

Course Module:

Module/Course Title : Learning Curriculum and Library					
Module course code	Student workload	Credits	Semester	Frequency	Duration
LM204	3x50 minutes	3	4	Every Even Semester	1 Semester
1	Type of course a) Theory		Contact hours 14x @ 150 minutes	Independent study 120 minutes	Class size 45
2	Prerequisites for participation (if applicable) -				
3	Learning outcomes - Demonstrate scientific, educational, and religious attitudes and behavior, which contribute to improving the quality of life in society, nation and state based on academic norms and ethics - Mastering Library and Information Theories, Communication Theories, and Theories of Other Sciences Relevant to the Development of Libraries, Information, Archives, Documentation and Museums; - Able to integrate learning and innovation skills, mastery of technology and information, career development, and life skills to become lifelong learners - Able to conduct studies / research with quantitative and qualitative approaches and present scientific papers in the fields of libraries, information, documentation, archives, and museums				
4	Subject aims/Content - After taking this Curriculum, Learning and Library course, students are expected to be able to understand and understand the role of libraries in a) supporting curriculum and learning implementation activities and b) the role of teachers and education staff in collaborating with libraries and librarians to achieve educational goals.				
5	Teaching methods Encounter 1 - Students can analyze the existence of the curriculum as a system and scope of studies related to library science. - Lecture - Question and answer				
	Encounter 2 - Understanding the Basic Concepts of Curriculum, Curriculum Development Foundations: philosophy, psychology, sociology, technology; Determine Curriculum Development Components: objectives, content, methods and evaluation; Describe the Principles of Curriculum Development: understanding, sources of principles, types of principles, general and specific principles				

	- Lecture - Question and answer
	Encounter 3 - Explain curriculum development models - Lecture - Question and answer
	Encounter 4 - Students can identify components and principles of curriculum development - Lecture - Question and answer
	Encounter 5 - Students can analyze curriculum development models - Lecture - Question and answer
	Encounter 6 - Students can analyze organizational models for curriculum development - Lecture - Question and answer
	Encounter 7 - Students can analyze the basic concepts of learning - Question and answer
	MIDTERM EXAM
	Encounter 9 - Students can analyze the evaluation of curriculum development - Lecture - Question and answer
	Encounter 10 - Students can analyze the components and principles of learning - Case Method - Observation
	Encounter 11 - Students can analyze learning models - Case Method - Question and answer
	Encounter 12 - Students can create curriculum innovations and learning in libraries - Case Method - Question and answer
	Encounter 13 - Students can design forms of collaboration between teachers and librarians (blended library)

	- Case Method - Observation
	Encounter 14 - Students can describe the design of collection development library for learning - Presentation - Question and Answer
	Encounter 15 - Students can design library services for learning - Question and Answer
	FINAL EXAMS
6	Assessment methods Encounter 1 - Paper / - report - & Discussion
	Encounter 2 - Paper / - Report - & Discussion
	Encounter 3 - Paper / - Report - & Discussion
	Encounter 4 - Paper / - Report - & Discussion
	Encounter 5 - Paper / - Report - & Discussion
	Encounter 6 - Paper / - Report - & Discussion
	Encounter 7 - Paper / - Report - & Discussion
	MIDTERM EXAM

	Encounter 9 - Paper / - Report - & Discussion
	Encounter 10 - Paper / - Report - Discussion - Case Method
	Encounter 11 - Paper / - Report - Discussion - Case Method
	Encounter 12 - Paper / - Report - Discussion - Case Method
	Encounter 13 - Paper / - Report - Discussion - Case Method
	Encounter 14 - Paper / - Report - Discussion - Case Method
	Encounter 15 - Paper / - Report - Discussion - Case Method
	FINAL EXAMS
7	This module/course is used in the following study programme/s as well Yes
8	Responsibility for module/course 1. Dr. Riche Cynthia Johan, M.Si. 2. Gema Rullyana, M.I.Kom.

