

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>Web-Based Instructional Media Programming</i>
Semester(s) in which the module is taught	2
Person responsible for the module	<i>Dr. Kuswari Hernawati S.Si., M.Kom. Dr. Sri Andayani, M.Kom.</i>
Language	<i>Indonesian.</i>
Relation to curriculum	<i>Elective.</i>
Teaching methods	<i>Lectures and discussions.</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. Apply academic ethics and responsibility in completing assignments.</i> <i>CO2. Analyze the recent developments in web-based mathematics learning media.</i> <i>CO3. Demonstrate logical, critical, systematic, and creative thinking skills in the development of web-based media.</i> <i>CO4. Demonstrate the ability to work collaboratively in a team.</i> <i>CO5. Demonstrate the results of web-based media development as an exploration of independence and adaptability to technology.</i>

Content	<i>This course aims to provide insights into the development of web-based media for mathematics learning in schools. The final assignment of the course requires students to create a website designed to support mathematics instruction. The Web-Based Media Programming course is conducted in an interactive, holistic, integrative, scientific, contextual, thematic, and effective manner. These characteristics are reflected in student assignments, which include:</i> <i>1. analyzing articles on the application of website technology in mathematics learning; and</i> <i>2. developing web-based media to support mathematics instruction.</i>
Examination forms	<i>Assignments, presentations 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: 10%</i> <i>○ Quiz: 0%</i> <i>○ Assignment: 20%</i> <i>○ Midterm Exam (UTS): 0%</i> <i>○ Final Exam (UAS): 20%</i> <i>2. Participatory Assessment (50%)</i> <i>This includes:</i> <i>○ Case Study: 0%</i> <i>○ Team-Based Project: 50%</i> <i>Total: 100%</i>
Reading list	<i>1. B. Lee, William W. Multimedia-based instructional design: computer-based training, web-based training, distance broadcast training, performance-based solutions/William W. Lee, Diana L. Owens.—2nd ed. John Wiley & Sons, Inc .</i> <i>2. Gayle V. Davidson-Shivers • Karen L. Rasmussen Patrick R. Lowenthal Web-Based Learning Design, Implementation and Evaluation, