MODULE HANDBOOK

Module Name	Innovative Learning I
Module level	Bachelor
Abbreviation, if applicable	8420403211
Sub-headings, if applicable	-
Course included in the module, if applicable	-
Semester / term	4th / Second Year
Module coordinator (s)	Bertha Yonata, S, Pd., M.Pd.
Lecturer (s)	Bertha Yonata, S, Pd., M.Pd .; Dr.Hj. Rinaningsih, S.Pd., M.Pd.; Dr. Muchlis, S.Pd., M.Pd .; Findiyani Ernawati Asih, S.Pd., M.Pd
Language	Indonesian
Classification within the Curriculum	Compulsory Course
Format / class teaching 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
Prerequisite course(s):	-
Targeted learning outcomes:	CLO1 Can explain characteristics of Conceptual Attainment Models, Meaningful Verbal Learning, Direct Instruction, discussion, SET, and Learning strategies that include in Innovative Learning I. CLO2 Demonstrate competence to use time in learning design. CLO3 Can manage learning using SET for develop literacy environment. CLO4 Demonstrate critical thinking competence in suitable choice learning with objective achieved. CLO5 Can manage learning to use learning models that it relevance with student learning style. CLO6 Analyze the effectiveness of learning implementation that it includes in Innovative Learning 1 based on results of learning. CLO7 Make decision to design learning innovative include: characteristics of Conceptual Attainment Models, Meaningful Verbal Learning, Direct Instruction, discussion, SET, and Learning strategies that it

	relevance with competence, characteristics of lesson material and students.
	CLO8 Have responsibility to apply Conceptual Attainment Models, Meaningful Verbal Learning, Direct Instruction, discussion, SET, and Learning strategies that it designed in peer teaching forum.
	CLO9 Use learning source and ICT in design and conduct innovative learning include: Conceptual Attainment Models, Meaningful Verbal Learning, Direct Instruction, discussion, SET, and Learning strategies.
	CLO10 Can choice media that it suitable learning models in learning
	CLO11 Can develop learning design based on results of research.
Content:	1. Conceptual Attainment Models Definition, syntax, theoretical foundation and it applying. 2. Meaningful Verbal Learning, Definition, syntax, theoretical foundation and it applying. 3. Direct Instruction, Definition, syntax, theoretical foundation and it applying. 4. discussion, Definition, syntax, theoretical foundation and it applying. 5. SET Definition, theoretical foundation and it applying. 6. Learning strategies Definition, theoretical foundation and it applying.
Study / exam achievements:	Students are considered to be competent and pass if at least get 55 Final score is calculated as follows: 20% participation + 30% assignment + 20% middle exam (UTS) & 30% final exam (UAS) Table index of graduation • A = 4 ($85 \leq - \geq 100$) • A- = 3.75 ($80 \leq - < 85$) • B + = 3.5 ($75 \leq - < 80$) • B = 3 ($70 \leq - < 75$) • B- = 2.75 ($65 \leq - < 75$) • C + = 2.5 ($60 \leq - < 65$) • C = 2 ($55 \leq - < 60$) • D = 1 ($40 \leq - < 55$) • E = 0 ($0 \leq - < 40$)
Media:	Computer, LCD, White board

Learning Methods	Individuals assignment, group assignment, discussion, presentation, and practice
Literature:	1. Arends, Richard I. 2012. Learning To Teach Sixth Edition. New York: McGraw-Hill Book Company 2. Ibrahim, Muslim. 2012. Concepts, Misconceptions, and Learning Methods. Surabaya: University Press 3. Novita, D., Mitarlis, Muchlis, dan Yonata, B. 2018. Pembelajaran Inovatif I. Unesa University Press 4. Nur, Mohamad. 2000. Learning Strategies. Surabaya: Center for School Science and Mathematics 5. Nur, Mohamad, Kardi Soeparman. 2000. Direct Learning. Surabaya: Center for School Science and Mathematics