9	Other Information 1. ALA. (2006). <i>The Whole Library Handbook 4: Current Data, Professional Advice, and Curios About Libraries and Library Services</i>. Chicago: 2. Arends, Richard L, (1998), <i>Learning to Teach</i>. Fourth Edition, Boston: Mc Graw Hil 3. Bigge, Morris, L., (1982), <i>Learning Theories for Teacher</i>. Fourth Edition. New York: Harper and Row 4. Brophy, Peter, (2000). <i>The Academic Library</i>. London: Facet 5. Brophy, Peter, (2001). <i>The Library in the Twenty-First Century: New Services for the Information Age</i>. London: Library Association 6. Buckland, Michael K. <i>Library, (1988) Services in Theory and Contetxt</i>. 2nd ed.. Oxford: Pergamon 7. Burder, Paul R Brud and David M, (1999). <i>Method of Effective Teaching</i>. Second Edition. Boston: Allyn and Bacon 8. Cole, Peter G. Chan and Lorna KS (1994), <i>Teaching Principles and Practice</i>. Second Edition. New York: Prentice Hall 9. Eisenberg, Michael, Carrie A. Lowe, Kathleen L. Spitzer, and Kathleen L. Spitzer. (2004). <i>Information literacy: essential skills for the information age</i>. Westport, Conn: Libraries Unlimited 10. Evans, G. Edward. (1983). <i>Developing Library and Information Center Collection</i> 11. Farmer, Lesley S. J., and James Henri. (2008). <i>Information literacy assessment in K-12 settings</i>. Lanham, Md: Scarecrow Press. 12. Hasan, S. Hamid, (1988), <i>Evaluasi Kurikulum</i>, Jakarta: P2LPTK 13. Heery, Mike and Morgan, Steve., (1996). <i>Practicl Strategies for the Modern Academic Library</i>. London: Aslib 14. Hedrlina, (2013). <i>Biblotheraphy: Mengatasi Masalah Anak dan Remaja melalui Buku</i>, Bandung, Pustaka Cendekia Utama 15. Ibrahim Bafadal. 2008. <i>Pengelolaan Perpustakaan Sekolah</i> . Jakarta : Bumi Aksara 16. Ibrahim, R dan Karyadi, B (1994), <i>Pengembangan Inovasi dalam Kurikulum</i>. Jakarta: UT, Depdikbud 17. Joyce, Bruce. Et al, (2000), <i>Models of Teaching</i>. London: Allyn & Bacon 18. Kelly, (1989), <i>The Curriculum: Theory and Practice</i>. London: Paul Chapman Publishin 19. Kohar, Ade. (2003). <i>Teknik Penyusunan Pengembangan Koleksi Perpustakaan</i>. Jakarta: Rineka Cipta 20. Kuhlthau, Carol Collier, Ann K. Caspari, and Leslie K. Maniotes. (2007). <i>Guided inquiry: learning in the 21st century</i>. Westport, Conn: Libraries Unlimited. 21. Lau, Jesus. (2006). <i>Guidelines on information literacy for lifelong learning: final draft</i>. Veracruz, Mexico: IFLA & Universidad Veracruzana.
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24. Perpustakaan Nasional Ri (2002). *Kajian perpustakaan SLTP negeri di wilayah DKI Jakarta*. Jakarta : Perpustakaan Nasional RI
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26. Perpustakaan Nasional RI (2003). *Kajian kebutuhan informasi bahan pustaka anak sekolah dasar*. Jakarta : Perpustakaan Nasional
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28. Siess, Judith A., (2003). *The Visible Librarian: Asserting Your Value with Marketing and Advocacy*. Chicago: American Library Associatio
29. Sujana, Janti G dan Yulia, Yuyu. (2006). *Modul Pengembangan Koleksi*. Jakarta: Universitas Terbuka
30. Sujana, Nana dan Ibrahim, R. (1989). *Penelitian dan Penilaian Pendidikan*. Bandung: PT Sinar Baru
31. Sukmadinata, Nana Syaodih. (2000). *Pengembangan Kurikulum: Teori dan Praktek*. Bandung: Remaja Rosda Karya
32. Tim Pengembang MKDP Kurikulum dan Pembelajaran. (2012). *Kurikulum dan Pembelajaran*, Jakarta, Bumi Aksara
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