

Doctoral Program in Mathematics Education

MODULE HANDBOOK

Module name/ Code	:	Mathematic Education Professional Seminar/ GMA8204				
Module level, if	:	Doctor				
applicable						
Code	:	GMA8204				
Sub-heading, if	:	-				
applicable						
Class, if applicable	:	-				
Semester	:	4 th (fourth) / even				
Module coordinator	:	Lecturer Team				
Lecturer(s)		Lecturer Team				
Language	:	Bahasa Indonesia and English				
Classification within the	:	Study Program Compulsory Course				
curriculum						
Teaching format/ class	:	Teaching format: lectures, tutorial assignment, and individual				
hours per week during		study				
the semester		$3 \times 300 \text{ minutes} = 900 \text{ minutes} = 15 \text{ hours}$				
Workload	:	14 weeks per semester consisting of:				
		> 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 compile research seminar papers related to				
		dissertation themes according to academic ethics.				
		CO-2: able to present research results in national and				
		international seminars that are effective communicative and				
		utilize technology				
		CO(3) able to present the concentual framework and				
		disportation research regults				
		CO-4: able to synthesize comparisons of concepts, theories and				
		research results according to the results of discussions and input				
		from other parties to improve seminar articles.				



MINISTRY OF EDUCATION, CULTURE, RESEARCH, AND TECHNOLOGY UNIVERSITAS SRIWIJAYA FACULTY OF TEACHER TRAINING AND EDUCATION MATHEMATICS EDUCATION STUDY PROGRAM

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Content	•••	The Mathematics Education Professional Seminar offers students the opportunity to gain practical experience in organizing local and international seminars (either on-site or virtually) at the UNSRI campus. Students are also required to prepare and present research papers at seminars, which are derived from the seminar proceedings. Students organized this seminar by inviting outside experts, presenters, and attendees. The course's deliverables consist of seminar activities and						
		presented papers.						
Study/exam	:	Mathematics education professional seminar assessment						
achievements		includes paper (related to dissertation research) (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,						
		Total Score	Grade	Description				
		86 - 100	А	Excellent				
		71 - 85.99	В	Good				
		56 - 70.99	С	Fair				
		41 - 55.99						
		0 – 40.99 E Worse						
	To be successfully passing the course, the minimu required is C.							
Forms of media		Laptop and LC	D projectors					
Literature	•••	 Plomp, T. (2013). Educational design research: An introduction. In T. Plomp & N. Nieveen (Eds). Enschede: Netherlands Institute for Curriculum Development. van Eerde, D. (2013). Design research: Looking into the heart of mathematics education. In: Zulkardi (Eds). The First South East Asia Design Research (SEA-DR) International Conference, 22-23 April 2013. Palembang, Indonesia. Zulkardi. (2002). Developing a learning environment on realistic mathematics education for Indonesian student togehore. Dispartation Enschede: University of Twente. 						



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		4. Bakker, A. (2018). Design Research in Education: A				
		Practical Guide for Early Career Researchers (1st ed.).				
		Routledge. https://doi.org/10.4324/9780203701010				
		5. Tessmer, M. (1993). Planning and conducting formative				
		evaluations: Improving the quality of education and				
		training. In <i>Planning and Conducting Formative</i>				
		Evaluations. Kogan Page.				
		6. Nieveen, N., Van den Akker, J., Gravemeijer, K.,				
		McKenney, S. (2010). Educational Design Research. In				
		Educational Design Research. Routledge.				
		https://doi.org/10.4324/9780203088364				
		7. Zulkardi, Z., Putri, R.I.I., Wijaya, A. (2020). Two Decades				
		of Realistic Mathematics Education in Indonesia. In: van				
		den Heuvel-Panhuizen, M. (eds) International Reflections				
		on the Netherlands Didactics of Mathematics. ICME-13				
		Monographs. Springer, Cham.				
		https://doi.org/10.1007/978-3-030-20223-1 18.				
Note	:	*Total hours per 1 credit in 1 semester = $\{(1 \text{ credit } x \text{ 300})\}$				
		minutes x 14 weeks)/60 minutes} = 70 hours.				
		Each ECTS equals 25 hours therefore 1 credit in 1 semester				
		juals 2.8 ECTS.				

PLO and CO Mapping

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