



UNIVERSITAS NEGERI PADANG
 FACULTY OF MATHEMATICS AND NATURAL SCIENCES
 MATHEMATICS DEPARTMENT, MATHEMATICS EDUCATION STUDY PROGRAM
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Bachelor of Mathematics Education

MODULE HANDBOOK

Module name:	Micro Teaching
Module level, if applicable:	Bachelor
Code:	MAT1.61.6201
Sub-heading, if applicable:	-
Classes, if applicable:	Micro Teaching
Semester:	6 th (sixth)
Module coordinator:	Dra. Hj. Sri Elniati, M.A.
Lecturer(s):	Dra. Hj. Sri Elniati, M.A., and Team
Language:	Bahasa Indonesia and English
Classification within the curriculum:	Study Program Compulsory Course
Teaching format / class hours per week during the semester:	<p>Teaching format:</p> <p>Practicing Teaching Skills</p> <p>3 x 340 minutes = 1020 minutes = 17 hours</p> <p>Since micro teaching is categorized into a practicum course, the implementation of the course is twice the credit points.</p>
Workload:	<p>32 weeks per semester include Midterm Exam which consist of: 17 hours practice (3 x 340) per week</p> <p>32 x 170 x 3 = 16320 Minute = 272 hours = 9.07 ECTS</p>
Credit points:	3 SKS (9.07 ECTS)
Prerequisites course(s):	Mathematics Learning Design, Evaluation of Mathematics Learning, Design of Mathematical Instruction
Course outcomes:	<p>After completing this course, the students are able to:</p> <p>CO 1. : Design innovative mathematics instructions to develop the 21st century skills and the industria revolution 4.0 skills</p> <p>CO 2. : Describe, interpret, apply, and analyze mathematical concepts (basic and advances) in mathematical instructions</p> <p>CO 3. : Implement innovative mathematics instructions to develop the 21st century skills and the</p>

	<p>industrial revolution 4.0 skill</p> <p>CO 4. : Design and use innovative media to achieve the goals of mathematics instructions</p> <p>CO 5. : Evaluate the effectiveness of mathematics instruction designs and their implementations; Evaluate the process of mathematics instructions and students' achievements.</p> <p>CO 6. : show responsibility attitude towards working in groups and individually</p>
Content:	<p>This course discusses:</p> <ol style="list-style-type: none"> 1. simulations of the roles of teachers 2. simulations of the teachers' competencies 3. practicing the basic teaching skills (opening and closing the lessons, asking questions, giving the reinforcements, creating variations in teaching, classroom management, etc.) 4. designing the lesson plans, media, worksheets, and evaluation instruments, then use them in the teaching practices.
Study/exam achievements:	<p>Total Score = (10% x Activities in the classroom simulations, discussions and completing the tasks) + (15% x Midterm Exam) + (20% x Teaching Practice 1) + (25% x Teaching Practice 2) + (30% x Teaching Practice 3)</p> <p>The initial cut-off points for grades A, B, C, and D should not be less than 85%, 66%, 56%, and 45%, respectively.</p> <p>Explanation</p> <ol style="list-style-type: none"> 1. Classroom activities: <ul style="list-style-type: none"> ✓ Students simulate basic teaching skills, such as: opening and closing skills, questioning and reinforcement skills, explaining and creating variation skills. ✓ Students discuss the simulation process. ✓ Students conclude the discussion results. 2. Midterm Exam: <ul style="list-style-type: none"> ✓ Paper-test to assess students' understanding related to basic teaching skills and teaching materials. 3. Teaching Practices Project: <ul style="list-style-type: none"> ✓ Students prepare teaching materials, such as: lesson plans, learning media, students' worksheets, and evaluation sheets. ✓ Students utilize the teaching materials for peer-teaching.
Forms of media:	White-board, laptop, LCD projector, video camera
Literature:	1. Whitton, D. (2015). Teaching and Learning Strategies. Australia: Cambridge University Press.

