

Education Insights

according to the ECTS User’s Guide 2015

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| Course unit title |  Education Insights |
| Course unit code |   |
| Type of course unit (compulsory, optional) |  Compulsory |
| Level of course unit (according to EQF: first cycle Bachelor, second cycle Master) |  Bachelor Degree |
| Year of study when the course unit is delivered(if applicable) |  1st years |
| Semester/trimester when the course unit is delivered |  2nd semester |
| Number of ECTS credits allocated |  3 ECTS |
| Name of lecturer(s) |  Lecturer Team |
| Learning outcomes of the course unit |  After taking this course, students are able to:1. Mastering the concept and urgency of education for the development of human character, culture, and civilization, as well as its implications in various fields.
2. Mastering the history and thoughts of educational figures globally
3. Mastering Indonesia's education system and its comparison with education systems in other countries
4. Analyzing critical issues and problems in education
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| Mode of delivery (face-to-face, distance learning) |  Face to Face, Distance Learning |
| Prerequisites and co-requisites (if applicable) | Introduction to Educational Foundation |
| Course content | 1. Lecture contracts between students and lecturers
2. Understanding the concept of human education and the character of educators
3. The purpose, function, and urgency of education for the development of human character, culture, and civilization
4. The relationship and role of education in the social, economic, and political fields
5. History and thoughts of national education figures
6. History and thoughts of international education figures
7. Thoughts of educational figures at the State University of Jakarta
8. Mid-Term Examination
9. The main policy of education in Indonesia
10. Comparing Indonesian education with that of several other countries.
11. Recent educational issues
12. The nature and policies of multicultural education in Indonesia
13. Identify critical problems in Indonesia.
14. Identify innovative solutions to educational problems.
15. Identify the implementation of educational insights in their respective scientific contexts.
16. Final Examination
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| Recommended or requiredreading and other learning resources/tools | * Triwiyanto, T. (2014). Pengantar Pendidikan. Jakarta: Bumi Aksara.
* Azzet, A. M. (2011). Urgensi Pendidikan Karakter di Indonesia: Revitalisasi Pendidikan Karakter terhadap Keberhasilan Belajar dan Kemajuan Bangsa. Yogyakarta: Ar-Ruzz Media.
* Sheila G. Dunn. Philosophical Foundations of Education: Connecting Philosophy to Theory and Practice
* Muhammad Said. Ilmu Pendidikan
* Ngalim Purwanto. Ilmu Pendidikan Teoritis dan Praktis
* Palmer, P. J. (1998). The courage to teach: Exploring the inner landscape of a teacher’s life. San Fransisco: Joseey-Bass A Wiley Imprint.
* Paulo Freire. Education for Critical Consciousness
* Aspin, D. (2002). An ontology of values and humanization of education. In S. Pascoe (Ed.), Values in Education. Australian Capital Territory: Australian College of Educators.
* Block, A. A. (2008). Why should I be a teacher? Journal of Teacher Education, 59(5), 416-427.
* Brookfield, S. D. (2000). The concept of critically reflective practice. In A. L. Wilson & E. R. Hayes (Eds.), Handbook of adult and continuing education (pp. 33-San Fransisco: Jossey-Bass, A Wiley Company.
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| Planned learning activities and teaching methods |  Project Based Learning, Group Discussion |
| Language of instruction |  Indonesian, English |
| Assessment methods and criteria |  Performance, Product, Practice1. Components and assessment weight in percentage:
2. Attitude 10 %
3. General skills 30 %
4. Special skills 30%
5. Knowledge 30%
6. Assessment strategy:
7. Midterm exam & Final exams.
8. Non-test (Group presentation & Attendance).

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| **Assessment Strategy** | **Attitude** | **General Skills** | **Special skill** | **Knowledge** |
| ***Achievement test*** | **○** | **◑** | **●** | **●** |
| **Performance assessment** | **◑** | **●** | **●** | **●** |
| **Portofolio** | **◑** | **●** | **◑** | **◑** |
| **Observation**  | **●** | **◑** | **◑** | **◑** |
| **Survey** | **●** | **◑** | **○** | **○** |

○ Not used in assessment◑ Sometimes used in certain assessment cases● Often used to assess the skill in question- Attitude (including 21st Century Skills according to the categorization of the Minister of Education and Culture: Communication, Collaboration, Critical thinking, Creative thinking, Computational logic, Compassion and civic responsibility)- General Skills (Covering 21st Century Skills and Digital Literacy)- The assessment strategy is adjusted to the activities carried out by students in the course.2. Instruments: multiple choice questions on the quiziz application3. Assessment criteriaStudents are categorized as passing this course if they have a minimum final grade of C based on the following range of assessments:

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| **Mastery Level (%)** | **Letter** | **Number** | **Information** |
| 86 – 100 | A | 4,0 | Pass |
| 81 – 85 | A- | 3,7 | Pass |
| 76 – 80 | B+ | 3,3 | Pass |
| 71 – 75 | B | 3,0 | Pass |
| 66 – 70 | B- | 2,7 | Pass |
| 61 – 65 | C+ | 2,3 | Pass |
| 56 – 60 | C | 2,0 | Pass |
| 51 – 55 | C- | 1,7 | Not Graduated |
| 46 – 50 | D | 1,0 | Not Graduated |
| 0 – 45 | E | 0,0 | Not Graduated |

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