

Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Undergraduate Chemistry Education Study Program

Document Code

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Courses			CODE		С	Course Family		Cree	Credit Weight			SE	MESTE			lation	
Micro Learning			3283						T=3	P=0	ECT	S=4.77	7	6			, 2024
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Support lecturer	Prof. Dr. Harun N ISMONO Prof. Dr. Utiya Az Dr. Sukarmin, M.I Dr. Mitarlis, S.Pd Dr. Muchlis, S.Pd Dr.Hj. Rinaningsii Dian Novita, S.T. Dr. Kusumawati I Rusmini, S.Pd., M Rusly Hidayah, S Bertha Yonata, S	asruḋin, M.S. izah, M.Pd. Pd. , M.Si. , M.Pd. , S.Pd., M.Pd. , M.Pd. Jwiningsih, S.Pd., M.I 1.Si.	² d.				
Week-	Final abilities of each learning stage	Evalua	ation	Lear Studer	Ip Learning, ning methods, nt Assignments, stimated time]	Learning materials [References]	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline(offline)	Online (<i>online</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Have knowledge of school-based management, clinical supervision, microteaching and learning planning	 Explains concepts and MBS from various learning sources and ICT Explain the characteristics of schools that implement SBM 		Lectures, Discussions, Assignments 2 X 50			0%
2	Have knowledge of school-based management, clinical supervision, microteaching and learning planning	Identify the school curriculum		Discussion 3 X 50			0%
3	Have knowledge of school-based management, clinical supervision, microteaching and learning planning	 Explains the concept of clinical supervision (SK) from various learning sources and ICT Explain the factors that influence the process of drafting a SK 		Lecture Discussion 3 X 50			0%
4	Have knowledge of school-based management, clinical supervision, microteaching and learning planning	Explains the concept of microteaching from various learning sources and ICT. Gives examples of basic teaching skills		Lectures, discussions and assignments 3 X 50			0%
5	Have knowledge of school-based management, clinical supervision, microteaching and learning planning	Explains basic teaching skills scenarios		Discussion, presentation 3 X 50			0%
6	Make decisions about the design, implementation and evaluation of learning in accordance with the characteristics of the material Develop learning tools that take into account the diversity of students, including students with special needs Utilize research results to develop effective learning tools	Develop learning tools in the form of syllabus, lesson plans and teaching materials		3 X 50 workshops and presentations			0%

				1	
7	Make decisions about the design, implementation and evaluation of learning in accordance with the characteristics of the material Develop learning tools that take into account the diversity of students, including students, including students with special needs Utilize research results to develop effective learning tools	Develop assessments	3 X 50 workshops and presentations		0%
8			3 X 50		0%
9	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Microteaching and Simulation 3 X 50		0%
10	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Microteaching and Simulation 3 X 50		0%
11	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Microteaching and Simulation 3 X 50		0%
12	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Microteaching and Simulation 3 X 50		0%
13	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Microteaching and Simulation 3 X 50		0%
14	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- Carrying out learning based on the tools developed - ldentifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Microteaching and Simulation 3 X 50		0%

15	Have a responsible attitude by implementing learning that is relevant to students' competencies and characteristics	- Carrying out learning based on the tools developed - Identifying the advantages and disadvantages of learning tools that have been tried - Developing plans to improve learning tools	Microteaching and Simulation 3 X 50		0%
16					0%

Evaluation Percentage Recap: Project Based Learning

INO	Evaluation	Percentage	
		0%	

Notes

- Learning Outcomes of Study Program Graduates (PLO Study Program) are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO) is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment: test and non-test.
- 8. Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods: Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.