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:	Pendidikan Matematika Inklusif Inclusive Mathematics Education
Module Level:	Sarjana (S-1) / Undergraduate
Abbreviation, if applicable:	8420202237
Sub-heading, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	8 / Fourth year
Module Coordinator(s):	Dr. Endah Budi Rahaju, M.Pd.
Lecturer(s):	Dr. Endah Budi Rahaju, M.Pd. Dr. Nia Wahyu Damayanti, 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 using project-based learning, case studies, collaborative discussions, analysis of inclusive education policies, workshops for adaptive mathematics lesson modules, instructional media design, microteaching, peer review, and reflection. Class workload per week: 2 × 170 minutes = 340 minutes (5.67 hours), of which 2 × 50 minutes are contact lectures.
Workload:	16 weeks per semester consisting of: • 2 hours lectures (2 × 50 minutes) per week, • 2 hours structured assignments (2 × 60 minutes) per week, • 2 hours independent study (2 × 60 minutes) per week, Total workload: 16 × 2 × 170 minutes = 5,440 minutes = 90.67 hours = 3.18 ECTS*.
Credit Point:	2 CU (3.18 ECTS)
Requirements:	N/A

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Learning Goals :	**Programme Learning Outcomes (PLO) addressed:** **PLO-2 :** Demonstrate resilience, collaboration, adaptability, innovation, inclusivity, lifelong learning, and an entrepreneurial character. **PLO-7 :** Master pedagogical knowledge for teaching and assessment aligned with evolving curricula and technologies, realistic mathematics education, and edupreneurial leadership. **PLO-8 :** Design, implement, and evaluate adaptive, innovative and technology-supported learning grounded in realistic mathematics education. **Course Learning Outcomes (CLO): after completing this module, students are able to:** CLO-1: Demonstrate inclusive, adaptive, and collaborative attitudes toward learner diversity in mathematics education. (PLO-2) CLO-2: Analyze pedagogical theories and strategies to support inclusive mathematics learning in curriculum- and technology-rich contexts. (PLO-7) CLO-3: Design, implement, evaluate, and refine inclusive mathematics instruction that addresses diverse learning needs, including those of learners with disabilities. (PLO-8)
Content:	The course examines concepts, principles, policies, and classroom practices of inclusive mathematics education. Students analyze the diverse characteristics and learning needs of students, including learners with disabilities; inclusive pedagogical approaches and differentiation; adaptation of mathematics teaching models and strategies; accessible instructional media and technology; and inclusive assessment. Using project-based learning, students progressively design an inclusive mathematics lesson module with differentiated content, processes, and products; develop inclusive assessment instruments; analyze classroom cases; conduct microteaching; evaluate their instructional practice; and revise and present a complete, applicable inclusive mathematics teaching module informed by peer and lecturer feedback.

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Study/exam achievements

- Students are considered competent and pass if the final score is at least 55 or C. Assessment includes progressive weekly assignments and inclusive lesson-module development (weeks 1–12: 72%), microteaching, project revision, and presentation (weeks 13–15: 16%), and the final inclusive lesson module and portfolio (week 16: 12%).
- Final score is calculated as follows:

Week	Course Learning Outcomes (CLO)	Programme Learning Outcomes (PLO)	Evaluation
1	CLO-1	PLO-2	4%
2	CLO-2	PLO-7	4%
3	CLO-1	PLO-2	4%
4	CLO-2	PLO-7	8%
5	CLO-2	PLO-7	8%
6	CLO-2	PLO-7	8%
7	CLO-3	PLO-8	8%
8	CLO-3	PLO-8	4%
9	CLO-2	PLO-7	4%
10	CLO-3	PLO-8	8%
11	CLO-3	PLO-8	8%
12	CLO-3	PLO-8	4%
13	CLO-3	PLO-8	8%
14	CLO-3	PLO-8	4%
15	CLO-3	PLO-8	4%
16	CLO-3	PLO-8	12%

- 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	$55 \leq C < 60$

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<tr><td>D</td><td>1.00</td><td>40≤D <55</td></tr>
<tr><td>E</td><td>0.00</td><td>0≤E <40</td></tr>
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<tr><td>Forms of Media</td><td>Slides, LCD projector, UNESA LMS (SiDia), Google Docs/Slides/Forms, Canva, Microsoft Word, PDF guidelines, laptops, smartphones, and tactile mathematics learning aids.</td></tr>
<tr><td>Literature</td><td>
1. Badan Standar, Kurikulum, dan Asesmen Pendidikan. (2022). Panduan pelaksanaan pendidikan inklusif. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.
2. Barkatsas, A. N., Gialamas, V., & Kasimatis, H. (2015). Diversity in mathematics education. Springer. https://doi.org/10.1007/978-3-319-05978-5
3. Diezmann, C. M., & Lowrie, T. (2009). Teaching mathematics to low attainers: Inclusive practices in the middle years. Springer. https://doi.org/10.1007/978-1-4020-9902-7
4. Jorgensen, R., & Sullivan, P. (Eds.). (2016). Teaching mathematics in diverse classrooms: Promoting equity and inclusion. Springer.
5. Kollosche, D., Marcone, R., Knigge, M., Penteado, M. G., & Skovsmose, O. (Eds.). (2019). Inclusive mathematics education: State-of-the-art research from Brazil and Germany. Springer. https://doi.org/10.1007/978-3-030-11518-0
6. Moschkovich, J. (2010). Language and mathematics education: Multiple perspectives and directions for research. Springer.
7. Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms (3rd ed.). ASCD.
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<tr><td>Note</td><td>Based on the Regulation of the Minister of Higher Education, Science, and Technology of the Republic of Indonesia Number 39 of 2025 on Quality Assurance in Higher Education, one credit unit (CU) corresponds to approximately 45 hours of learning per semester. Under UNESA's 16-week conversion, Inclusive Mathematics Education (2 CU) requires 2 × 170 × 16 = 5,440 minutes, or 90.67 hours of student workload. With the institutional</td></tr>
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	conversion of 1 CU = 1.59 ECTS, the course is equivalent to 3.18 ECTS.