E. Samples Of Course Specification

Course Title : Study Skills
Credit : 3
Level/Year : Semester 1/1
Course Code : 10J11113

Expected Learning Outcome:

1. Be competence to perform a professional dentist in accordance of ethical and legal standards based on the five principles of PANCASILA.
2. Apply psychosocial sciences, culture, and humanity to perform dental practices within one's scope of competence and consult with or refer to professional colleagues when indicated.
3. Utilize information through a variety of media to keep updating with recent development of dental science and technology for better dental services.

Course Learning Outcome:

By the end of this course, students will be able to:

1. Explain concept, theory and principle of Student Center Learning;
2. Explain concept, theory and principle of Problem Based Learning with seven jumps;
3. Simulate Problem Based Learning with seven jumps;
4. Explain various forms of learning skills;
5. Explain and construct scientific methodology;
6. Utilize various media and technology to find valid reference in dental problem solving.

Week	Course Learning Outcome (Sub-CPMK)	Topics/Content	Teaching strategies	Contact hours	Student's learning experience	Assessment criteria	Assessment Proportion
Week I	- Students will be able to explain concept and principle of Student Center Learning	- Definition, principle, various form of SCL; - The principle of difference between SCL and TCL	Interactive lecture		Interactive learning experience	Accuracy in explaining concept and principle of Student Centered Learning (SCL) and Problem Based Learning (PBL)	
	- Students will be able to explain principle of *Problem Based Learning* (PBL) - Students will be able to simulate the concept of seven jumps in Problem Based Learning process	- Definition, principle, advantages, and limitation of Problem Based Learning - Seven jumps principle - Stages and procedure of seven jumps in Problem Based Learning	Interactive lecture, simulation with role play		- Interactive learning experience ; - r*ole play*	Accuracy in practicing seven jumps concept in Problem Based Learning process.	
	- Student will be able to explain scientific methodology	- Types of scientific writing technique. - Writing technique of references ; - Writing technique of footnotes	Interactive lecture		Interactive learning experience	Accuracy in explaining a variety of scientific paper and writing technique	
	- Students will be able to explain learning strategy in the class;		Interactive lecture		Interactive learning experience		
Week II	- Students will be able to explain the concept of Student Center Learning;	- A variety of learning method with Student Centered Learning approach ;	*Problem Based Learning*		- Tutorial experience	- Actively involved in tutorials - Accuracy in explaining concept	15%

	- Students will be able to explain concept and theory of Problem Based Learning; - Students will be able to explain seven jumps method in Problem Based Learning; - Students will be able to explain mindset concept of learning.	- The principle of difference between Teacher Center Learning and Student Centered Learning; ; - Seven jumps concept - Definition of Learning mindset.			- Individual assignment - -Group assignment - Module exam	and principle of SCL and PBL; - Accuracy in practicing *seven jump;* - Accuracy in applying scientific method in group assignment.	15% 25%
	- Students will be able to explain learning strategies in laboratory and clinical skills laboratory (CSL); - Students will be able to explain assessment method in Student Centered Learning (SCL) - Students will be able to understand the role of information and technology in learning process.		Interactive lecture		Interactive learning experience		
	- Students will be able to explain various		Interactive lecture		Interactive learning experience		

	kind of scientific papers - Students will be able to explain writing technique in scientific paper; - Students will be able to explain writing technique of references; - Students will be able to explain writing technique for footnotes/illustration;						
Week III	Students will be able to identify and analyze Student Center Learning, Problem Based Learning, and Scientific Paper.				-Course final exam in the form of MCQ	Proportion of right answer to total question multiplied by 100%	45%

COURSE EVALUATION AND IMPROVEMENT PROCESS

1. Strategies for obtaining student feedback on effectiveness of teaching - Distributed questionnaires to students
2. Other strategies for Evaluation of Teaching by the Instructor of by the Department - Analyzing students feedback to evaluate teaching method
3. Process for Improvement of Teaching - Through Teaching Learning Improvement Workshop - Peer discussion in Team Teaching facilitated by Dental Education Unit
4. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement - Reviewing process are done before and after the course to evaluate the effectiveness

ASSIGNMENT PLANNING

A. TUTORIAL with PROBLEM BASED LEARNING METHOD

Tutorial activity is held on the second week with problem based learning strategies using seven jump method. First day of the week is for the first tutorial, second day for self-directed study, third day for second tutorial, fourth day is also for self-directed study and fifth day for panel discussion.

