

21MB33C606 – Microteaching

Module designation	Microteaching (Undergraduate)
Semester(s) in which the module is taught	6 th
Person responsible for the module	Ninik Rahayu Ashadi S.Pd., M.Pd
Language	Indonesia – English
Relation to curriculum	Compulsory courses
Teaching methods	Lectures & Discussions, Case Based Learning (CBL)
Workload (incl. contact hours, self-study hours)	Total workload: 14 meeting Face to face : 2x50 minutes/week Independent Study : 2x50 minutes/week Structured assignment : 2 x50 minutes/week
Credit points	2 credit points (equivalent with 3,4 ECTS)
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p>Program Learning Outcomes (PLO)</p> <p>PLO 2 demonstrate a responsible attitude towards work in their field of expertise independently;</p> <p>PLO 5 master the latest innovative learning principles and models for the vocational field of informatics and computers</p> <p>PLO 7 able to apply logical, critical, creative, systematic and innovative thinking in the context of science development or implementation knowledge and technology that pays attention to and applies humanities values in accordance with their field of expertise;</p> <p>PLO 11 Able to prepare learning devices in accordance with curriculum needs in schools and educational institutions in the field of informatics and computer engineering.</p> <p>Course Learning Objectives (CLO)</p> <p>CLO1 : Students are able to explain teacher competency</p> <p>CLO2 : Students are able to explain the concept of micro learning</p>

	<p>CLO3 : Students are able to distinguish the characteristics of micro learning</p> <p>CLO4 : Students are able to apply basic teaching skills</p> <p>CLO5 : Students are able to prepare a learning implementation plan (RPP)</p> <p>Sub CLO:</p> <p>Sub-CLO 1 : Able to explain Teacher Competencies</p> <p>Sub-CLO 2 : Able to explain micro learning</p> <p>Sub-CLO 3 : Able to apply components of teaching skills</p> <p>Sub-CLO 4 : Able to explain the characteristics of micro learning</p> <p>Sub-CLO 5 : Able to apply micro learning steps</p> <p>Sub-CLO 6 : Able to apply micro learning practices</p> <p>Sub-CLO 7 : Able to apply micro learning competencies</p> <p>Sub-CLO 8 : Able to describe basic competencies and micro learning indicators</p> <p>Sub-CLO 9 : Able to apply basic teaching skills</p> <p>Sub-CLO 10 : Able to prepare a learning implementation plan (RPP)</p> <p>Sub-CLO 11 : Able to apply learning assessment</p>
Content	<ol style="list-style-type: none"> 1. Teacher competence: understanding teacher competence, personality competence, pedagogical competence, social competence and professional competence. 2. Micro learning: definition of micro learning, objectives of micro learning, function of micro learning. 3. Components of Teaching Skills: Definition of teaching skills, components of teaching skills. 4. Characteristics of Micro Learning: Questioning skills, Reinforcement skills, Variation skills, Explanation skills, Opening and closing lesson skills. 5. Micro learning steps: Introduction/understanding of the concept of micro learning, Model presentation and discussion, Learning planning/preparation, Learning implementation/practice, Discussion and feedback, Learning reflection, Re-learning practice for those who have not been successful. 6. Micro Learning Practices: Practice preparing lesson plans, practice mastering limited basic teaching competencies, mastery practice basic integrated teaching competencies, training in mastering personality and social competencies. 7. Micro Learning Competency Standards: definition of micro learning competency standards, types of micro learning competency standards. 8. Basic competencies & Micro Learning Indicators: concept of developing basic micro learning competencies, micro learning indicators. 9. Basic teaching skills: Skills to open and close lessons, Skills to explain, Skills to provide reinforcement, Skills to Use Media and Learning Tools, Skills to Arrange Learning Scenarios, Skills to Provide

	<p>Variations, Skills to Guide Discussions, Skills to Manage Classes, Skills to Ask, Determine which students answer before questions are asked, Evaluate Skills.</p> <p>10. Preparation of Learning Implementation Plans (RPP): Concept of preparing learning implementation plans, components and systematics of RPP,</p> <p>11. Learning Assessment: Concept of learning assessment, assessment stages, implementation stages, analysis of assessment results and follow-up management.</p>
Examination forms	<p>Assessment techniques : [participation], [written test]</p> <p>Assessment forms : [assignment], [quiz], [midterm exam], [final term exam]</p>
Study and examination requirements	<p>Study and examination requirements :</p> <ul style="list-style-type: none"> ● Students must attend 15 minutes before the class starts ● Students have to inform the lecturer when they are not able to attend the class due to sickness ets. ● Students must have at least 80% of attendance out of total meetings. ● Active in lectures by showing participation in receiving material and doing assignments given in the class. <p>Form of axamination :</p> <p>Written test</p>
Reading List	<ul style="list-style-type: none"> ● Permenristekdikti No. 55 Tahun 2017 Tentang Standar Pendidikan Guru. ● Suwarna, dkk. (2005). Pembelajaran mikro. Yogyakarta: Tiara Wacana, Yogyakarta. ● FKIP-UMS. 1999. Pedoman praktik pengajaran mikro (simulasi mengajar). Surakarta. ● Hattie, J., A. 2009. Visible learning: A synthesis of over 800 meta-analysis relating to achievement. Oxford, UK: Routledge. ● Janelle Cox. 2013. 15 Professional development skills for modern teachers