



MINISTRY OF EDUCATION, CULTURE, RESEARCH,
 AND TECHNOLOGY
 UNIVERSITAS NEGERI SURABAYA
 FACULTY OF MATHEMATICS AND NATURAL SCIENCES
 DEPARTMENT OF CHEMISTRY

Ketintang Campus, Jalan Ketintang, Surabaya 60231

Telephone : +6231- 8298761, email: kimia@unesa.ac.id, Laman : <http://kimia.fmipa.unesa.ac.id>

MODULE HANDBOOK

Module Name:	Learning Theories
Module level:	Bachelor
Course Code:	8420403271
Abbreviation, if applicable:	-
Course included in the module, if applicable:	-
Semester/term:	2 nd /First Year
Module coordinator(s):	Dr. Utiya Azizah, M.Pd.
Lecturer(s):	Dr. Utiya Azizah, M.Pd.; Dr. Mitarlis, M.Si.; Bertha Yonata, S.Pd. 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:	3 x 50 minutes lectures, 3 x 60 minutes structured activity, 3 x 60 minutes individual activity, 14 weeks per semester, 119 total hours per semester ~ 4.77 ECTS**
Credit unit:	3 CU = 3 x 1,59 = 4.77 ECTS
Prerequisite course(s):	-
Targeted learning outcomes:	<p>CLO 1 Students are able to utilize learning resources and ICT based learning media to support the implementation of learning by applying certain learning theories.</p> <p>CLO 2 Students are able to make decisions based on analysis of classroom learning cases and provide ideas for choosing various alternative solutions.</p> <p>CLO 3 Students have mastering learning theories and being able to apply them in learning.</p> <p>CLO 4 Students having a responsible attitude by applying learning according to relevant learning theories.</p>
Content:	<p>Behavioral Learning Theory: Educational Psychology, aspects of human development, behavioral theories in learning, and principles of behavioral learning.</p> <p>Social Learning Theory: Bandura's social cognitive theory and moral development</p> <p>Cognitive Learning Theory: information processing, factors that strengthen long-term memory, memory strategies, factors</p>



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	<p>that make information meaningful, metacognitive skills and learning strategies.</p> <p>Constructivist theory: constructivist view of learning, Piaget's theory, Vygotsky's theory, application of constructivist theory in learning, cooperative learning, problem solving and thinking skills</p> <p>Motivation in Learning: definitions of motivation and theories of motivation, achievement motivation, and student motivation to learn</p>																																								
Study / exam achievements:	<p>The final grade (<i>NA</i>) is calculated based on the following ratio:</p> <table border="1" data-bbox="618 743 1409 982"> <thead> <tr> <th>Assessment Components</th> <th>Percentage of contribution</th> </tr> </thead> <tbody> <tr> <td>Participation</td> <td>20%</td> </tr> <tr> <td>Assignment</td> <td>30%</td> </tr> <tr> <td>Mid-semester test</td> <td>20%</td> </tr> <tr> <td>Final semester test</td> <td>30%</td> </tr> </tbody> </table> <p>Grade conversion of 0-100 scale into 0-4 scale is set as below:</p> <table border="1" data-bbox="618 1058 1409 1444"> <thead> <tr> <th>Letter</th> <th>Number</th> <th>Grade Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,00</td> <td>$85 \leq A \leq 100$</td> </tr> <tr> <td>A-</td> <td>3,75</td> <td>$80 \leq A- < 85$</td> </tr> <tr> <td>B+</td> <td>3,50</td> <td>$75 \leq B+ < 80$</td> </tr> <tr> <td>B</td> <td>3,00</td> <td>$70 \leq B < 75$</td> </tr> <tr> <td>B-</td> <td>2,75</td> <td>$65 \leq B- < 70$</td> </tr> <tr> <td>C+</td> <td>2,50</td> <td>$60 \leq C+ < 65$</td> </tr> <tr> <td>C</td> <td>2,00</td> <td>$55 \leq C < 60$</td> </tr> <tr> <td>D</td> <td>1,00</td> <td>$40 \leq D < 55$</td> </tr> <tr> <td>E</td> <td>0,00</td> <td>$0 \leq E < 40$</td> </tr> </tbody> </table>	Assessment Components	Percentage of contribution	Participation	20%	Assignment	30%	Mid-semester test	20%	Final semester test	30%	Letter	Number	Grade Interval	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	$0 \leq E < 40$
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Media:	Computer, LCD, White board																																								
Learning Methods:	Individuals assignment, group assignment, discussion, and presentation																																								
Literature:	<ol style="list-style-type: none"> Hergenhahn, B. R. & Olson, Matthew H. 2012. <i>Theories of Learning (Teori Belajar)</i>. Edisi Ketujuh. Jakarta: Kencana Prenada Media Group. Santrock, J. W. 2008. <i>Educational Psychology. Third Edition</i>. Boston: McGraw-Hill. Slavin, R. E. 2011. <i>Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 1</i>. Jakarta: PT Indeks. 																																								



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	<ol style="list-style-type: none">4. Slavin, R. E. 2011. <i>Psikologi Pendidikan Teori dan Praktik. Edisi Kesembilan Jilid 2</i>. Jakarta: PT Indeks5. Woolfolk, A. 2010. <i>Educational Psychology, Global Edition. Eleventh Edition</i>. New Jersey: Pearson Education.6. Wijaya, H., 2018. Pendidikan Neurosains dan Implikasinya dalam Pendidikan Masa Kini. (online). https://www.researchgate.net/publication/323114055
Notes:	<p>*1 credit unit or <i>sks</i> in learning process = three periods consist of: (a) scheduled instruction in a classroom or laboratory (50 minutes); (b) structured activity (60 minutes); and (c) individual activity (60 minutes) according to the Regulation of Indonesia Ministry of Research, Technology, and Higher Education No. 44 Year 2015 jo. the Regulation of Indonesia Ministry of Research, Technology, and Higher Education No. 50 Year 2018.</p> <p>**1 credit unit or <i>sks</i> = 1.59 ECTS according to Rector Decree Of Universitas Negeri Surabaya No. 598/UN38/HK/AK/2019</p>