

### Science learning strategy

Module Name :	Science Learning Strategies	
Module Level :	Undergraduate	
Code :	3215-116-2	
Sub-heading, if applicable :		
Classes, if applicable :		
Semester :	2 <sup>nd</sup>	
Module coordinator :	1. Dr. Hadi Nasbey, M.Si 2. Fauzi Bakri, M.Si 3. Raihanati, M.Pd 4. Dwi Susanti, M.Pd 5. Lari A Sanjaya, M.Pd	
Lecturer(s) :	1. Dr. Hadi Nasbey, M.Si 2. Fauzi Bakri, M.Si 3. Raihanati, M.Pd 4. Dwi Susanti, M.Pd 5. Lari A Sanjaya, M.Pd	
Language :	Indonesian	
Classification within the curriculum :	Compulsory course	
Type of Teaching	Contact hours per week during the semester	Class Size
Lecture (Expository, discussion, exercise)	10 minutes	40
Workload	Total workload of this course 135.99 hours (4.5 ECTS) per semester which consist of 51 hours (1.7 ECTS) classroom activity, 42 hours (1.4 ECTS) structured task, and 42 hours (1.4 ECTS) per semester.	
Credit points :	3 ECTS	
Prerequisite course(s) :	-	
Course Outcomes :	After taking this course the student have ability to : CLO 1: Understanding the basic concepts of the paradigm of science learning. CLO 2: Analyzing the relationships between models, strategies, methods, and learning techniques. CLO 3: Understanding the principles of direct learning strategies along with some of their methods. CLO 4: Understanding the definition of indirect learning strategies along with some of their methods. CLO 5: Explaining experience-based learning strategies along with some of their methods.	

	<p>CLO 6: Understanding the principles of self-directed learning with some of its methods.</p> <p>CLO 7: Explaining contemporary learning.</p> <p>CLO 8: Demonstrating learning strategies with their methods.</p>																				
Content :	<ol style="list-style-type: none"> <li>1. Paradigms of science learning (2 weeks)</li> <li>2. Models, strategies, and methods of learning (3 weeks)</li> <li>3. Direct and indirect learning strategies (3 weeks)</li> <li>4. Direct and indirect learning methods (3 weeks)</li> <li>5. Various learning strategies (3 weeks)</li> </ol>																				
Study/exam achievements:	<p>Examination are conducted as unit test, as following</p> <table border="1"> <thead> <tr> <th>No</th> <th>Assesment Object</th> <th>Assesment Technique</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Case-based Assignment</td> <td>Exploring and discussing some problem in mathematics</td> <td>50%</td> </tr> <tr> <td>2</td> <td>Midterm Test</td> <td>Written test</td> <td>20%</td> </tr> <tr> <td>3</td> <td>Final Test</td> <td>Written test</td> <td>20%</td> </tr> <tr> <td>4</td> <td>Attendance</td> <td>Presence list</td> <td>10%</td> </tr> </tbody> </table>	No	Assesment Object	Assesment Technique	Weight	1	Case-based Assignment	Exploring and discussing some problem in mathematics	50%	2	Midterm Test	Written test	20%	3	Final Test	Written test	20%	4	Attendance	Presence list	10%
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Media :	<p>Computer, internet, LCD, whiteboard, online platform (Microsoft Teams/ Zoom, LMS), Microsoft Excel, Microsoft Power Point (untuk materi).Power point presentation, textbook, learning management system (LMS)</p>																				
Literatures :	<p>References:</p> <ol style="list-style-type: none"> <li>1. Filey, Jones et al (1985), Learning Science Proces Skill.</li> <li>2. Kurikulum SLTP &amp; SMU yang sedang berlaku</li> <li>3. Buku pegangan guru &amp; siswa untuk bidang studi Fisika di SLTP &amp; SMU.</li> <li>4. Blovan B.S et al (1972) Taxonomy of Ed abs;</li> <li>5. Funk, Jemes H et al (1985) Learning Science Proses Skill</li> <li>6. Joyce, B., Weil, M., &amp; Showers, B. (1992). <i>Models of Teaching</i> (4th ed.). Needham Height Massachusetts: Ally and Bacon, Boston.</li> <li>7. Husmy (2001) Handout: “Strategi Belajar Mengajar Fisika”, Jurusan Pendidikan Fisika FPMIPA UPI.</li> </ol>																				