Module designation	**Innovative Teaching and Learning** **Indonesian title:** *Pembelajaran Inovatif* **Course code:** 8420200004
Semester(s) in which the module is taught	Semester 3 (Second year)
Person responsible for the module	**Coordinator:** Dr. Susanah, M.Pd. **Teaching staff:** Dr. Susanah, M.Pd.; Dr. Rini Setianingsih, M.Kes.; Dr. Janet Trineke Manoy, M.Pd.; Dr. Ismail, M.Pd.; Dr. Pradnyo Wijayanti, M.Pd.; Dr. Siti Khabibah, M.Pd.; Nurus Saadah, S.Pd., M.Pd.; Dr. Nia Wahyu Damayanti, S.Pd., M.Pd.; Dr. Sugi Hartono, M.Pd.; Dr. Ali Shodikin, S.Pd., M.Pd.; Dr. Nonik Indrawatiningsih, M.Pd.; Dr. Yurizka Melia Sari, M.Pd.; Yulia Izza El Milla, S.Pd., M.Pd.; Novita Vindri Harini, M.Pd
Language	Indonesian
Relation to curriculum	Compulsory
Teaching methods	Lectures, tutorial assignments, and individual study **Media and tools:** Slides and LCD projectors, whiteboard
Workload (incl. contact hours, self-study hours)	**(Estimated) total workload:** 3 CU × 170 minutes × 16 weeks = 8,160 minutes = 136.00 hours (≈ 4.77 ECTS) **Contact hours:** lectures, 3 × 50 minutes per week × 16 weeks = 40.00 hours (class hours per week: 510 minutes = 8.50 hours, including structured activities) **Private study including examination preparation:** structured assignments, 3 × 60 minutes per week × 16 weeks = 48.00 hours; independent study, 3 × 60 minutes per week × 16 weeks = 48.00 hours (total 96.00 hours)
Credit points	3 CU (4.77 ECTS) *1 CU = 170 minutes per week × 16 weeks = 45.3 hours; 1 ECTS = 28.48 hours (144 CU = 229 ECTS), so 1 CU = 1.59 ECTS (UNESA Rector's Decree No. 736/HK/KM/2023).*
Required and recommended prerequisites for joining the module	Foundation of Education, Learning Theories, School Curriculum
Module objectives/intended learning outcomes	**Programme learning outcomes (PLO) addressed:** • PLO-3: Develop logical, critical, systematic and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field. • PLO-7: Demonstrate pedagogical knowledge in designing, implementing and evaluating mathematics learning. • PLO-8: Design, implement and evaluate mathematics learning using IT. • PLO-10: Make decisions based on data/information in completing tasks that are the student's responsibility and evaluating the work that has been done.
Content	Studying the theoretical basis, stages, class management, and evaluation in Differentiated Learning, Deep Learning, Direct Teaching Model, Cooperative Learning Model, Discovery Learning, Problem-based Learning, and Project-based Learning in designing,

<table>
<tr><td></td><td>implementing, and evaluating mathematics learning along with its implementation in learning through individual and group assignments with discussion and reflection activities.</td></tr>
<tr><td>Examination forms</td><td>Final score is calculated from the weekly assessment scheme below (CLO/PLO addressed and weight of each assessment):
<table>
<tr><th>Week</th><th>CLO</th><th>PLO</th><th>Weight (%)</th></tr>
<tr><td>1</td><td>CLO-1</td><td>PLO-3</td><td>3</td></tr>
<tr><td>2</td><td>CLO-2</td><td>PLO-7</td><td>3</td></tr>
<tr><td>3</td><td>CLO-1</td><td>PLO-3</td><td>3</td></tr>
<tr><td>4</td><td>CLO-2</td><td>PLO-7</td><td>4</td></tr>
<tr><td>5</td><td>CLO-3</td><td>PLO-8</td><td>4</td></tr>
<tr><td>6</td><td>CLO-2</td><td>PLO-7</td><td>4</td></tr>
<tr><td>7</td><td>CLO-3</td><td>PLO-8</td><td>6</td></tr>
<tr><td>8</td><td>CLO-4</td><td>PLO-10</td><td>15</td></tr>
<tr><td>9</td><td>CLO-2</td><td>PLO-7</td><td>5</td></tr>
<tr><td>10</td><td>CLO-3</td><td>PLO-8</td><td>6</td></tr>
<tr><td>11</td><td>CLO-2</td><td>PLO-7</td><td>5</td></tr>
<tr><td>12</td><td>CLO-3</td><td>PLO-8</td><td>6</td></tr>
<tr><td>13</td><td>CLO-2</td><td>PLO-7</td><td>5</td></tr>
<tr><td>14</td><td>CLO-3</td><td>PLO-8</td><td>6</td></tr>
<tr><td>15</td><td>CLO-4</td><td>PLO-10</td><td>10</td></tr>
<tr><td>16</td><td>CLO-4</td><td>PLO-10</td><td>15</td></tr>
</table></td></tr>
<tr><td>Study and examination requirements</td><td>Students are considered competent and pass if the final score is at least 55 or C.
