

Module Descriptions

A **module** is a self-contained **learning unit** within a higher education program that includes thematically related courses and is assigned a **fixed number of credits**. It follows specific **learning objectives**, includes an **assessment component**, and contributes to achieving the qualifications of a degree program. In some countries, “modules” are also named “courses”.

Please provide a module description for each module. In addition to the compulsory and elective modules, this also includes credited internships and the final thesis.

Please summarize all module descriptions in one document (Module Handbook) and create a table of contents so that the modules can be found easily.

Module designation	<i>Mathematics Education Curriculum Analysis</i>
Semester(s) in which the module is taught	2
Person responsible for the module	<i>Dr. Djamilah Bondan Wijayanti, M.Si. Endah Retnowati, S.Pd., M.Ed., Ph.D.</i>
Language	<i>Indonesian.</i>
Relation to curriculum	<i>Elective.</i>
Teaching methods	<i>Lecture and discussion.</i>
Workload (incl. contact hours, self-study hours)	<i>Total workload is 90.67 hours per semester which consists of 100 minutes lectures, 120 minutes structured activities, and 120 minutes self-study per week for 16 weeks.</i>
Credit points	2
Required and recommended prerequisites for joining the module	-

Module objectives/intended learning outcomes	<i>After taking this course the students have ability to:</i> <i>CO1. Explain the philosophical foundations and the framework of the mathematics curriculum.</i> <i>CO2. Explain the fundamental principles, process standards, content standards, and assessment standards in the mathematics curriculum.</i> <i>CO3. Analyze student achievement in the mathematics curriculum.</i> <i>CO4. Analyze and compare mathematics curricula from various countries.</i> <i>CO5. formulate a comprehensive understanding of the mathematics curriculum.</i> <i>CO6. Explain the philosophical foundations and the framework of the mathematics curriculum.</i> <i>CO7. Explain the fundamental principles, process standards, content standards, and assessment standards of the mathematics curriculum.</i> <i>CO8. Evaluate student learning outcomes within the mathematics curriculum.</i> <i>CO9. Critically analyze and compare mathematics curricula across different countries.</i> <i>CO10. Formulate a comprehensive analysis and understanding of the mathematics curriculum.</i>
Content	<i>The course Curriculum Studies in Mathematics Education explores the following topics: (1) the definition and fundamental principles of curriculum; (2) the Process Standards, Content Standards, and Assessment Standards of the 2013 Curriculum, with a particular focus on mathematics education; (3) the Merdeka Curriculum; (4) educational systems and mathematics curricula in various countries; (5) the Principles and Standards for School Mathematics by the National Council of Teachers of Mathematics (NCTM); and (6) the Cambridge Mathematics Curriculum. The learning process in this course is conducted in a contextual, integrative, and interactive manner, with a student-centered approach.</i>
Examination forms	<i>Assignments and written examinations.</i>
Study and examination requirements	<i>The course assessment is divided into two main components:</i> <i>1. Cognitive Assessment (50%)</i> <i>This includes the following elements:</i> <i>○ Attendance: 5%</i> <i>○ Quiz: 5%</i> <i>○ Assignment: 15%</i> <i>○ Midterm Exam (UTS): 10%</i> <i>○ Final Exam (UAS): 15%</i> <i>2. Participatory Assessment (50%)</i> <i>This includes:</i> <i>○ Case Study: 25%</i> <i>○ Team-Based Project: 25%</i> Total: 100%

Reading list	1. Kurikulum 2013 Edisi Revisi dan Kurikulum Merdeka dengan semua peraturannya 2. Kurikulum Pendidikan Matematika di berbagai negara 3. Artikel ilmiah terkait kajian kurikulum 4. Standar Pembelajaran Matematika dari berbagai sumber (NCTM, Cambridge, dll.) 5. Widjajanti, DB. (2023). Pendampingan Penyusunan Modul Ajar Kurikulum Merdeka bagi Guru Matematika SMP Kabupaten Kulon Progo.
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