

## MODULE HANDBOOK

Module Name	Innovative Learning 2
Module level	Bachelor
Abbreviation, if applicable	-
Sub-heading, if applicable	-
Course included in the module, if applicable	-
Semester/term	4 <sup>nd</sup> /Second Year
Module coordinator(s)	Dr. Utiyah Azizah, M.Pd.
Lecturer(s)	1. Dr. Utiya Azizah, M.Pd. 2. Kusumawati Dwiningsih, S. Pd., M. Pd. 3. Dr. Rinaningsih, M. Pd.
Language	Indonesian
Classification within the curriculum	Compulsory Course
Teaching format/class hours per week during the semester:	3 hours lecturers (50 min per hours)
Workload:	1 CU for bachelor degree equals to 3 workhours per week or 170 minutes (50' face to face learning, 60' structured learning, and 60' independent learning). In one semester, courses are conducted in 14 weeks (excluding mid and end-term exam). Thus, 1 CU equals to 39.67 workhours per semester. One CU equals to 1.59 ECTS.
Credit points:	3 CU = 3 x 1.59 = 4.77 ECTS
Prerequisites course(s):	-
Targeted learning outcomes:	<ol style="list-style-type: none"> <li>1. Knowing the characteristics of learning models: cooperative learning, scientific approach-oriented learning such as problem-based learning, inquiry learning, contextual learning and project-based learning, which are included in the Innovative Learning 2 group.</li> <li>2. Making decisions in designing innovative learning includes: cooperative learning, scientific approach-oriented learning such as problem-based learning, inquiry learning and contextual learning and project-based learning relevant to competencies, characteristics of subject matter, and student characteristics.</li> <li>3. Utilizing learning and ICT resources to support the design and implementation of innovative learning including: cooperative learning, scientific approach-oriented learning such as: problem-based learning, inquiry learning, contextual learning, and project-based learning to achieve competence students.</li> <li>4. Having a responsible attitude by applying learning: cooperative, scientific approach-oriented learning such as problem-based learning, inquiry learning, contextual learning and project-based learning that has</li> </ol>

	designed in the peer teaching forum
Content:	<ol style="list-style-type: none"> <li>1. Cooperative Learning</li> <li>2. Problem-Based Learning</li> <li>3. Inquiry Learning</li> <li>4. Contextual Learning</li> <li>5. Project Based Learning</li> </ol>
Study / exam achievements:	<p>Students are considered to be competent and pass if at least get 55</p> <p>Final score is calculated as follows: 20% participation + 30% assignment + 20% middle exam (UTS) &amp; 30% final exam (UAS)</p> <p>Table index of graduation</p> <ul style="list-style-type: none"> <li>• A = 4 (85 ≤ - &lt; 100)</li> <li>• A- = 3,75 (80 ≤ - &lt; 85)</li> <li>• B+ = 3,5 (75 ≤ - &lt; 80)</li> <li>• B = 3 (70 ≤ - &lt; 75)</li> <li>• B- = 2,75 (65 ≤ - &lt; 75)</li> <li>• C+ = 2,5 (60 ≤ - &lt; 65)</li> <li>• C = 2 (55 ≤ - &lt; 60)</li> <li>• D = 1 (40 ≤ - &lt; 55)</li> <li>• E = 0 (0 ≤ - &lt; 40)</li> </ul>
Media:	Computer, LCD, White board
Learning Methods	Individuals assignment, group assignment, discussion, presentation, and practicum
Literature:	<ol style="list-style-type: none"> <li>1. <b>Arends, Richard I.</b> 2004. Learning To Teach sixth Edition . New York: McGraw-Hill Book Company</li> <li>2. <b>Arends, Richard I.</b> 2004. Guide to Field Experiences and Portofolio Development: to accompany ;learning to teach . New York: McGraw-Hill Book Company</li> </ol>