Tutorial schedule:

1. **First interaction:** interactive lecture to explain module, and distribute module to the students.
2. **Second interaction:** first tutorial is facilitated by tutor and led by student as chair and secretary. The aim of the first tutorial is to select group chair and secretary, and brain-storming for step 1-5.
3. **S elf-directed study**, to find update information as needed for step 6.
4. **Third interaction:** second tutorial is still facilitated by tutor and led by student, similar to the first tutorial. The aim of the second tutorial is to explain discussion result obtained from self-directed study, to classify, analyze, and synthesis all information.
5. **Individual discussion:** to discuss information from the last tutorial and finish group assignment.

6. **Last interaction:** Panel discussion and expert lecture, to report the result of analysis and information synthesis through group presentation.

Tutorial Process

Group discussion use seven jumps method to solve problem in module scenario. The step of seven jumps are listed below :

1. Identify all foreign /unknown terms (if any) ,
2. Determine the problem found in scenario. Make questions out of it.
3. Answer the question based on student's prior knowledge
4. Organize the answer systematically
5. Determined unsolved problem to become the next learning outcome
6. Find as many as information from literature, expert, and another sources to solve the problems.
7. Discuss and synthesize all information.

B. INDIVIDUAL ASSIGNMENT

1. Assessment Weight

Asssessment weight of individual assignment is 15% out of 100% final course assessment.

2. Output

Summary of group discussion result in accordance with information found during student's self-directed study. Each student must have typed log book to record all information related to learning issue and learning outcome achievement. Log book is evaluated and assessed by facilitator before second tutorial.

C. GROUP ASSIGNMENT

1. Assessment Weight

Asssessment weight of individual assignment is 15% out of 100% final course assessment.

2. Output

2.1 Group paper;

1) Writing systematic : Introduction, Topics, Discussion (in accordance with learning objective/learning outcome in each scenario), Summary and References (from scientific journal article, text book, and another valid sources with Vancouver system);
2) Group paper is written in accordance with scientific method with MS Word, minimum 10 pages, font: times new roman 12, paper size A4, neatly bound and cover with blue buffalo paper, original text not a copy; and
3) Group paper is collected in hardcopy to the tutor and softcopy to course instructor's email with assigned file name : (Tugas_Kelompok 10-Blok 1_2017).

2.2 Group presentation:

1) To apply communication principles in group presentation.
2) Presentation slide consist of : text, graphic, table, and figure, minimun 10 slides. Collected in softcopy, with the assigned file name: (Slide pp_Kelompok10-Blok 1_2017).

3. Assessment Criteria

3.1 Group paper (60%)

1) Accuracy of systemic preparation based on standard guidelines.;
2) Accuracy of grammar and spellcheck;
3) Consistency in the use of terms, color and symbols;
4) Neatness of the submitted paper.

3.2 Group presentation (40%)

1) Communicative language and content clarity;
2) Time management (10 minutes presentation + 5 minutes discussion);
3) Innovative powerpoint presentation, with clear and consistent figures and fonts.

B. WRITTEN EXAM WITH *SHORT ANSWER QUESTION* (SAQ) METHOD

1. Assessment Weight

Assessment weight of SAQ is 25% out of 100% final course assessment.

2. Output

Question sheet with 5-10 questions based on course/module expected learning outcome

3. Assessment Criteria

The accuracy of the answer in the given time that in accordance with related scientific references.

C. COURSE FINAL EXAM USING COMPUTER BASED TEST (CBT) with *MULTIPLE CHOICE QUESTION* (*MCQ*) METHOD

1. Assessment Weight

Assessment weight of final exam is 45% out of 100% final course assessment.

