MINISTRY OF HIGHER EDUCATION, SCIENCE, AND TECHNOLOGY
UNIVERSITAS NEGERI SURABAYA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
UNDERGRADUATE PROGRAM OF MATHEMATICS EDUCATION
Ketintang Campus, Jalan Ketintang, C8 C9 Building, Surabaya 60231
Phone: +62 895335466373, email: s1-pmat@unesa.ac.id
Website: https://pendidikan-matematika.fmipa.unesa.ac.id/

Module Name:	Philosophy of Mathematics Education Filsafat Pendidikan Matematika
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	8420202057
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	7st/ First year
Module Coordinator(s):	Prof. Dr. Tatag Yuli Eko Siswono, M.Pd
Lecturer(s):	Prof. Dr. Tatag Yuli Eko Siswono, M.Pd Dr. Abdul Haris Rosyidi, 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/ 2 x 170 minutes = 340 minutes = 5.7 hours lectures
Workload:	16 weeks per semester consisting of: • 2 hours lectures (2 x 50 minutes) per week, • 2 hours assignments (2 x 60 minutes) per week, • 2 hours individual study (2 x 60 minutes) per week, Total workload: 16 x 2 x 170 minutes = 5,440 minutes = 90,67 hours = 3.1 ECTS*
Credit Point:	2
Requirements:	N/A
Learning Goals:	**CPL 1:** Demonstrate religious, national, and cultural values, as well as academic ethics, in carrying out assigned duties **CPL 3**: Develop logical, critical, systematic, and creative thinking in carrying out specific work in their area of expertise and in accordance with the work competency standards of the relevant field **CPL 8**: Make decisions based on data/information in completing tasks that are the student's responsibility and evaluating the work that has been done **CPL 10**: Demonstrate pedagogical knowledge in designing,

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	implementing and evaluating mathematics learning

Content:	Examine the nature of mathematics, various perspectives on the field, the nature of mathematical truth and characteristics, the aesthetics of mathematics, its role within learning theories, and the fundamental principles of teaching and learning mathematics; furthermore, apply philosophical principles to the teaching and learning of mathematics through active, discussion-based classroom instruction and the utilization of diverse learning resources.
Study/exam achievements	• Students are considered competent and pass if the final score is at least 55 or C. • Final score is calculated as follows:

Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation (%)
1	CLO-1	PLO-1	3
2	CLO-1	PLO-1	3
3	CLO-2	PLO-3	4
4	CLO-2	PLO-3	4
5	CLO-3	PLO-8	0
6	CLO-3	PLO-8	4
7	CLO-3	PLO-8	4
8	CLO-3	PLO-8	20

9	CLO-3	PLO-8	4
10	CLO-4	PLO-8	4
11	CLO-5	PLO-10	4
12	CLO-5	PLO-10	4
13	CLO-5	PLO-10	4
14	CLO-5	PLO-10	4
15	CLO-5	PLO-10	4
16	CLO-5	PLO-10	30

- Final index is defined as follows:

Index	Converted Score	Score Range
A	4.00	$85 \leq A \leq 100$
A-	3.75	$80 \leq A- < 85$
B+	3.50	$75 \leq B+ < 80$
B	3.00	$70 \leq B < 75$
B-	2.75	$65 \leq B- < 70$
C+	2.50	$60 \leq C+ < 65$
C	2.00	$55 \leq C < 60$
D	1.00	$40 \leq D < 55$
E	0.00	$0 \leq E < 40$

Forms of Media	Slides and LCD projectors, whiteboard
Literature	1. Siswono, T. 2014. Filsafat Pendidikan Matematika dan Sejarah Matematika. Modul PLPG UNESA 2. FitzSimmons, James A. 2014. Philosophy of Teaching and Learning Mathematics. http://plato.wilmington.edu/faculty/jfitzs/tchg_phi.htm. 3. Ernest, Paul. Tanpa tahun. What is the Philosophy of Mathematics Education http://people.exeter.ac.uk/PErnest/ pome18/PhoM_for_ICME_04.htm 4. Soedjadi, R. 1999. Kiat-Kiat Pendidikan Matematika. Dirjen Dikti, Depdikbud 5. Philosophy of Mathematics Education Journal ISSN 1465-2978 (Online) 6. Ernest, P. 1991. The Philosophy of Mathematics Education, London: Falmer Press.

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Note	Based on the regulation of the minister of education and culture of Indonesia number 3 of 2020 concerning national higher education standards, it is state 1 CU equals to 170 minutes per week. Therefore, in one semester (16 weeks, including midterm a final exam) 1 CU = 170 X 16 = 2.720 minutes or 45.3 hours. Therefore, workhours in 144 CU x 45.3 hours = 6.523,2 hours. Unesa decided that 1 ECTS with 144 CU, 6.523,2/229 ECTS = 28.48 hours, so that 1 CU = 1.59 ECTS

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