KEMENTERIAN PENDIDIKAN TINGGI,
SAINS, DAN TEKNOLOGI
UNIVERSITAS LAMPUNG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Prof. Dr. Sumantri Brojonegoro No.1 Gedong Meneng - Bandar Lampung 35145
Telp./Fax: (0721) 704624 *e-mail*: fkip@unila.ac.id,
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Bachelor of Education in Physics **MODULE HANDBOOK**

Module Name	Microteaching
Module Level, if Applicable	Bachelor
Code	KFI620212
Sub-Heading, (*if Applicable)	-
Classes, (*if Applicable)	-
Description	The Microteaching course aims to provide an in-depth understanding of the microteaching, as well as their linkages to Social Science Issues (SSI), Technological Pedagogical Content Knowledge (TPACK), and Nature of Science (NOS). In this course, students will learn basic face-to-face teaching skills that are delivered in the form of prescriptive theory and skills training, which includes the generic ability to provide learning integration of 9 basic skills in providing learning, including the skills: asking, giving reinforcement, conducting variations, explaining, opening and closing learning, guiding small group discussions, managing the class, and teaching small groups and individuals, and using ICT (information and communication technology) in teaching physics. This course is very important because there are several problems when becoming a prospective teacher, including Difficulty in Applying Theory to Practice and Stress and Pressure. Students often learn pedagogical theories in lectures, but applying the theory to microteaching practice can be challenging. The mismatch between theory and practice can lead to confusion and frustration. As future teachers, presenting in front of students can create significant psychological pressure. This stress can affect performance as teacher candidates and prevent them from performing to the best of their abilities. In addition, students will Use of various technologies in the process of preparing teaching tools before microteaching recording. Making teaching tools/media using

	technological assistance in the form of PPT, searching for information via the internet, various physics teaching tools which of course cannot be separated from TPACK. Through an understanding of NOS, students will understand and teach the importance of NOS in physics, including how scientific knowledge develops and interacts with social contexts.
Semester	5th
Module Coordinator	Dr. Kartini Herlina, M.Si
Lecturers	Individual Teaching of Microteaching
Language	Indonesian/English
Classification With in the Curriculum	Study Program Compulsory Course
Teaching Format/Class Hours Per Week During the Semester	Learning activity can be carried out in the form of: 1. Lecture or students' response: a. Face to face: 50 minutes/SKS b. Structured activity: 60 minutes/SKS c. Independent activity: 60 minutes/SKS 2. Laboratory Activitiy: 170 minutes/SKS
Teaching methods	In class activity : Case method Structured activity : Discussion Independent activity : Expository
Workload	1 CU (SKS) for bachelor degree equal to 3 work hours per week or 170 minutes for lecture or students' response. 1x50 minutes face to face, 1x60 minutes structured tasks, 1x60 minutes independent learning. 1 CU (SKS) for bachelor degree equal to 2 work hours per week or 170 for laboratory activity. for 16 weeks (including mid and final exam), a total of 136 hours/semester. One CU equals to 1.51 ECTS
Credit Points	3 CU (SKS) = 3 x 1.51 = 4.53 ECTS

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Prerequisites Courses	-
Course Outcomes (CO)	1. PLO3: Applying Technology, Pedagogy, and Content Knowledge (TPACK) in planning, teaching, and evaluating physics learning. 2. PLO5: Able to plan, implement, and evaluate physics learning based on learning activities to develop critical thinking, creativity, and problem solving skills. 3. PLO6: Able to develop physics learning resources according to the needs and development of science and technology. 4. PLO7: Able to manage, use, and develop physics learning laboratory tools 5. CO-1 : Students are able to explain generic skills in providing face-to-face learning. 6. CO-2 : Students are able to analyze the suitability of observational instruments focused on learning practices with the prescriptive theory of the nine basic skills of teaching face-to-face. 7. CO-3 : Students are able to assess the quality of learning practices objectively based on the prescriptive theory of the nine basic face-to-face learning skills using focused observation instruments. 8. CO-4 : Students are able to objectively assess the recording of micro learning presentations based on the results of observations and confirmation discussions. 9. CO-5 :Students are able to make micro learning devices for 1 or 2 indicators of a basic competency in the field of High School Physics using a learning model. 10. CO-6 :Students are able to make micro learning devices for 1 or 2 indicators of a basic competency in the field of High School Physics using a learning model. 11. CO-7 :Students are able to practice 9 basic skills providing learning as generic skills.

