensive visual art learning plan for various educational settings. Students will explore the principles of curriculum development, instructional strategies, assessment methods, and the integration of contemporary art practices into teaching. The course emphasizes fostering creativity, critical thinking,					

	and artistic expression in learners while aligning with educational standards and diverse student needs.
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. Candra, P. N., Soepriyanto, Y., & Praherdhiono, H. (2020). Pedagogical Knowledge (PK) guru dalam pengembangan dan implementasi rencana pembelajaran. <i>Jurnal Kajian Teknologi Pendidikan</i>, 3(2), 166-177. 2. Wahyuningsari, D., Mujiwati, Y., Hilmiyah, L., Kusumawardani, F., & Sari, I. P. (2022). <i>Pembelajaran Berdiferensiasi Dalam Rangka Mewujudkan Merdeka Belajar</i>. <i>Jurnal Jendela Pendidikan</i>, 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 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. <i>Supervisi Klinis Teori Dan Pengukurannya (Analisis di bidang Pendidikan)</i>. Bandung: Alfabeta 11. UPT-P4 Unesa. 2014. <i>Pedoman Pengalaman Lapangan</i>. Surabaya: University Press 12. Arends RI. 2012. <i>Learning to Teach</i>. New York: McGraw-Hill International 13. Slavin RE. 2011. <i>Psikologi Pendidikan (Teori dan Praktik) (Terjemahan)</i>. Jakarta: PT indeks 14. Baroncelli Stefania Farneti Roberto Horga Ioan Vanhoonacker, Sophie (eds). <i>Teaching and Learning the European Union: Traditional and Innovative Method</i>. Dordrecht: Springer 15. Susantini E dkk. 2014. <i>Panduan Micro Teaching untuk Dosen, Mahasiswa, dan Crew</i>. 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
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