



Media and Learning Resources

Undergraduate Programme in Biology Education

Module Handbook

Module Name:	Media and Source of Learning (Media dan Sumber Belajar)																		
Module Level:	Undergraduate Program																		
Code, if applicable:	02013242012																		
Sub-title, if applicable:	-																		
Courses, if applicable:	-																		
Semester(s) in which the module is taught	2 nd																		
Module coordinator(s)	Dr. Baskoro Adi Prayitno, M.Pd.																		
Lecturer(s)	Dr. Bowo Sugiharto, M.Pd. Chandra Adi Prabowo, M.Pd.																		
Language	Bahasa Indonesia (Indonesian Language)																		
Course Classification	Compulsory Course / Elective Studies																		
Teaching format/class hours per week during semester	Direct instruction/face to face/blended learning: 26.7 hours / Week / semester: lecture, discussion Structured Activity: 32 hours / Week / semester (Through the case method with analysis of journal articles, students learn innovative learning methods, through Team-based projects students develop media and biology learning resources) Self-study Activity: 32 hours / Week / semester (Students learn various media and sources for learning from various sources)																		
Workload	<table border="1"> <thead> <tr> <th>Type</th><th>CSU</th><th>Face to Face</th><th>Structured Activities</th><th>Self-study</th></tr> </thead> <tbody> <tr> <td>T</td><td>2</td><td>26.7h (0.88 ECTS)</td><td>32h (1.06 ECTS)</td><td>32h (1.06 ECTS)</td></tr> <tr> <td>Total</td><td colspan="4">90.7 h (3 ECTS)</td></tr> </tbody> </table>				Type	CSU	Face to Face	Structured Activities	Self-study	T	2	26.7h (0.88 ECTS)	32h (1.06 ECTS)	32h (1.06 ECTS)	Total	90.7 h (3 ECTS)			
Type	CSU	Face to Face	Structured Activities	Self-study															
T	2	26.7h (0.88 ECTS)	32h (1.06 ECTS)	32h (1.06 ECTS)															
Total	90.7 h (3 ECTS)																		
Credit Points:	2 CSU (3 ECTS)																		
Requirements:	Has taken course in Learners Development																		



Learning goals/competencies:	PLO3: They are able to analyze, evaluate, design, and implement the lesson plan, and counseling program based on pedagogical knowledge PLO10: They are able to demonstrate creativity, accuracy, discipline, responsibility, adaptability, have an independent initiative, autonomous learning, and do lifelong learning CLO 1 Students able to analyze problems and biology learning needs as a reference to development of instructional media and learning resources CLO 2 Students able to design and use effective instructional media and learning resources to solve problems in biologi learning CLO 3 Students able to develop instructional media and learning resources according to the students and topic characteristic CLO 4 Students able to evaluate the effectivity of instructional media and learning resources to improve the quality of biology learning <table><tr><th>CLO/ PLO</th><th>P L O 1</th><th>P L O 2</th><th>P L O 3</th><th>P L O 4</th><th>P L O 5</th><th>P L O 6</th><th>P L O 7</th><th>P L O 8</th><th>P L O 9</th><th>P L O 10</th></tr><tr><td>CLO1</td><td></td><td></td><td>*</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CLO2</td><td></td><td></td><td>*</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>CLO3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>*</td></tr><tr><td>CLO4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>*</td></tr></table>	CLO/ PLO	P L O 1	P L O 2	P L O 3	P L O 4	P L O 5	P L O 6	P L O 7	P L O 8	P L O 9	P L O 10	CLO1			*								CLO2			*								CLO3										*	CLO4										*
CLO/ PLO	P L O 1	P L O 2	P L O 3	P L O 4	P L O 5	P L O 6	P L O 7	P L O 8	P L O 9	P L O 10																																														
CLO1			*																																																					
CLO2			*																																																					
CLO3										*																																														
CLO4										*																																														
Content	1. Learning resources 2. Instructional media 3. Instructional design 4. Visual design of learning media 5. Instructional media and resources assessment																																																							



