UNIVERSITAS SEBELAS MARET
FACULTY OF TEACHER TRAINING AND EDUCATION
BACHELOR OF BIOLOGY EDUCATION STUDY PROGRAM
Building D 3rd Floor FTTE UNS Jl Ir. Sutami No. 36 A Kentingan Surakarta 57126 Indonesia
E-mail: biologi@fkip.uns.ac.id; Website: https://biologi.fkip.uns.ac.id/en/

Undergraduate Programme In Biology Education **Module Handbook**

Module Name:	Microteaching
Module level:	Undergraduate Programme
Course Code:	**02013242011**
Abbreviation, if applicable	-
Courses included in the module, if applicable:	-
Semester/Term:	6th
Module coordinator (s)	Dr Sri Widoretno, M.Si
Lecturer (s):	Dr Slamet Santosa, M.Si Drs Dwi Oetomo M.Si Kistantia Elok Mumpuni M.Pd
Language:	Bahasa Indonesia (Indonesian Language)
Classification within the curriculum:	Compulsory/~~Elective~~
Credit Unit	2 CSU (3 ECTS)
Teaching format/class hours per week during the semester	**Direct instruction/flipped classroom (blended learning)**/ 26.67 hours/week/semester. **Tasks assignment/structured tasks**/8 hours/week/semester (design a learning plan) **Practice/simulation activities**/24 hours/week/semester (simulate a learning plan consisting of opening, motivating, aperception, explain, use a variety of methods and media, use reinforcement, develop assessments for learning and close learning in accordance with TPACK) **Self-study**/32 hours/week/semester (doing self-studying, such as reading references, discussing with peers to evaluate the learning plan and practice)
Workload	

<table>
<tr><td></td><td>
<table>
<tr><th>Type</th><th>CSU</th><th>Face to Face</th><th>Structured Activities</th><th>Self-study</th></tr>
<tr><td>Theory</td><td>0.5</td><td>6.67h (0.22 ECTS)</td><td>8h (0.26 ECTS)</td><td>8h (0.26 ECTS</td></tr>
<tr><td>Practice</td><td>1.5</td><td>20h (0.66 ECTS)</td><td>24h (0.79 ECTS)</td><td>24h (0.79 ECTS)</td></tr>
<tr><td>Total</td><td colspan="4">90.67h (3 ECTS)</td></tr>
</table>
The workload hours including the examination and preparation
</td></tr>
<tr><td>Requirements:</td><td>Biology Learning Planning, Biology Learning Strategies, Biology Learning Assessment</td></tr>
<tr><td>Learning Goals/Competencies</td><td>
CLO 1 Students can design a learning plan consisting of opening, motivating, aperception, composing and using questions, explaining, using a variety of methods and media, using reinforcement, compiling assessments for learning and closing learning in accordance with TPACK. (LO 3, LO 10)
CLO 2 Students can do learning: open, motivate, aperception, compile and use questions, explain, use a variety of methods and media, use reinforcement, develop assessments for learning and close learning in accordance with TPACK. (LO 3, LO 10)
CLO 3 Students can evaluate learning: opening, motivating, aperception, composing and using questions, explaining, using a variety of methods and media, using reinforcement, compiling assessments for learning and closing learning in accordance with TPACK. (LO 3, LO 10)
CLO 4 Students can reconstruct the learning plan based on the evaluation results that have been done. (LO 3, LO 10)

