

Modul designation	Learning Skills and Critical Thinking
Semester in which the module is taught	1st Semester of Academic/Bachelor Stage
Person responsible for the module	<ol style="list-style-type: none"> <li>1. Mia Kusmiati, dr., MPd.Ked.,PhD</li> <li>2. Miranti Kania Dewi,dr.M.Si</li> <li>3. Rika Nilapsari, dr., SpPK, MPd.Ked</li> <li>4. Dr.Santun Bhekti R, dr., M.Kes</li> <li>5. Yudi Feriandi,dr.,MHPE</li> </ol>
Language	Bilingual (Indonesia & English)
Relation to curriculum	Compulsory
Teaching methods	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Tutorial</li> <li>- Laboratory activity</li> </ul>
Workload	<p>Total workload : 2 weeks</p> <p>Contact hours : Lecture 2 hours/week  Tutorial 3 hours/meeting (3 meeting/week)  Laboratory activity 3 hours/meeting</p>
Credit points	3 ECTS (2 SKS)
Required & recommended prerequisites for joining the module	-
Module Objective	<p>At the end of course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the meaning and concept of critical thinking. (C2)</li> <li>2. Apply the process of critical thinking steps systematically. (C3) (A3)</li> <li>3. Compare the understanding and philosophy of science and its development from Western and Islamic perspectives. (C2)</li> <li>4. Explain the development of medical science, its scope, and application based on the history of world medicine, medicine in Indonesia, and Islamic medicine. (C2)</li> <li>5. Explain the uses, principles of application, and procedures for managing health information in accordance with the rules for using information technology. (C2)</li> <li>6. Apply the scientific literature search method (Boolean). (C2)</li> <li>7. Apply effective reading techniques and steps in the practise of evidence-based medicine (EBM) (C3)</li> <li>8. Explain the definition, application, and steps in EBM practise (C2)</li> <li>9. Distinguish between definitions, principles, theoretical concepts, and characteristics of adult learning (adult learning) and children's learning (pedagogic learning). (C2)</li> <li>10. Applying the concept of adult learning in medical education. (C3) (A3)</li> <li>11. Explain basic human capabilities. (C2)</li> </ol>

	<ol style="list-style-type: none"> <li>12. Explain the concept of learning theory. (C2)</li> <li>13. Explain the various learning styles and learning theory concepts. (C2)</li> <li>14. Describe learning methods and PBL principles. (C4)</li> <li>15. Apply the PBL learning method based on the seven jump steps according to the existing problem. (C3) (A3)</li> <li>16. Explain the definition, criteria, and application of effective time management. (C2)</li> <li>17. Explain time management from an Islamic perspective. (C2)</li> <li>18. Explain the definition, theory, types, strategies, and approaches to motivation in education. (C2)</li> <li>19. Explain the definition and concept of self-development. (C2)</li> <li>20. Explain the definition, stages, and steps of self-reflection. (C2)</li> <li>21. Implementing effective feedback in improving the learning process. (C3)</li> </ol>
Content	<p>This module aims to enable students to understand the principles of learning in the medical field and be able to apply these principles well so that they can become competent doctors in the future. This learning and critical thinking skills module aims to provide students with an understanding of the principles of learning in pursuing medical education and the principles of scientific methods in gathering information, as well as the skills to utilize, assess, and manage information in a valid and critical manner, the ability to be self-aware, develop oneself, and learn throughout life, and the ability to explore and critically examine various scientific information in order to obtain appropriate, trustworthy, and useful learning sources.</p>
Examination forms	Multidisciplinary Examination (MDE)
Study and examination requirements	<p>System Pass Criteria :</p> <p>Minimum MDE score 55.5 (C)</p>
Reading list	<ol style="list-style-type: none"> <li>1. Paul, Richard and L. Elder, How to study and learn a discipline using critical thinking concepts</li> <li>2. Paul R, Binker AJA, Karen &amp; Kreklau J. Critical Thinking Handbook: 4<sup>th</sup>-6<sup>th</sup> Grades A Guide for Remodelling Lesson Plans in Language Arts, Social Studies, &amp; Science. California; Sonoma State University Rohnert Park</li> <li>3. Fraser K. Student Centred Teaching: The Development and Use of Conceptual Frameworks. Australia; HERDSA</li> <li>4. Forgacs I. How to write a review. In: Hall GM (ed.) How to write a paper. 3<sup>rd</sup> ed. London: BMJ books. pp. 92-8.</li> <li>5. Theories of Learning and Teaching in TIP, Anita Woolfolk Hoy Heather A. Davis, Eric M. Anderman.</li> <li>6. Chapter 5. Intelligence and Ability in Education and Learning. Somerset, GB: Wiley-Blackwell</li> </ol>

	<ol style="list-style-type: none"> <li>7. Chapter 7. Metacognition in Education and Learning: An Evidence-based Approach, 1st edition., Jane Mellanby &amp; Katy Theobald, Wiley-Blackwell</li> <li>8. Siaw-Cheok Liew, Jagmohni Sidhu and Ankur Barua. The relationship between learning preferences (styles and approaches) and learning outcomes among pre-clinical undergraduate medical students. BMC Medical Education 15:44.</li> <li>9. Biggs J, Kember D, Leung DYP. The revised two-factor study Process Questionnaire: R-SPQ-2F. British Journal of Educational Psychology;71:133-49</li> <li>10. A Practical Guide for Medical Teacher, 5<sup>th</sup> edition. John A. Dent &amp; Ronald M. Harden-Elsevier.</li> <li>11. Essential Skills for a Medical teacher, Ronald M. Harden &amp; Jennifer M. Laidlaw-Elsevier Churchill Livingstone.</li> <li>12. Lessons from Problem-Based Learning. Henk van Berkel, Albert Scherpbier, Harry Hillen, Cees van der Vleuten. Oxford Univ. Press</li> <li>13. Herco Fonteijn, Jimmy Frerejean. Enhancing small group functioning in problem based learning using a visual organizer.</li> <li>14. T. Swanwick. <i>Understanding Medical Education</i> (second ed, pp. 385–394). London: Wiley Blackwell.</li> </ol>
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