Module Descriptions

A **module** is a self-contained **learning unit** within a higher education program that includes thematically related courses and is assigned a **fixed number of credits**. It follows specific **learning objectives**, includes an **assessment component**, and contributes to achieving the qualifications of a degree program. In some countries, “modules” are also named “courses”.

Please provide a module description for each module. In addition to the compulsory and elective modules, this also includes credited internships and the final thesis.

Please summarize all module descriptions in one document (Module Handbook) and create a table of contents so that the modules can be found easily.

Module designation	Chemistry Learning Media and Resources
Semester(s) in which the module is taught	3rd
Person responsible for the module	*Metridewi Primastuti, M.Pd* *Dina, M.Pd*
Language	*Bahasa Indonesia*
Relation to curriculum	*Compulsory ~~/ elective / specialisation~~*
Teaching methods	*Lecture, discussion, project*
Workload (incl. contact hours, self-study hours)	*(Estimated) Total workload:* *100 minutes/week for class learning* *170 minutes/week for independent learning*
Credit points	*2 SKS (4.8 ECTS)*
Required and recommended prerequisites for joining the module	-

<table>
<tr><td>Module objectives/intended learning outcomes</td><td>On successful completion of the course students should be able to:
1. demonstrate responsibility, independence, and the courage to express their own opinions and respect the opinions of others;
2. demonstrate responsibility, independence, and the courage to express their own opinions and respect the opinions of others; Students are able to demonstrate creativity in designing chemistry learning media and resources to support students' collaborative construction of chemistry concepts;
3. demonstrate responsibility, independence, and the courage to express their own opinions and respect the opinions of others; Students are able to analyze the concepts and differences between various types of chemistry learning media and resources;
4. analyze the concepts and differences between various types of chemistry learning media and resources; Students are able to create communicative learning media and resources as solutions to chemistry learning problems in the classroom;
5. create communicative learning media and resources as solutions to chemistry learning problems in the classroom;</td></tr>
<tr><td>Content</td><td>In this course, students will learn about:
● the definition of learning media
● the role and function of learning media
● types of learning media
● production techniques for learning media
● types of learning resources
● quality of chemistry learning resources
● planning, selection, and of chemistry learning resource</td></tr>
<tr><td>Examination forms</td><td>Project report and presentation, written tests</td></tr>
<tr><td>Study and examination requirements</td><td>Minimum attendance at lectures is 75%
Final score (NA) is calculated as follows:
<table><tr><th>Learning Outcome</th><th>Weight (%)</th><th>Technique of Assesment</th></tr><tr><td>1</td><td>5</td><td>Participation</td></tr><tr><td>1</td><td>5</td><td>Observation</td></tr><tr><td>2</td><td>10</td><td>Mid-term Written Test</td></tr><tr><td>3</td><td>30</td><td>Presentation and Observation</td></tr><tr><td>4</td><td>50</td><td>Project (report and presentation)</td></tr></table></td></tr>
</table>

Reading list	1. Gerlach, Vernon S.; Ely, Donald P., and Rob Melnick. (1980). Teaching and Media. A Systematic Approach. New Jersey: Prentice-Hall, Inc 2. Heinich, Robert et.a. (1993). Instructional Media and the New Technologies of Instruction. New York: Macmillan 3. Erfan Priyambodo, (2014). Media Pembelajaran Kimia: Pengembangan dan Pemanfaatannya. Diktat Kuliah. 4. Jaslin Ikhsan, Hafid Setyo Hadi, (2015), Delivering Science-Engineering Virtual Labs Using the New Web Technologies (HTML5)

Prepared by	Verified by:	Authorized by:
		Program Study Coordinator