



MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY

UNIVERSITAS SRIWIJAYA

FACULTY OF TEACHER TRAINING AND EDUCATION

MATHEMATICS EDUCATION STUDY PROGRAM

Jl. Raya Palembang – Prabumulih Km.32, Indralaya Ogan Ilir 30662 Website: Fkip.unsri.ac.id

Doctoral Program in Mathematics Education

MODULE HANDBOOK

Module name/ Code	:	Dissertation Product Prototyping
Module level, if applicable	:	Doctor
Code	:	GMA8102
Sub-heading, if applicable	:	-
Class, if applicable	:	-
Semester	:	3 rd (third) / odd
Module coordinator	:	Lecturer Team
Lecturer(s)	:	Lecturer Team
Language	:	Bahasa Indonesia and English
Classification within the curriculum	:	Study Program Compulsory Course
Teaching format/ class hours per week during the semester	:	Teaching format: lectures, tutorial assignment, and individual study 3 x 300 minutes = 900 minutes = 15 hours
Workload	:	14 weeks per semester consisting of: <ul style="list-style-type: none"> ➤ 1 hour lecture (1 x 50 minutes) per week, ➤ 2 hours assignments (2 x 50 minutes) per week, ➤ 2 hours individual study (2 x 75 minutes) per week, Total workload: 14x3x300 minutes=12,600 minutes= 8.4 ECTS*
Credit points	:	3 (8.4 ECTS)
Prerequisite's course(s)	:	-
Course outcomes	:	After taking this course, students should be able to: CO-1: able to master the concepts of educational design research. CO-2: able to carry out product prototyping research from the preparation stage (preliminary) to the field test. CO-3: able to present research products produced through the stages of development/validation studies. CO-4: able to write the results of research product prototyping in the form of articles to be submitted to national accredited or international journals.



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Content	: Dissertation product prototyping is a course in which students develop research instruments through the utilization of design research, covering either validation or development studies. Through focus group discussions, students have the opportunity to obtain constructive input and suggestions from experts and doctoral/graduate students, and teachers who are teaching practitioners in the classroom. The suggestions and input may pertain to content, constructs, and language.																		
Study/exam achievements	: Dissertation product prototyping assessment includes booklet (product prototyping) (60%), and presentation skills (40%). The initial cut - off points for grades A, B, C, and D should not be less than 85, 70, 55, and 40 out of 100 respectively. The total score is converted into a qualitative score, <table border="1" data-bbox="574 921 1187 1176"> <thead> <tr> <th>Total Score</th> <th>Grade</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>86 – 100</td> <td>A</td> <td>Excellent</td> </tr> <tr> <td>71 – 85.99</td> <td>B</td> <td>Good</td> </tr> <tr> <td>56 – 70.99</td> <td>C</td> <td>Fair</td> </tr> <tr> <td>41 – 55.99</td> <td>D</td> <td>Bad</td> </tr> <tr> <td>0 – 40.99</td> <td>E</td> <td>Worse</td> </tr> </tbody> </table> To be successfully passing the course, the minimum grade required is C.	Total Score	Grade	Description	86 – 100	A	Excellent	71 – 85.99	B	Good	56 – 70.99	C	Fair	41 – 55.99	D	Bad	0 – 40.99	E	Worse
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56 – 70.99	C	Fair																	
41 – 55.99	D	Bad																	
0 – 40.99	E	Worse																	
Forms of media	: Laptop and LCD projectors																		
Literature	: <ol style="list-style-type: none"> 1. Bakker, A. (2018). <i>Design Research in Education: A Practical Guide for Early Career Researchers</i> (1st ed.). Routledge. https://doi.org/10.4324/9780203701010 2. Tessmer, M. (1993). Planning and conducting formative evaluations: Improving the quality of education and training. In <i>Planning and Conducting Formative Evaluations</i>. Kogan Page. 3. Nieveen, N., Van den Akker, J., Gravemeijer, K., McKenney, S. (2010). Educational Design Research. In <i>Educational Design Research</i>. Routledge. https://doi.org/10.4324/9780203088364 4. Zulkardi, Z., Putri, R.I.I., Wijaya, A. (2020). Two Decades of Realistic Mathematics Education in Indonesia. In: van den Heuvel-Panhuizen, M. (eds) <i>International Reflections on the Netherlands Didactics of Mathematics</i>. ICME-13 																		



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		Monographs. Springer, Cham. https://doi.org/10.1007/978-3-030-20223-1_18 .
Note	:	*Total hours per 1 credit in 1 semester = $\{(1 \text{ credit} \times 300 \text{ minutes} \times 14 \text{ weeks}) / 60 \text{ minutes}\} = 70 \text{ hours}$. Each ECTS equals 25 hours therefore 1 credit in 1 semester equals 2.8 ECTS.

PLO and CO Mapping

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CO1	✓								
CO2	✓	✓				✓	✓	✓	✓
CO3								✓	✓
CO4							✓		✓