



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>Biologi Sekolah/ Biology for High School*)</i>
<i>Module level :</i>	<i>Master Program of Science Education</i>
<i>Course Code :</i>	8410102144
<i>Abbreviation, if applicable:</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>Dr. Eko Hariyono, M.Pd</i>
<i>Lecturer(s):</i>	<i>Dr. Eko Hariyono, 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>	<p>Knowledge (KNO-2) CLO-1 Mastering knowledge and technology <i>basic concepts in biology by referring to mutakir reference books from developed countries, modeling how biology is taught, accessed accompanied by examples of available devices</i></p> <p>CLO-2 Mastering knowledge and technology to <i>solve biological problems by applying a process and or interdisciplinary skills approach</i></p> <p>Competency (COM-3) CLO-3 Designing and creating <i>decisions and conduct research and development that is beneficial to biology independently and in groups</i></p>



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Content	<i>This course examines the laying of basic concepts in the substance of school biology by referring to the reference books of mutakir from developed countries, modeling how biology is taught, accessed accompanied by examples of available devices.</i>																														
Attribute Soft skill:	<i>Scientific report, public speaking, and team work</i>																														
Study/exam achievements:	<p><i>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)</i></p> <p>Final index is defined as follow:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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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Learning Methods :	<i>Case Method and Discussion</i>																														
Form of Media:	<i>Power Point slides, e-book file, and multimedia.</i>																														
Literature (primary references):	<ol style="list-style-type: none"> 1. Glencoe Science. (2004). <i>Bio lab dan minilab worksheets, Biology: the dynamic of life</i>. New York: Glencoe/McGraw-Hill Book 2. Glencoe Science. (2004). <i>Laboratory Manual, Biology: the dynamic of life</i>. New York: Glencoe/McGraw-Hill Book 3. Glencoe Science. (2004). <i>Block Scheduling Biology: the dynamic of life</i>. New York: Glencoe/McGraw-Hill Book 4. Glencoe Science. (2004). <i>Reinforcment and Study Guide, Biology: the dynamic of life</i>. New York: Glencoe/McGraw-Hill Book 5. Glencoe Science. (2004). <i>Reviewing Vocabulary, Biology: the dynamic of life</i>. New York: Glencoe/McGraw-Hill Book 6. Glencoe Science. (2004). <i>Critical Thingking/Problem</i> 																														



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	<p>Solving, Biology: the dynamic of life. New York: Glencoe/McGraw-Hill Book</p> <p>7. Glencoe Science. (2004). <i>Lesson Plans, Biology: the dynamic of life</i>. New York: Glencoe/McGraw-Hill Book</p> <p>8. Glencoe Science. (2004). <i>Test bank Question manual, Biology: the dynamic of life</i>. New York: Glencoe/McGraw-Hill Book</p> <p>9. Glencoe Science. (2004). <i>Assessment, Biology: the dynamic of life</i>. New York: Glencoe/McGraw-Hill Book.</p> <p>10. Glencoe Science. (2004). <i>Reviewing, Biology: the dynamic of life</i>. New York: Glencoe/McGraw-Hill Book.</p>
<p>Notes:</p>	<p><i>*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 Rector Decree of Universitas Negeri Surabaya No. 598/UN38/HK/AK/2020</i></p> <p><i>**1 CU = 2.24 ECTS according to Rector Decree of Universitas Negeri Surabaya No. 598/UN38/HK/AK/2020</i></p> <p><i>*Total ECTS = (total hours workload/ 60 min) / 25 hours</i> Each ECTS is equals with 25 hours</p>
<p>Last Amendment</p>	<p>5 January 2023</p>