

Module designation	Media Laboratory School Technique
Module level, if applicable	Undergraduate
Code, if applicable	PBIOUM6218
Subtitle, if applicable	-
Courses, if applicable	-
Semester(s) in which the module is taught	Odd Semester
Person responsible for the module	Drs. H. Triastono Imam Prasetyo, M.Pd.
Lecturer	Drs. H. Triastono Imam Prasetyo, M.Pd.
Language	<i>Bahasa Indonesia</i>
Relation to curriculum	Undergraduate degree program, elective, 5th semester.
Type of teaching, contact hours	Undergraduate degree program: cooperative learning, presentation, laboratory work, 2 x 50 = 100 minutes and 1 x 170 minutes
Workload	1. Lectures: 2 x 50 = 100 minutes (1,67 hours) per week. 2. Exercises and Assignments: 2 x 60 = 120 minutes (2 hours) per week. 3. Private study: 2 x 60 = 120 minutes (2 hours) per week. 4. Laboratory work: 1 x 170 minutes (2.83 hours) per week.
Credit points	3 credit points (~5 ECTS-eq)
Requirements according to the examination regulations	A student must have attended at least 80% of the lectures to be eligible for the final examination.
Recommended prerequisites	PBIOUM6202 Resources and Media Development in Biology Learning
Module objectives/intended learning outcomes	After completing this module, a student is expected to: (LO5) Design and carry out research projects and/or biology entrepreneurship according to their field of expertise creatively and innovatively to generate ideas and solutions based on scientific principles, procedures and ethics
Course Learning Outcomes	● Understanding the role of laboratories in learning ● Understanding the kinds of learning that can be done in the laboratory ● Designing, implementing, and evaluating laboratory learning
Content	This course covers the following main topics: ● Laboratory definitions (space and tools, outdoors) ● The role of the laboratory in learning, order and laboratory work safety.

	• Constructivist learning and contextual learning. • Laboratory learning: Practicum, Inquiry, Discovery, Experiment and Outbound. • Laboratory learning strategies: Controlled Exercise, Experimental Investigation, and Research Project. • Design and Implementation of Laboratory Learning. • Laboratory Learning Evaluation (Process Evaluation and Result Evaluation).	
Learning Activity	Week 1	Introduction: course orientation and regulations
	Week 2	Classroom discussion: Laboratory definitions (space and tools, outdoors)
	Week 3	Group discussion: The role of the laboratory in learning, order and laboratory work safety. (Cooperative learning)
	Week 4	Group discussion: Contextual learning in Laboratory (Article Analysis)
	Week 5	Group discussion: Constructivist learning in Laboratory (Article Analysis)
	Week 6	Group discussion: Laboratory learning: Practicum, Inquiry, Discovery, Experiment and Outbound.
	Week 7	Group discussion: Laboratory learning strategies: Controlled Exercise, Experimental Investigation, and Research Project.
	Week 8	MIDTERM EXAMINATION
	Week 9	School Laboratory Visitation
	Week 10	School Laboratory Visitation
	Week 11	School Laboratory Visitation
	Week 12	School Laboratory Visitation
	Week 13	School Laboratory Analysis
	Week 14	School Laboratory Analysis
	Week 15	School Laboratory Analysis
	Week 16	FINAL EXAMINATION: Laboratory Learning Evaluation (Process Evaluation and Result Evaluation).
Study and examination requirements and forms of examination	Assignment (25%): Article Analysis Midterm examination (25%): writing test Final examination (50%): Excursion report	
Media employed	LCD, power point, white board, video and moodle (Sipejar)	
Reading list	1. Briggs, A.R.J & Sommefeldt, D. 2002. Managing Effective Learning and Teaching. California: Sage Publications 2. Crawford, A., Saul, W., & Mathews, S.R. 2005. Teaching and Learning Strategies for the Thinking Classroom. New York: The International Debate	

	Education Association. 3. Brookhart, S.M. & Nitko, A.J. Assessment and Grading in Classrooms. England: Pearson Merrill Prentice Hall 4. Article that published in Journal of Educational Media 5. Overson, C. E. (2014). Applying multimedia principles to slide shows for academic presentation. In V. A. Benassi, C. E. Overson, & C. M. Hakala (Eds.). <i>Applying science of learning in education: Infusing psychological science into the curriculum</i>. Retrieved from the Society for the Teaching of Psychology 6. Griswold, L. A., Overson, C. E., & Benassi, V. A. (2017). Embedding Questions During Online Lecture Capture to Promote Learning and Transfer of Knowledge. <i>The American Journal Of Occupational Therapy: Official Publication Of The American Occupational Therapy Association</i>
Date of last amendment made	January, 2022