2. Output

Assessment method for final exam use *Multiple Choice Question* (MCQ) as many as 100 questions.

No	Course Learning Outcome	Competence Level	Question
1.	Be able to explain the concept and principle of *Student Centered Learning* (SCL)	C2	5-10
2.	Be able to understand the role of information technology in learning process	C2	5-10
3.	Be able to explain concept and principle of *Problem Based Learning* (PBL)	C2	5-10
4.	Be able to understand the concept of *seven jump* in tutorial process	C2	5-10
5.	Be able to explain learning strategy in the class	C2	5-10
6.	Be able to explain learning strategy in laboratory and *Clinical Skills Laboratory* (CSL)	C2	5-10
7.	Be able to explain mind mapping in learning process	C2	5-10
8.	Be able to explain all types of scientific paper	C2	5-10
9.	Be able to explain writing techniques in scientific paper	C2	10-15
10.	Be able to explain footnotes/illustration writing technique	C2	5-10
11.	Be able to explain bibliography techniques	C2	5-10
12.	Be able to explain references writing techniques.	C2	10-15

ASSESSMENT RUBRIC

A. Problem Based Learning (PBL) Tutorial

Tutorial score derived from student's performance in discussion activity during tutorial. It is **mandatory** for students to follow entire tutorial process, unless there is a justified reason.

B. Individual Assignment

Appendix

C. Group Assignment

Appendix

D. *Short Answer Question*

Appendix

E. *Multiple Choice Question*

Appendix

BLUEPRINT ASSESSMENT

1. *Formative Assessment*

Tutorial score derived from student's performance in discussion activity during tutorial. It is **mandatory** for students to follow entire tutorial process, unless there is a justified reason.

2. *Summative Assessment*

Summative assessment based on score of assignment, quiz, and final exam :

A.	Individual assignment	: 20%
B.	Group assignment	: 10%
C.	Written exam (*Short Answer Question-SAQ*)	: 25%
D.	CBT final exam (*Multiple Choice Question-MCQ*)	: 45%

Students are eligible to take course final exam if:

a. The attendance rate is 80% unless they have justified reason; and

b. Follow the entire tutorial process.

Assessment system are based on Hasanuddin University's reference in term of score, grade, and conversion, as follows :

Score	Grade	Conversion
>85	A	4,00
81 – 85	A-	3,75
76 – 80	B+	3,50
71 – 75	B	3,00
66 – 70	B-	2,75
61 – 65	C+	2,50
51 – 60	C	2,00
45 – 50	D	1,00
<44	E	0,00

REFERENCES

1. Dweck, Carol S, 2006, **" MINDSET : The New Psychology of Succes**", Random House, New York.
2. Jones, R.Nelson, 1989, "**Effective Thinking Skills**", Cassell Educational limited, London.
3. Butler, Gillian & Hope, Tony, "**Manage Your Mind - The Mental Fitness Guide**", 1995, Oxford University Press (II,5:31-44**).**
4. Harsono (2004), Pengantar Problem based Learning, Edisi kedua
5. Steven M. Downing; Assessment in health professions education
6. Dent Harden (2000): Practical Guide for medical teacher

Assessment Rubric for Tutorial

ASSESSMENT RUBRIC FOR TUTORIAL

Course : Module/Scenario :
Scenario : Tutorial :
Group : Date :

No	Student's ID	Name	Formative Assessment	Comments
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Aspects of formative assessment :

A. Active participation and responsibility in PBL process
B. Scientific information related to originality, validity and update information
C. Communication skills
D. Analytical capability related to discussion content.
E. Attitude

Formative assessment and assessment criteria

1 = Very Less	No active participation; poor attitude
2 = Less	Minimal participation; minimal communication and analytic capability; fair attitude
3 = Fair	Fair participation; fair communication skill and scientific information; fair analytical capability; fair attitude
4 = Good	Active participation; good communication skills and scientific information; good analytical capability; good attitude
5 = Very good	Active participation; very good communication skills; update scientific information; very good analytical skills, very good attitude.

Makassar,.....

