

Module designation	Teaching Science in English
Module level, if applicable	Undergraduate
Code, if applicable	PIPAUM6505
Subtitle, if applicable	-
Courses, if applicable	-
Semester(s) in which the module is taught	Even/Autumn Term
Person responsible for the module	Erni Yulianti, S.Pd., M.Pd
Lecturer	Erni Yulianti, S.Pd., M.Pd Yessi Affriyenni, S.Pd., M.Sc
Language	English
Relation to curriculum	Undergraduate degree program, compulsory, 6th semester.
Type of teaching, contact hours	Undergraduate degree program: cooperative learning, presentation, practice, 3 x 50 = 150 minutes and 1 x 170 minutes
Workload	1. Lectures: 3 x 50 = 150 minutes (2.5 hours) per week. 2. Exercises and Assignments: 3 x 60 = 180 minutes (3 hours) per week. 3. Practice: 1 x 170 minutes (2.83 hours) per week. 4. Private study: 3 x 60 = 180 minutes (3 hours) per week.
Credit points	4 credit points (~6.35 ECTS-eq)
Requirements according to the examination regulations	A student must have attended at least 80% of the lectures to sit in the exams.
Recommended prerequisites	-
Module objectives/intended learning outcomes	After completing this module, students are expected to: LO7: analyze science learning problems and mastering learning diagnostic tools, methods, and data analysis using information technology in science education research and communicate the result based on scientific principles using the transdisciplinary approach.
Content	This course covers the following four main topics: 1. Planning for Science learning in English 2. Developing science learning media and resources. 3. Evaluating the process and learning outcomes assessment for Science. 4. Practicing teaching science in English.

Study and examination requirements and forms of examination	Assignment, Quiz, Midterm examination, Performance
Media employed	LCD, power point, white board, video and moodle (Sipejar)
Reading list	<ol style="list-style-type: none"> <li>1. Anderson, L.W. &amp; Krathwohl, D.R. 2001. <i>A Taxonomy for Learning, Teaching, and Assesing</i>. New York: Addison Wesley Longman, Inc.</li> <li>2. Doran, R., Chan, F. &amp; Tamir, P. 1998. <i>Science Educator's Guide to Assessment</i>. Virginia: NSTA.</li> <li>3. Hassard, J. 1992. <i>Mind on Science: Middle and Secondary School Methods</i>. New York: Haper Collins Publisher.</li> <li>4. <i>Teaching Science through English - a CLIL Approach: ESOL Examinations</i>. University of Cambridge. (Online), (<a href="https://www.teachers.cambridgeesol.org/teachigsciencethroughenglish_aCLIL_approach.pdf">https://www.teachers.cambridgeesol.org/teachigsciencethroughenglish_aCLIL_approach.pdf</a>.)</li> </ol>
Date of last amendment made	May, 2020