Final index (grade conversion):
<table>
<tr><th>Index</th><th>Converted score</th><th>Score range (A = final score)</th></tr>
<tr><td>A</td><td>4.00</td><td>85 ≤ A ≤ 100</td></tr>
<tr><td>A-</td><td>3.75</td><td>80 ≤ A < 85</td></tr>
<tr><td>B+</td><td>3.50</td><td>75 ≤ A < 80</td></tr>
<tr><td>B</td><td>3.00</td><td>70 ≤ A < 75</td></tr>
<tr><td>B-</td><td>2.75</td><td>65 ≤ A < 70</td></tr>
<tr><td>C+</td><td>2.50</td><td>60 ≤ A < 65</td></tr>
<tr><td>C</td><td>2.00</td><td>55 ≤ A < 60</td></tr>
<tr><td>D</td><td>1.00</td><td>40 ≤ A < 55</td></tr>
<tr><td>E</td><td>0.00</td><td>0 ≤ A < 40</td></tr>
</table></td></tr>
<tr><td>Reading list</td><td>1. Wijayanti, P., Budiarto, M.T., Ismail, Kurniasari, I., Prihartiwi,N.R. (2021). Model Pembelajaran Matematika Berpusat pada Peserta Didik. Surabaya: Unesa University Press.
2. Arends, R.I. (2012). Learning to Teach. 6th Edition. New York: McGraw-Hill Book Company.
3. Arends, R.I. (2004). Guide to Field Experiences and Portofolio Development: to accompany learning to teach. New York: McGraw-HillBook Company.
4. Tomlinson, C. A. (2017). 3rd Edition How to Differentiate</td></tr>
</table>

	Instruction in Academically Diverse Classrooms. Alexandria, VA: ASCD. 5. Hockett, J. A. (2018). Differentiation Strategies and Examples: Grades 6-12. Tennessee Department of Education. Alexandria, VA:ASCD. 6. Joyce, B., & Calhoun, E. (2024). Models of Teaching (10th ed.). Routledge. https://doi.org/10.4324/9781003455370 7. Fullan, M., Quinn, J., & McEachen, J. (2017). Deep Learning: Engage the World Change the World. Corwin Press. 8. McTighe, J., & Silver, H. F. (2020). Teaching for Deeper Learning: Tools to Engage Students in Meaning Making. ASCD. 9. Johnson, E. B. (2014). Contextual Teaching and Learning: What It Is and Why It's Here to Stay. Corwin Press. 10. Slavin, R. E. (2015). Cooperative Learning: Theory, Research, and Practice. Allyn & Bacon. 11. Nur, M. (2000). Pembelajaran Kooperatif. Surabaya: Pusat Sains dan Matematika Sekolah. 12. Ibrahim, M., Rachmadiarti, F., Ismono. (2005). Pembelajaran Kooperatif. Surabaya: Pusat Sains dan Matematika Sekolah 13. Hunaepi, Samsuri, T., Afriliyana, M. (2014) Model Pembelajaran Langsung Teori dan Praktik. Mataram: Duta Pustaka Ilmu. 14. Nur, M., Kardi, S. (2000). Pengajaran Langsung. Surabaya: Pusat Sains dan Matematika Sekolah. 15. Hunaepi, Samsuri, T., Afriliyana, M. (2014) Model Pembelajaran Langsung Teori dan Praktik. 16. Hassed Craig & Chamber, Richard (2015). Mindfulness Learning. New York: Amazon Publisher.