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	12. CO-8 :Students are able to carry out independent assessments by also using peer input for corrections and suggestions for improvements to the 9 basic skills of providing learning.
Content	This course is intended to train students in basic face-to-face teaching skills that are delivered in the form of prescriptive theory and skills training, which includes the generic ability to provide learning integration of 9 basic skills in providing learning, including the skills: asking, giving reinforcement, conducting variations, explaining, opening and closing learning, guiding small group discussions, managing the class, and teaching small groups and individuals, and using ICT (information and communication technology) in teaching physics.
Study/Exam Achievements	Midterm exam 25% Final Exam 25% Assignment 25% Case methods 25% The initial cut - off points for grades A, B+, B, C+, C, and D should not be less than 85%, 80%, 75%, 70%, 65%, 60%, 55%, 50%, and 40%, respectively.
Examination Methods	**1. Midterm (UTS)** ✓ UTS is held at the 8th meeting ✓ UTS is implemented in the form of teaching practice ✓Teaching practice is carried out to see how far students understand the teaching skills ✓The teaching skills assessed include: skill of introducing a lesson, skill of questioning, skill of reinforcement, skill of stimulus variation, skill of explaining.

	✓ UTS is carried out to see the achievements of the PLO and CO which are in accordance with the characteristics of the micro teaching module **2. Final exam (UAS)** ✓ UAS is held at the 16th meeting ✓ UTS is implemented in the form of teaching practice ✓ UAS is carried out to see students' understanding about complete teaching skills (Combined all teaching skills in midterm (UTS) in one view) ✓ UAS is carried out to see the achievements of the PLO and CO which are in accordance with the characteristics of the Micro Teaching module. **3. Assignment** ✓ Assignments are given as exercise in each meeting in the form of independent task ✓ Assignments are in the form of tools for teaching practice such as: lesson plans, media, worksheets ✓ Assignments are given as individual tasks and submitted in a limited time. ✓ The assignments are carried out to see the achievements of the PLO and CO which are in accordance with the characteristics of the Micro Teaching module **4. Rubric for Case Study** ✓ Case study is given as individual task to make learning videos for complete teaching practice ✓ Case study is carried out for one semester and presented at the end of semester

	✓ Case study is carried out to see the achievements of the PLO and CO which are in accordance with the characteristics of the Micro Teaching module.
Forms of Media	LCD, whiteboard, and online resources
Literature	1. Allen, D. W., & Wang, W. (2023). Teaching skills through microteaching: A systematic approach (5th ed.). Routledge. 2. Brown, G., & Wilson, R. (2024). Digital technologies in microteaching: A handbook for teacher educators. Cambridge University Press. 3. Cooper, J. M., & Signh, A. (2023). Classroom teaching skills: The research-based framework (11th ed.). Cengage Learning. 4. Jumadi, J., & Setiaji, B. (2024). Model-model pembelajaran fisika abad 21. UNY Press. 5. Kyriacou, C. (2023). Essential teaching skills for science educators (5th ed.). Oxford University Press. 6. Prasetyo, Z. K., Senam, S., & Wilujeng, I. (2023). Pengembangan pembelajaran mikro berbasis lesson study. UNY Press. 7. Smith, J. D., & Johnson, R. A. (2024). Physics education for students: An interdisciplinary approach. Cambridge University Press. 8. Tschannen-Moran, M., & Chen, J. A. (2024). Microteaching in physics education: Building teaching efficacy. Springer. 9. Arifimiboy. (2021). Microteaching: Model Tadaluring. Jawa Timur: Wade Group. 10. Megawati, F & Astutik, Y. (2021). Microteaching. Universitas Muhamdiyah Sidoharjo. 11. Lakshmi, M. J. (2009). Microteaching and prospective teachers. Discovery Publishing House

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PLO and CO Mappimg

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11
CO 1			√								
CO 2					√						
CO 3			√								
CO 4			√								
CO 5					√						
CO 6			√								
CO 7						√					
CO 8							√				