

- 2) Stable
 - 3) Adult
 - 4) Wise
 - 5) Tactful
 - 6) Noble
 - 7) Role models for students and the community
 - 8) Evaluating its own performance
 - 9) Develop self-sustainable manner.
- c. Professional competence is an mastery ability of the material in broad and deep learning that includes:
- 1) Understand the concept, structure, and methods of science / technology / art coherent with the teaching materials
 - 2) Understand the teaching materials in the curriculum of the school
 - 3) Understand the relationship between the concept of related subjects
 - 4) Apply the concepts of science in everyday life
 - 5) Able to compete in a global context professionally while keep preserving national values and culture.
- d. Social competence is the ability of educators as part of the communities to:
- 1) Oral and written communication.
 - 2) Use of communications technology and information basis function.

- 1) If you plan to use role playing as a graded exercise, introduce small, non-graded role plays early in and during the semester to help students prepare
- 2) for a larger role play which will be assessed.
- 3) Determine how the role play will be assessed: will observers be given an assessment rubric? Will observers' remarks and scores be shared with the role players? Will the observers' scores be included with the instructor's scores? Will the role players be given the opportunity to revise and present the role play again? Will observers be taught how to properly assess the performance (include meaningful feedback that is not purely judgmental but rather justify all remarks that are practical and unbiased)?
- 4) Instruct students that the purpose of the role play is to communicate a message about the topic and not focus as much on the actual person acting the role.
- 5) Tie role plays to learning objectives so students see their
- 6) relevance to course content.
- 7) Allow time for students to practice the role play, even if it is spontaneous, so they will be able to think deeply about the role and present it in a meaningful way.
- 8) Reduce large chunks of content into smaller sections which can be more effectively presented as a role play.
- 9) When assigning a role play, explain its purpose and answer questions so students are able to properly prepare the exercise.

