

Module Descriptions

Module designation	Chemistry Education for Children with Special Needs (ABK)
Semester(s) in which the module is taught	7 th semester/Fourth year
Person responsible for the module	Dr. Dian Novita, S.T., M.Pd.
Language	Indonesian
Relation to curriculum	Elective course
Teaching methods	Project method 2 workhours per week (2 x 170 minutes per week)
Workload (incl. contact hours, self-study hours)	1 CU for a bachelor's degree equals 170 minutes (50 minutes face-to-face, 60 minutes structured, 60 minutes independent learning) per week × 14 weeks, excluding mid and end-term exams. = 39.67 work hours per semester = 1.587 ECTS.
Credit points	2 Credit Units (CU) = 3.18 ECTS
Required and recommended prerequisites for joining the module	Innovative Learning
Module objectives/intended learning outcomes	<ol style="list-style-type: none"> 1. Explain the concept of inclusive education and its role in chemistry learning. 2. Identify the characteristics and learning needs of Children with Special Needs in chemistry learning. 3. Modify chemistry learning materials and media according to the needs of Children with Special Needs. 4. Designing adaptive chemistry lesson plans for Children with Special Needs.
Content	This course equips students with the knowledge and skills to understand the characteristics of Children with Special Needs (ABK) students in inclusive schools and special schools, identify their learning needs in chemistry learning, and develop adaptive chemistry learning strategies, methods, and media in accordance with inclusive education principles. Students are also trained to modify materials and assess chemistry learning outcomes for ABK.
Examination forms	Project/product results
Study and examination requirements	Student assessments include: Participatory Activities: 10% Project Result Assessment/Product Assessment: 70% Test: 20%

Reading list	<ol style="list-style-type: none">1. Friend, M., & Bursuck, W. D. (2021). Including Students with Special Needs. Pearson.2. Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2022). Exceptional Learners. Pearson.3. Florian, L. (2019). The SAGE Handbook of Special Education. SAGE.4. Ministry of Education and Culture. (2020). Guidelines for the Implementation of Inclusive Education.5. Teaching Materials and Inclusive Education Modules for Science/Chemistry Learning.
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