MODULE HANDBOOK

Module Name:	Phychology of Mathematics Learning
Module Level:	Sarjana (S-1) / Bachelor
Abbreviation, if applicable:	8420203007
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	4/ Second year
Module Coordinator(s):	Ika Kurniasari, M.Pd
Lecturer(s):	Prof. Dr. Tatag YES, M.Pd. Ika Kurniasari, M.Pd
Language:	Indonesia
Classification within the curriculum:	Compulsory course/ ~~elective studies~~
Teaching format/class hours per week during the semester	Teaching format: lectures, tutorial assignment, and individual study. 3 x 170 minutes = 510 minutes = 8.5 hours lectures
Workload:	15 weeks per semester consisting of: • 2.5 hours lectures (3 x 50 minutes) per week, • 3 hours tutorial assignments (3 x 60 minutes) per week, • 3 hours individual study (3 x 60 minutes) per week, Total workload : 14x3x170 minutes = 7,140 minutes = 4.76 ECTS*
Credit Point:	3
Requirements:	Foundation of Mathematics
Learning Goals:	**Knowledge** CLO-1: Use pedagogical knowledge in designing mathematics learning CLO-2: Use pedagogical knowledge in implementing and evaluating mathematics learning CLO-3: Use ICT in designing, implementing and evaluating mathematics learning CLO-4: Solve problems using learning theories related to learning mathematics

<table>
<tr><td></td><td>CLO-5: Make decisions from a problem faced in mathematics learning.
Skill
CLO-6: Design, implement and evaluate mathematics' teaching and learning by using ICT
CLO-7: Make decision based on data / information in solving task that become students' responsibility and evaluate the work that has been done</td></tr>
<tr><td>Content:</td><td>Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematic's learning and design, implement and evaluate mathematics' teaching and learning by using ICT. Make decision based on data/information in solving task that become students' responsibility and evaluate the work that has been done</td></tr>
<tr><td>Study/exam achievements</td><td>

This lecture materials provided with lectures, independent tasks, and discussions. To improve understanding of the material, students were given the task in the form of individual tasks and task groups. Exam in the subject of numerical methods include UTS and UAS. On this subject there is a soft skill assessment.
Students are considered competent and pass if the final score calculated from the score of midterm exam, assignments, participation, and final exam is at least 55 or C.
Final score is calculated as follows:
20% midterm exam + 30% assignments + 20% participation + 30% final exam
Final index is defined as follow:

<table>
<tr><th>Index</th><th>Converted Score</th><th>Score Range</th></tr>
<tr><td>A</td><td>4.00</td><td>$85 \leq A \leq 100$</td></tr>
<tr><td>A-</td><td>3.75</td><td>$80 \leq A- < 85$</td></tr>
<tr><td>B+</td><td>3.50</td><td>$75 \leq B+ < 80$</td></tr>
<tr><td>B</td><td>3.00</td><td>$70 \leq B < 75$</td></tr>
<tr><td>B-</td><td>2.75</td><td>$65 \leq B- < 70$</td></tr>
<tr><td>C+</td><td>2.50</td><td>$60 \leq C+ < 65$</td></tr>
<tr><td>C</td><td>2.00</td><td>$55 \leq C < 60$</td></tr>
<tr><td>D</td><td>1.00</td><td>$40 \leq D < 55$</td></tr>
<tr><td>E</td><td>0.00</td><td>$0 \leq E < 40$</td></tr>
</table>
</td></tr>
<tr><td>Forms of Media</td><td>Slides and LCD projectors, whiteboard</td></tr>
<tr><td>Literature</td><td>1. Bruner, J. S. 1977, The Process of Education. England: Harvard University Press</td></tr>
</table>

	2. Bruning, R. H., Schraw G. J, &Ronning, R. R. 1995, Cognitive Psychology and Instruction. USA:Prentice Hall 3. Bell, Frederick H. 1981.Teaching and Learning Mathematics (in Secondary Schools).Ioa: Wm.C. Brown Company 4. Gagne, R.M. 1987. The Condition of Learning. New York: Holt, Inc 5. Hiebert, James, (edt). 1986. Conceptual and Procedural Knowledge: The Case of Mathematics.London: Lawrence Erlbaum Associates 6. Journa, R. J. 1990. Knowledge Representation and Symbols in the Mind. Stauffenburg.Germany 7. Orton,A.1991. Learning Mathematics: Issue, Theory, and Classroom Practise. New York:Cassel 8. Skemp, R. R, dkk. 1981.The Process of Learning Mathematics.Manchester University
Note	*Total hours per 1 credit in 1 semester={(1 credit x 170 minutes x 14 weeks)/60 minutes}=39,67 hours. Each ECTS equals with 25 hours therefore 1 credit in 1 semester equals 1,59 ECTS.