



### High School Mathematics Teaching and Learning

<b>Module Name</b>	Course Module
<b>Module Level</b>	Bachelor Degree of Mathematics Education
<b>Code, if applicable</b>	
<b>Sub-title, if applicable</b>	
<b>Courses, if applicable</b>	High School Mathematics Teaching and Learning
<b>Semester(s) in which the module is taught</b>	5 <sup>th</sup> semester
<b>Person responsible for the module</b>	Lecturer of Courses
<b>Lecturer (s)</b>	Dr. Meiliasari, M.Sc.
<b>Language</b>	Bahasa Indonesia
<b>Relation to Curriculum</b>	This course is a compulsory course.
<b>Type of teaching, contact hours</b>	Lecture, structured project, seminar
<b>Workload</b>	For this course, students required to meet a minimum of 135,99 hours in one semester, which consist of: 39,99 hours for lecture, 48 hours for structured assignments, 48 hours for independent study,
<b>Credit Points</b>	2 CP
<b>Requirements according to the examination regulations</b>	Students must attend all lectures and submit all individual and group assignments scheduled before the final exam.
<b>Recommended prerequisites</b>	-
<b>Program intended learning outcomes</b>	PLO 7: Able to analyze research findings to improve the process of learning mathematics.  PLO 8 : Able to plan, implement, and evaluate learning in learning mathematics



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<b>Course Learning Objectives</b>	<p>CLO 1 : Students will be able to analyse the goals and the content of high school mathematics curriculum</p> <p>CLO 2 : Students will be able to identify problems and create strategies in solving problems in highschool mathematics teaching and learning</p> <p>CLO 3: Students will be able to implement innovative instructional activity underpinned by theories</p>
<b>Content</b>	<p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>14. The learning goals and content of highschool mathematics curriculum</li> <li>15. Identifying problems occurs in highschool mathematics teaching and learning, and develop strategies for solving the problems</li> <li>16. Designing, implementing and evaluating innovative instructional activities in highschool mathematics classrooms</li> </ul>
<b>Forms of Assessment</b>	<p>Assessment of the learning process according to the following components:          Presentation, Project, mid test, final test</p>
<b>Study and examination requirements and forms of examination</b>	<ul style="list-style-type: none"> <li>- Students have at least 80% of attendance</li> <li>- Students complete all assignments with satisfactory result</li> </ul> <p>forms of examination: written test and project</p>
<b>Media employed</b>	<p>Laptop, Internet, LCD, Whiteboard, Zoom/GoogleTemui/Tim Microsoft, LMS.</p> <p style="text-align: center;">-</p>
<b>Reading list</b>	<ol style="list-style-type: none"> <li>1. Standar isi, standar kompetensi dan kompetensi dasar matematika SMA/MA BSNP, 2006.</li> <li>2. Lee Peng Yee, 2006. Teaching Secondary School Mathematics. Singapore: Mc Graw Hill</li> <li>3. Max A.Sobel, Evan M.Maletsky. 2001. Mengajar Matematika Edisi Ketiga. Erlangga</li> <li>4. Graham, K., Cuoco, A., &amp; Zimmermann, G. (2010). <i>Focus in High School Mathematics: Reasoning and Sense Making in Algebra</i>. National Council of Teachers of Mathematics. 1906</li> </ol>



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Memartabatkan Bangsa

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	<p>Association Drive, Reston, VA 20191-1502</p> <p>5. Paliwal, V. (2017). Considering Curriculum, Standards, and Assessments in Mathematics Instruction. <i>US-China Education Review</i>, 7(3), 144-154.</p>
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