



UNIVERSITAS NEGERI YOGYAKARTA
POSTGRADUATE PROGRAM DEPARTMENT OF
ELECTRONICS AND INFORMATICS ENGINEERING
EDUCATION

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**Master of Education in Electronics and Informatics
Engineering**

MODULE HANDBOOK

Module name:	Metodologi Pembelajaran Vokasional (Vocational Learning Methodology)
Module level, if applicable:	Postgraduate
Code:	PTI 8203
Sub-heading, if applicable:	-
Classes, if applicable:	-
Semester:	2 nd
Module coordinator:	Dr. Dra. Umi Rochayati, M.T.
Lecturer(s):	Dr. Dra. Umi Rochayati, M.T.
Language:	Bahasa Indonesia
Classification within the curriculum:	Expertise Courses
Teaching format / class Hours per week during the semester:	100 minutes lectures and 120 minutes structured activities per week.
Workload:	Total workload is 90,67 hours per semester which consists of 100 minutes lectures, 120 minutes structured activities, and 120 minutes self-study per week for 16 weeks
Creditpoints:	2
Prerequisites course(s):	-
Course outcomes:	After taking this course the students have ability to: CO1. Understand the essence of learning and learning CO2. Understand competency-based learning design CO3. Applying various innovative learning models CO4. Develop evaluation of vocational learning

<p>Content:</p>	<p>This course discusses and strengthens the understanding of the implementation of various theories of learning and vocational learning, the philosophical and theoretical foundations of vocational learning which are references in the implementation of learning and learning activities. Starting from the basic concept of competency-based learning (CBL), problems and challenges of vocational learning, competency analysis, complete learning, competency certification, vocational learning design, development of teaching materials, innovative learning models, and development of evaluation tools in vocational learning.</p>																									
<p>Study/exam achievements:</p>	<p>Attitude assessment is carried out at each meeting by observation and / or self-assessment techniques using the assumption that basically every student has a good attitude. The student is given a value of very good or not good attitude if they show it significantly compared to other students in general. The result of attitude assessment is not a component of the final grades, but as one of the requirements to pass the course. Students will pass from this course if at least have a good attitude. The final mark will be weight as follow:</p> <table border="1" data-bbox="613 940 1409 1266"> <thead> <tr> <th>No</th> <th>CO</th> <th>Assessment Object</th> <th>Assessment Technique</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>CO1 - CO3</td> <td>Review book/paper</td> <td>Assignment</td> <td>30%</td> </tr> <tr> <td>2</td> <td>CO1- CO4</td> <td>Presentation of papers</td> <td>Presentation</td> <td>40%</td> </tr> <tr> <td>3</td> <td>CO1- CO2</td> <td>Knowledge</td> <td>Test</td> <td>30%</td> </tr> <tr> <td colspan="4" style="text-align: right;">Total</td> <td>100%</td> </tr> </tbody> </table>	No	CO	Assessment Object	Assessment Technique	Weight	1	CO1 - CO3	Review book/paper	Assignment	30%	2	CO1- CO4	Presentation of papers	Presentation	40%	3	CO1- CO2	Knowledge	Test	30%	Total				100%
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1	CO1 - CO3	Review book/paper	Assignment	30%																						
2	CO1- CO4	Presentation of papers	Presentation	40%																						
3	CO1- CO2	Knowledge	Test	30%																						
Total				100%																						
<p>Forms of media:</p>	<p>LCD Projector, Laptop / Computer, White Board</p>																									
<p>Literature:</p>	<ol style="list-style-type: none"> 1. Cotterill & Pamela, (2007). 21th Century Education. Netherlands: Springer 2. Gagne, R. M., Brigs, L. J. And Wager, W.W. (1992). Principles of instructional design. New York: Harcourt Brace, Jovanovich College Publishers. 3. Maclean, R. (2007). Learning and Teaching for the Twenty-First Century. New York: Springer 4. Marsh, Collin J. (1996). Handbook for beginning teachers. Longman Australia: Addison Wesley. 5. Bruijn, E.d., Billet, S., & Onstenk, J. 2017. Enhancing Teaching and Learning in the Dutch Vocational Education System: Reforms Enacted. Springer International Publishing. 6. Tran, L.T., & Le, T.T.T. 2017. Teacher Professional Learning in International Education: Practice and Perspectives from the Vocational Education and Training Sector. Palgrave Macmillan. 7. Singh, M. 2015. Global Perspectives on Recognising Non-formal and Informal Learning: Why Recognition Matters. 																									

	<p>Springer International Publishing.</p> <p>8. Bohlinger, S., Haake, U., Jorgensen, C.H., Toiviainen, H., Wallo, A. 2015. Working and Learning in Times of Uncertainty: Challenges to Adult, Professional and Vocational Education. SensePublishers.</p> <p>9. Beck, K., & Zlatkin-Troitschanskaia, O. 2013. From Diagnostics to Learning Success: Proceedings in Vocational Education and Training. SensePublishers.</p>
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PLO and CO mapping

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CO1						✓				
CO2							✓			
CO3							✓			
CO4								✓		