<table>
<tr><th>CLO/PLO</th><th>PLO1</th><th>PLO2</th><th>PLO3</th><th>PLO4</th><th>PLO5</th><th>PLO6</th><th>PLO7</th><th>PLO8</th><th>PLO9</th><th>PL10</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>
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<tr><td></td><td></td></tr>
<tr><td>Content:</td><td>The Microteaching course teach the students in teaching and learning, such as: review of Lesson Plan, Review the description of indicators, Skills to open lessons (motivation and perception), provide explanation, asking skills that require short answers, open-ended questioning skills, Skills to provide reinforcement, variation, and guide class and group discussions, class management, group and individual teaching (peer tutorial), Cognitive evaluation, evaluate performance, an close learning (giving assignments)</td></tr>
<tr><td>Attribute Soft skill:</td><td>1. Able to think conceptually, analitically, and logically
2. Have good communication skills</td></tr>
<tr><td>Study/exam achievements:</td><td>Students are considered to complete the course and pass if they obtain at least 60% of maximum final grade. The final grade (NA) is calculated based on the following ratio:
<table>
<tr><th>Assessment Components</th><th>Percentage of contribution</th></tr>
<tr><td>Lesson Plan/Task</td><td>10%</td></tr>
<tr><td>Teaching Practice</td><td>50%</td></tr>
<tr><td>Mid-Term Test</td><td>15%</td></tr>
<tr><td>Final Exam</td><td>15%</td></tr>
<tr><td>Participation</td><td>10%</td></tr>
</table>
*Mid and final exam are essay and performance test
Lesson Plan/task is design a learning plan consisting of opening, motivating, aperception, composing and using questions, explaining, using a variety of methods and media, using reinforcement, compiling assessments for learning and closing learning in accordance with TPACK.
Teaching Practice is a simulate a learning plan consisting of opening, motivating, aperception, explain, use a variety of methods and media, use reinforcement, develop assessments for learning and close learning in accordance with TPACK.
Participation is counted based on students active contribution on the discussion forum and simulation during the face to face meeting.</td></tr>
<tr><td>Learning Methods :</td><td>Lecture, discussion, and workshop</td></tr>
<tr><td>Form of Media:</td><td>Power point slide, microteaching module, worksheet, multimedia</td></tr>
</table>

Literature (primary references):	1. (TPACK) in action: An integrated TPACK-design-based learning (DBL) approach. Australasian Journal of Educational Technology, 32(2), 2 2. Brookhart, S. M. (2015). Performance assessment. In SAGE Handbook of Research on Classroom Assessment. https://doi.org/10.4135/9781452218649.n18 3. Gronlund, N. E., & Waugh, C. K. (2009). Assessment of Student Achievement (9th ed.). New Jersey: Pearson Education. 4. Harris, J. B., & Hofer, M. J. (2011). Technological pedagogical content knowledge (TPACK) in action: A descriptive study of secondary teachers' curriculum-based, technology-related instructional planning. Journal of Research on Technology in Education, 43(3), 211–229. 5. Harris, J., & Hofer, M. (2016). Planning for Deep Learning Using TPACK-based Learning Activity Types. In Society for Information Technology & Teacher Education International Conference (Vol. 2016, hal. 4832–4839). Diambil dari https://www.learntechlib.org/p/172101/proceedings_172101.pdf 6. Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D., McDonald, S. P., Nolan, J., & Whitney, A. E. (2014). Performance Assessment of Teaching: Implications for Teacher Education. Journal of Teacher Education, 65(5), 372–374. https://doi.org/10.1177/0022487114550475

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%			

DIMENSION	Scale				
	Very Good	**Good**	**Sufficient**	**Deficient**	**Very Deficient**
	≥81	61-80	41-60	21-40	<20
Organisation	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 understandin g	The content is inaccurate or too general. Listeners don't learn anything or are sometimes mislead.
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.

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LESSON PLAN ASSESSMENT

Name :
Students' number :
Class :
Score : 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

No		Components of Lesson Plan	Score			
	A	**Subject Identity**				
	1	There are Education Units, Classes, Semesters, Programs, Subjects, Number of Meetings	1	2	3	4
	B	**Indicator**				
	2	Conformity Core Competencies and Basic Competencies	1	2	3	4
	3	The suitability of the use of operational verbs with the measured domain (knowledge, attitudes, and skills)	1	2	3	4
	C	**Selection of Teaching Materials**				
	4	Compatibility with teaching materials	1	2	3	4
	5	Suitability with the characteristics of students	1	2	3	4
	6	Suitability with time allocation	1	2	3	4
	D	**Selection of Learning Resources and Media**				
	7	Conformity Core Competencies and Basic Competencies	1	2	3	4
	8	Compatibility with learning materials and scientific approach	1	2	3	4
	F	**Learning model**				
	9	Suitability with learning objectives	1	2	3	4
	10	Compatibility with learning materials and scientific approach	1	2	3	4
	G.	**Learning Scenario**				
	11	Delivering introductory, core and closing learning activities clearly	1	2	3	4
	12	The suitability of activities with a scientific approach	1	2	3	4
	13	Suitability of time allocation with material coverage	1	2	3	4
	I	**Assessment**				
	14	Compatibility with authentic assessment techniques and forms	1	2	3	4
	15	Conformity with competency achievement indicators	1	2	3	4
	16	The suitability of the answer key with the question	1	2	3	4

