

MODULE HANDBOOK

Module Name:	Learning Theories
Module Level:	Sarjana (S-1) / Bachelor
Abbreviation, if applicable:	8420203219
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	4/ Third year
Module Coordinator(s):	Dr. Ismail, M.Pd
Lecturer(s):	Dr. Ismail, M.Pd Dr. Susanah, M.Pd Ika Kurniasari, S.Pd., 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: <ul style="list-style-type: none"> ➤ 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:	-
Learning Goals:	<p>Knowledge</p> <p>CLO- 1 Able to understand the basic concepts of behavioral learning theory, social learning theory, cognitive learning theory, constructivist learning theory, and motivation theory.</p> <p>CLO-2: Able to implement behavioral learning theory, social learning theory, cognitive learning theory, constructivist learning theory, and motivation theory in mathematics learning</p>
Content:	Theories that explain the way students learn include behavioral learning theory, social learning theory, cognitive learning theory, constructivist learning theory, and student motivation theory to learn; and analysis of classroom learning cases

<p>Study/exam achievements</p>	<ul style="list-style-type: none"> ➤ 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 border="1" data-bbox="662 468 1305 852"> <thead> <tr> <th>Index</th> <th>Converted Score</th> <th>Score Range</th> </tr> </thead> <tbody> <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> </tbody> </table> 	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	$0 \leq E < 40$
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<p>Forms of Media</p>	<p>Slides and LCD projectors, whiteboard</p>																														
<p>Literature</p>	<ol style="list-style-type: none"> 1. Hergenhahn, B. R. & Olson, Matthew H. 2012. <i>Theories of Learning (Teori Belajar)</i>. Edisi Ketujuh. Jakarta: Kencana Prenada Media Group. 2. Slavin, R. E. 2012. <i>Educational Psychology Theory and Practice</i>. Tenth Edition. Pearson. 3. Woolfolk, A. 2010. <i>Educational Psychology, Global Edition. Eleventh Edition</i>. New Jersey: Pearson Education. 4. Santrock, J. W. 2008. <i>Educational Psychology. Third Edition</i>. Boston: McGraw-Hill. 5. Nur, Mohamad, Wikandari, Prima Retno. 2004. <i>Teori Pembelajaran Kognitif (BUKU III)</i>. Ed. 2. Disadur dari Chapter 6 Cognitive Theories of Learning: Basic Concepts. Buku Educational Psychology Theory and Practice: Fifth Edition oleh Charles Robert R. Slavin. Allyn and Bacon. 1995. IKIP Surabaya. 6. Nur, Mohamad, Wikandari, Prima Retno., Sugiarto, Bambang. 2004. <i>Pendekatan-pendekatan Konstruktivis dalam Pembelajaran (BUKU IV)</i>. Ed. 2. Disadur dari Chapter 8 Student Centered & Constructivist Approaches to Instruction. Buku Educational Psychology Theory and Practice: Fifth Edition oleh Charles Robert R. Slavin. Allyn and Bacon. 1997. IKIP Surabaya. 																														

	<p>7. Budayasa, I Ketut. 2000. <i>Teori Belajar Perilaku</i> (BUKU I). Ed 2. Disadur dari Chapter 5 Behavioral Learning Theory Buku</p> <p>8. Study Guide for Slavin Educational Pshychology Theory and Practice: Fifth Edition oleh Charles Alberti & Catherine E. McCartney. Allyn and Bacon. 1997. IKIP Surabaya.</p> <p>9. Nur, Mohamad. 2000. <i>Teori Belajar Sosial</i> (BUKU II). Ed. 2. Disadur dari Chapter 5 Behavioral Learning Theory Buku Educational Pshychology Theory and Practice: Sixth Edition oleh Anita E. Woolfolk. Allyn and Bacon. 1995. IKIP Surabaya.</p> <p>10. Ismail. 2017. <i>Teori Belajar Matematika</i>. (Membantu Memahami Teori-teori Belajar Terkait Pembelajaran Matematika). Jurusan Matematika FMIPA Unesa Surabaya.</p>
Note	<p>*Total hours per 1 credit in 1 semester=$\{(1 \text{ credit} \times 170 \text{ minutes} \times 14 \text{ weeks})/60 \text{ minutes}\}=39,67 \text{ hours}$.</p> <p>Each ECTS equals with 25 hours therefore 1 credit in 1 semester equals 1,59 ECTS.</p>