Tutor,

_____

Assessment Rubric for Individual Assignment

Assessment Rubric

Name/Group :

Module title :

Date :

No	Assessment components	Score (10-100)
1.	Paper content	80%
1a.	Compatibility of paper title and content	
1b.	Systemic preparation	
1c.	The depth paper content	
1d.	Relevant and update reference	
2.	Neatness	10%
3.	On-time submission	10%

Feedback :

……
……
……
……
……

Makassar,

Facilitator,

(……)

Assessment Rubric for Group Presentation

Assessment Rubric

Group :

Module Title :

Date :

No	Assessment Component		Score (10-100)
1	I	Paper	40%
	1a	Title and content compability	
	1b	Systematic preparation	
	1c	The depth of content	
	1d	Update reference	
2	II	Discussion Process	50%
	2a	Active discussion	
	2b	Language	
	2c	Ability to answer question	
	2d	Time	
3	III	Interactive Media	10%
4	IV	Atitude	Good/fair/poor

Feedback :

……
……
……

Makassar,

Facilitator,

(……)

Assessment Rubric for Group Presentation

Date: Group: Paper Title :

Dimension	Very Good	Good	Fair	Less	Poor
	Skor ≥ 81	**(61-80)**	**(41-60)**	**(21-40)**	**<20**
Organization	Well organized, present facts and supported by conceptual-analyzed sample	Well organized and present facts to support the conclusions	Focus and presents several facts to support the conclusions	Fairly focus but insufficent to draw conclusions.	Poorly organized with no presented facts
Content	Presentation content inspire the audience to develop their mind	Accurate, complete and enhance new insight on the topic	Content is generally acurate, but incomplete. Audience can learn some implicit facts but not enhance new insight on the topic	Less acurate with poor factual data	Not accurate or too general. No knowledge can be gain in it.
Presentation Style	Passionate and enthusiasm in presentation	Relax and use precise intonation, not use notes or flashcard, intensively interact with audience, and always have eye contact with audience.	Generally relax with flat tone but rely on notes and flashcard. Sometimes neglect eye contact with audience	Rely entirely on notes with monotone voice	Nervous and read the notes thoroughly instead of talking out his/her ideas. Look entirely to the screen instead of making eye contact with audience

Facilitator : .....

Sign : .....

PBL Module Final Exam

Module final exam is designed in *Short Answer Question.*

Question sample of PBL module final exam

No	Question	Standard answer as reference	Score (10-100)
1	What are the steps in 7 (seven) jumps?	7 jumps (*seven jumps*) to solve the problem: 1. Identify all foreign /unknown terms (if any) , 2. Determine the problem found in scenario. Make questions out of it. 3. Answer the question based on student's prior knowledge 4. Organize the answer systematically 5. Determined unsolved problem to become the next learning outcome 6. 6 Find as many as information from literature, expert, and another sources to solve the problems. 7. Discuss and synthesize all information.	<40 : answer is not related with standard answer; 40-70: related with standard answer but not perfect; 71-100: perfect answer and in accordance with standard answer

FORMAT SAMPLE OF MULTIPLE CHOICE QUESTIONNAIRE (MCQ)

Question ID	Block 1-01/2017

Vignette	A group of dental students perform Problem Based Learning with seven jumps method. During discussion, a student is dominantly answer every question. Hal ini menjadi perhatian fasilitator dalam kelompok tersebut. Sebelum tahap/langkah ini berakhir, fasilitator mengingatkan apakah jawaban yang disetujui kelompok sudah tepat atau belum. In the discussion to answer the question looks a student is very dominant in answering each question. This is the concern of the facilitator in the group. Before the stage / step ends, the facilitator reminds whether the group agreed answers are correct or not.
Question	Which step of seven jumps is the most appropriate for the above case?
Answer choice	A. Individual learning B. Problem analysis C. Determine the question D. Clarification of unknown terminology E. Problem synthesis
Answer key	B. Problem analysis
Written by	Adam Malik Hamudeng
Reference	1. Harsono (2004), Pengantar Problem based Learning, Edisi kedua