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	17	The suitability of the scoring guidelines with the questions	1	2	3	4
		Total Score	**68**			
		Score				

Comments on Lesson Plan in general
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Formula
Final Score = $\frac{\text{}}{17 \times 4}$ x 100 =……

MICROTEACHING PERFORMANCE ASSESSMENT

Name :
Students' number :
Class :
Score : 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

Aspects Observed		**Score**			
	Apperception and Motivation				
1	Preparing students physically and psychologically for learning activities	1	2	3	4
2	Connecting current learning materials with students' experiences or previous learning materials	1	2	3	4
3	Asking questions about current learning materials	1	2	3	4
	Core activities				
	Teachers' mastery of the subject matter				
4	Ability to adapt material to learning objectives	1	2	3	4
5	Ability to relate material to other knowledge that is integrated relevantly to the development of science, technology and real life	1	2	3	4
6	Delivering material systematically and gradually (from easy to difficult, from concrete to abstract)	1	2	3	4
	Teachers apply interesting learning strategies				

7	Carry out learning according to the competencies to be achieved, coherently, and contextually	1	2	3	4
8	Carry out learning that allows the growth of positive habits (nurturant effect)	1	2	3	4
9	Do the learning due to the planned time allocation	1	2	3	4
	Teacher implements a scientific approach				
10	Presenting topics or materials that encourage students to observe	1	2	3	4
11	Encouraging students to ask questions	1	2	3	4
12	Presenting activities that encourage students to collect information/data	1	2	3	4
13	Presenting activities that encourage students to associate/process information	1	2	3	4
14	Presenting activities that encourage students to be skilled in communicating the results orally and in writing	1	2	3	4
	Teachers carry out authentic assessments				
15	Observing the attitudes, behavior, and skills of students in following lessons and documenting them	1	2	3	4
16	Assessing students' skills in carrying out individual/group activities	1	2	3	4
	Teachers use learning resources or learning media				
17	Demonstrate skills in utilizing learning resources	1	2	3	4
18	Demonstrate skills in the use of learning media	1	2	3	4
19	Produce interesting learning	1	2	3	4
20	Involve students in the use of learning resources/learning media	1	2	3	4
21	Show an open attitude towards student responses	1	2	3	4
22	Promote the joy and enthusiasm of students in learning	1	2	3	4
	The teacher uses the right and correct language in learning				
23	Use spoken language clearly and fluently	1	2	3	4
24	Use correct written/grammar	1	2	3	4
	Closing Activities				
25	Reflecting or making summaries by involving students	1	2	3	4
26	Give follow-up activities or tasks	1	2	3	4
	Total Score	**104**			
	Score				

Comments on teaching perfomance in general

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Formula

Final Score = $\frac{\text{\_\_\_\_\_}}{17 \times 4}$ x 100 =……

FINAL EXAM

FINAL EXAMINATION MICROTEACHING
BIOLOGY EDUCATION FTTE
SEBELAS MARET UNIVERSITY

Use the revised lesson plans at the last meeting for microteaching activities. The performance time of each student is 30 minutes. After performing, please rate yourself and your friends using a microteaching performance assessment sheet.

MICROTEACHING PERFORMANCE ASSESSMENT

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Students' number :
Class :
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	Teachers' mastery of the subject matter				
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6	Delivering material systematically and gradually (from easy to difficult, from concrete to abstract)	1	2	3	4

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	Teachers apply interesting learning strategies				
7	Carry out learning according to the competencies to be achieved, coherently, and contextually	1	2	3	4
8	Carry out learning that allows the growth of positive habits (nurturant effect)	1	2	3	4
9	Do the learning due to the planned time allocation	1	2	3	4
	Teacher implements a scientific approach				
10	Presenting topics or materials that encourage students to observe	1	2	3	4
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	Closing Activities				
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	Score				

Comments on teaching perfomance in general

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Formula

Final Score = $\frac{\text{}}{17 \times 4}$ x 100 =……