



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/>

Undergraduate Program of Mathematics

Module Handbook

Module Name:	Learning Theories
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	8420202004
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	1 / First year
Module Coordinator(s):	Dr. Ismail, M.Pd.
Lecturer(s):	Dr. Ismail, M.Pd. Dr. Nonik Indrawatiningsih, M.Pd Dr. Sri Suryanti, M. Si. Dr. Lestariningsih, M. Pd. Dr. Nia Wahyu Damayanti, 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 = 5.6 hours lectures
Workload:	16 weeks per semester consisting of: <ul style="list-style-type: none">● 1 hour lectures (1 x 50 minutes) per week,● 1 hours assignments (1 x 60 minutes) per week,➤ 1 hours individual study (1 x 60 minutes) per week,



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	Total workload: 16x2x170 minutes = 5,440 minutes = 90.67 hours= 3.18 ECTS*																																						
Credit Point:	2																																						
Requirements :	N/A																																						
Learning Goals :	PLO-7: Master pedagogical knowledge in teaching and evaluation in accordance with transformative curriculum developments and technological developments oriented towards realistic mathematics education and edupreneur-leadership.																																						
Content:	Examines theories that explain how students learn, including behavioral learning theory (behaviorism), cognitive learning theory, information processing theory, constructivist learning theory, social learning theory, moral learning theory, and motivational theory; and analyzes case studies in the classroom, in learning through assignments, discussions, and reflection.																																						
Study/exam achievements	<ul style="list-style-type: none"> • Student performance is assessed through a written test, a project, and class participation. These components measure conceptual understanding and active engagement throughout the course. • Final score is calculated as follows: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Week</th> <th>Course Learning Outcomes (CLO)</th> <th>Programme Learning Outcomes (PLO)</th> <th>Evaluation (%)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>CLO-1</td> <td>PLO-7</td> <td>2</td> </tr> <tr> <td>2</td> <td>CLO-1</td> <td>PLO-7</td> <td>3</td> </tr> <tr> <td>3</td> <td>CLO-1</td> <td>PLO-7</td> <td>3</td> </tr> <tr> <td>4</td> <td>CLO-1</td> <td>PLO-7</td> <td>3</td> </tr> <tr> <td>5</td> <td>CLO-1</td> <td>PLO-7</td> <td>3</td> </tr> <tr> <td>6</td> <td>CLO-2</td> <td>PLO-7</td> <td>8</td> </tr> <tr> <td>7</td> <td>CLO-2</td> <td>PLO-7</td> <td>10</td> </tr> <tr> <td>8</td> <td>CLO-1</td> <td>PLO-7</td> <td>15</td> </tr> </tbody> </table>			Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation (%)	1	CLO-1	PLO-7	2	2	CLO-1	PLO-7	3	3	CLO-1	PLO-7	3	4	CLO-1	PLO-7	3	5	CLO-1	PLO-7	3	6	CLO-2	PLO-7	8	7	CLO-2	PLO-7	10	8	CLO-1	PLO-7	15
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9	CLO-1	PLO-7	3
10	CLO-1	PLO-7	3
11	CLO-1	PLO-7	3
12	CLO-1	PLO-7	3
13	CLO-1	PLO-7	3
14	CLO-2	PLO-7	8
15	CLO-2	PLO-7	10
16	CLO-1	PLO-7	20

- Final index is defined as follow:

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	<ol style="list-style-type: none"> 1. Slavin, R.E. 2017. Educational Psychology Theory and Practice. Twelfth Edition. Pearson. 2. Hergenhahn, B. R. & Olson, Matthew H. 2012. Theories of Learning (Teori Belajar). Edisi Ketujuh. Jakarta: Kencana Prenada Media Group 3. Ismail. 2017. Teori Belajar Matematika. (Membantu Memahami Teori-teori Belajar Terkait Pembelajaran Matematika). Jurusan Matematika FMIPA Unesa Surabaya
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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) $1 \text{ CU} = 170 \times 16 = 2.720$ minutes or 45.3 hours. Therefore, workhours in 144 CU $\times 45.3$ hours = 6.523,2 hours. Unesa decided that 1 ECTS with 144 CU, $6.523,2/229 \text{ ECTS} = 28.48$ hours, so that $1 \text{ CU} = 1.59 \text{ ECTS}$
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