

## MODULE HANDBOOK

INNOVATIVE LEARNING II					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
<b>8720203114</b>	<b>3</b> <b>CUx16x17</b> <b>0' =</b> 135,993	<b>3 CU /</b> <b>4,77 ECTS</b>	4 <sup>th</sup>	ONCE YEAR	<b>1</b> <b>SEMESTER</b>
1	<b>Types of courses</b> LECTURES PRACTICUM	<b>Contact hours</b>  (3CU X 1,59 ECTS) X{(50:170')X 28,51 Workhours= 39,99	<b>Independent Study</b>  (3CU X 1,59 ECTS) X{(60:170')X 28,51 Workhours= 47,99	<b>Structured Study</b>  (3CU X 1,59 ECTS) X{(60:170')X 28,51 Workhours= 47,99	<b>Class size</b>  MAX 120 STUDENT
2	<b>Prerequisites for participation (if applicable)</b> -				
3	<b>Program Learning outcomes</b>				
	PLO-2 Able to analyze regional and zoning characteristics (regionalization) in the context of resources and disasters based on the principles and approach of Geography to support sustainable development				
	PLO-4 Able to apply logical, critical, systematic, and innovative thinking in the fields of geography and geography education				
	PLO-10 Apply academic values, norms, and ethics.				
	<b>Course Learning Outcome (CLO)</b>				
	CLO-2 Able to analyze regional and zoning characteristics (regionalization) in the context of resources and disasters based on the principles and approach of Geography to support sustainable development by utilizing various science and technology-based learning resources.				
	CLO-4 Able to apply logical, critical, systematic, and innovative thinking in the fields of geography and geography education in implementing relevant project-based learning.				
	CLO-10 Apply academic values, norms and ethics to support the design and implementation of innovative learning.				
4	<b>Learning materials</b> 1. Limitations of learning theory and learning theory (descriptive and perspective)				

	<ol style="list-style-type: none"> <li>2. Behavioristic theory in learning practice</li> <li>3. Cognitive Theory in learning practice</li> <li>4. Constructivist theory in learning practice</li> <li>5. Socio-cultural theory (constructivism) in learning practice</li> <li>6. Theory of Multiple Intelligences in learning practice</li> <li>7. Humanistic Theory in learning practice</li> <li>8. Information Processing learning theory in learning practice</li> <li>9. Neuroscience learning theory in learning practice</li> <li>10. Constructivism learning model in learning practice</li> <li>11. Problem based learning in learning practice</li> <li>12. Creative and Productive learning model in learning practice</li> <li>13. Cooperative learning model in learning practice</li> <li>14. Contextual learning model of learning in learning practice</li> <li>15. Multiple Intelligent learning model in learning practice</li> </ol>
5	<b>Teaching methods</b> <i>Self Direction Learning, Project Base Learning</i>
6	<b>Assessment methods</b> <i>Paper test, Portofolio, presentation</i>
7	<b>This module/course is used in the following study programme/s as well</b> -
8	<b>Responsibility for module/course</b> COMPULSORY/ELECTIVE*/
9	<ol style="list-style-type: none"> <li>1. Arends, Richard I. 2011. Learning To Teach (9th Edition ) . New York: McGraw-Hill Humanities.</li> <li>2. Arends, Richard I. 2004. Guide to Field Experiences and Portofolio Development: to accompany ;learning to teach . New York: McGraw-Hill Book Company.</li> <li>3. Bruce Joyce, Marsha Weil and Emily Calhoun. 2014. Models of Teaching (9th Edition) . Newyork: Pearson Education</li> <li>4. Kemp, J.E and Ross, S.M. 1994. Designing Effective Instruction . New York: Macmillan College Publishing Company.</li> <li>5. Bruner, J. (2000). The process of education . Cambridge, M.A: Harvard University Press.</li> </ol>