Attribute Soft skill	Students are able to think conceptually, logically, critically, and analytically to examine various biology instructional media. Students are able to collaborate and communicate well to present the resulting project.												
Study/exam achievements:	Students are required to attend the face-to-face lecture minimum 75% to be able to take the Mid and Final exam. It is considered to complete the course and pass if students obtain at least 60% of maximum final score. The final score (FS) is calculated based on the following ratio: <table border="1"> <thead> <tr> <th>Aspect</th><th>(%)</th></tr> </thead> <tbody> <tr> <td>Report of Case analysis</td><td>30</td></tr> <tr> <td>Participation and Project</td><td>30</td></tr> <tr> <td>Mid-Term Test</td><td>20</td></tr> <tr> <td>Final Exam</td><td>20</td></tr> <tr> <td>Final Score</td><td>100</td></tr> </tbody> </table>	Aspect	(%)	Report of Case analysis	30	Participation and Project	30	Mid-Term Test	20	Final Exam	20	Final Score	100
Aspect	(%)												
Report of Case analysis	30												
Participation and Project	30												
Mid-Term Test	20												
Final Exam	20												
Final Score	100												
Forms of Media	Laptop, internet, PPT, LCD, SPADA												
Literature:	1. Abbie H. Brown. 2016. The Essential of Instructional Design: Routledge 2. Robi Williams. 2015. The non designer's design book. Peachpit Press 3. Michael Orey. Educationl media and technology. Springer 4. Smaldino, Sharon E. 2019. Instructional technology and media for learning. Pearson 5. Jeanne Ellis Omrod. 2017. How we think and learn. Cambridge												

Assessment

Presentation Assessment Rubric

Dimension	Weight	Score	WxS	Comments
Material mastery	30%			
The accuracy of solving the problem	30%			
Communication skills	20%			
Ability to deal with questions	10%			
Props/presentations	10%			
Final Score	100%			



MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
 UNIVERSITAS SEBELAS MARET
 FACULTY OF TEACHER TRAINING AND EDUCATION
BACHELOR'S DEGREE PROGRAM IN BIOLOGY EDUCATION
 Floor 3 D Building, FTTE, Jl. Ir. Sutami No. 36A Kentingan Surakarta
<https://biologi.fkip.uns.ac.id/>, email: biologi@fkip.uns.ac.id

DIMENSION	Scale				
	Very Good ≥85	Good 71-84	Sufficient 60-70	Deficient 40-59	Very Deficient <40
Organization	Well organized by presenting facts that are supported by examples that have been analyzed according to the concept	well organized and present convincing facts to support conclusions.	The presentation has focus and presents some evidence to support the conclusion	Sufficiently focused, but insufficient evidence to be used in drawing conclusions	There is no clear organization. Facts are not used to support statements.
Content	Content can inspire listeners to develop their minds.	Contents are accurate and complete. Listeners get new insights about the topic.	Content is generally accurate, but incomplete. Listeners can learn some implied facts, but they don't add new insight into the topic	The content is less accurate, because there is no factual data, it does not add to the listener's understanding	The content is inaccurate or too general. Listeners don't learn anything or are sometimes misled.
Presentation Style	Speak with passion, transmit enthusiasm and enthusiasm to listeners	The speaker is calm and uses proper intonation, speaks without relying on notes, and interacts intensively with the listener. The speaker always makes eye contact with the listener.	In general the speaker is calm, but with a flat tone and quite often relies on notes. Sometimes eye contact with the listener is ignored.	Based on the notes, no ideas are developed outside the notes, the sound is monotonous	The speaker is anxious and uncomfortable, and reads notes rather than speaking. Listeners are often ignored. There is no eye contact because the speaker is looking more at the whiteboard or screen.

Rubric for Review Article

No	Assessment Aspect	Article 1		Article 2		Article 3	
	Score	High 6-10	Low 1-5	High 6-10	Low 1-5	High 6-10	Low 1-5
1.	Articles come from the indexed journals in the last 3 years.						
2.	Articles related to the theme of learning chemistry						
3.	The number of articles at least discusses learning chemistry						
4.	Accuracy in summarizing the important parts of the abstract of the article						
5.	Accuracy of summarizing important thought concepts in the article						



MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY
UNIVERSITAS SEBELAS MARET
FACULTY OF TEACHER TRAINING AND EDUCATION
BACHELOR'S DEGREE PROGRAM IN BIOLOGY EDUCATION
Floor 3 D Building, FTTE, Jl. Ir. Sutami No. 36A Kentingan Surakarta
<https://biologi.fkip.uns.ac.id/>, email: biologi@fkip.uns.ac.id

6.	Accuracy of summarizing the methodology used in the article						
7.	The accuracy of summarizing the research results in the article						
8.	The accuracy of summarizing the discussion of research results in the article						
9.	The accuracy of summarizing the conclusions of the research results in the article						
10.	The accuracy of commenting on selected journal articles						
Total score for each article summary							
Average score obtained							