



MINISTRY OF EDUCATION, CULTURE, RESEARCH,
AND TECHNOLOGY

UNIVERSITAS NEGERI SURABAYA

FACULTY OF MATHEMATICS AND NATURAL SCIENCES
Ketintang Campus, D-1 Building, Surabaya 60231 +6231-8296427
Website: www.fmipa.unesa.ac.id, email: info_fmipa@unesa.ac.id

Master Program of Science Education

Module Handbook

<i>Module Name :</i>	<i>Teori Belajar Lanjut/ Advance Learning Theory</i>
<i>Module level :</i>	<i>Master Program of Science Education</i>
<i>Course Code :</i>	<i>8410102223</i>
<i>Abbreviation, if applicable:</i>	<i>-</i>
<i>Courses included in the module, if applicable:</i>	<i>Not Applicable</i>
<i>Semester/Term</i>	<i>1st /First Year</i>
<i>Module coordinator(s)</i>	<i>Prof. Dr. Endang Susantini, M.Pd.</i>
<i>Lecturer(s):</i>	<i>Prof. Dr. Endang Susantini, M.Pd. Prof. Dr. Erman, M.Pd. Prof. Dr. Utiya Azizah, M.Pd. Dr. Elok Sudibyo, M.Pd.</i>
<i>Language:</i>	<i>Indonesian Language</i>
<i>Classification within the curriculum:</i>	<i>Compulsory/ Elective</i>
<i>Teaching format/class hours per week during the semester:</i>	<i>2 contact hours of lectures (Indonesia credit semester or CU*)</i>
<i>Workload :</i>	<i>2 x 50 minutes lectures, 2 x 90 minutes structured activity, 2 x 100 minutes individual activity, 14 weeks per semester, 112 total hours per semester ~ 4.48 ECTS**</i>
<i>Credit Point:</i>	<i>2 CU (4.48 ECTS)</i>
<i>Requirements:</i>	
<i>Learning goals/competencies:</i>	Knowledge (KNO-1) <i>CLO-1</i> <i>Mastering learning theories and being able to apply them in science learning.</i> Competency (CMO-1) <i>CLO-2</i> <i>Implement of science learning cases in class and solve cases based on relevant learning theories</i> Competency (CMO-2) <i>CLO-3</i> <i>Able to design a demonstrate about learning theory that is relevant to learning science</i>
<i>Content</i>	<i>Study of the principles and ways students learn according to behavioral learning theory, social learning theory, cognitive learning theory, constructivist approaches, connectivism theory, and motivating students to learn; and its application in learning through analysis of case examples in class</i>
<i>Attribute Soft skill:</i>	<i>Scientific report, public speaking, and team work</i>



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<p><i>Study/exam achievements:</i></p>	<p>Students are considered to be competent and pass if at least get 70. Final score is calculated as follows: 20% Participation + 30% Assignment + 20% Middle Exam (UTS) + 30% Final Exam (UAS) Final index is defined as follow:</p> <table border="1" data-bbox="667 568 1294 947"> <thead> <tr> <th>Index</th> <th>Converted Score</th> <th>Score Range</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>	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	$55 \leq C < 60$	D	1.00	$40 \leq D < 55$	E	0.00	$0 \leq E < 40$
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<p><i>Learning Methods :</i></p>	<p>Case Method, Discussion, and Article Review</p>																														
<p><i>Form of Media:</i></p>	<p>Power Point slides, e-book file, and multimedia.</p>																														
<p><i>Literature (primary references):</i></p>	<ol style="list-style-type: none"> Susantini, E., dkk. Improving Learning Process in Genetics Classroom by Using Metacognitve Strategy. <i>Asia Pacific Education Review</i>, 19 (3), 2018. Susantini, E., dkk. Designing Easy DNA Extraction: Teaching Creativity through Laboratory Practice. <i>Biochemistry and Molecular Biology Education Biochemistry and Molecular Biology Education</i>, 45 (3), 2017 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. 2009. <i>Educational Psychology Theory and Prctice. Eight Edition</i>. Boston: Pearson. Schunk, Dale. H., 2012. <i>Learning Theories An Educational Perspective. Sixth Edition</i>. Boston: Allyn & Bacon. Woolfolk, A. 2010. <i>Educational Psychology, Global Edition. Eleventh Edition</i>. New Jersey: Pearson Education 																														
<p><i>Notes:</i></p>	<p>*1 CU in learning process = three periods consist of: (a) scheduled instruction in a classroom (50 minutes); (b) structured activity (90 minutes); and (c) individual activity (100 minutes) according to according to Rector Decree of Universitas Negeri Surabaya No. 598/UN38/HK/AK/2020</p> <p>**1 CU = 2.24 ECTS according to Rector Decree of Universitas Negeri Surabaya No. 598/UN38/HK/AK/2020</p> <p>*Total ECTS = (total hours workload/ 60 min) / 25 hours Each ECTS is equals with 25 hours</p>																														
<p><i>Last Amendment</i></p>	<p>5 January 2023</p>																														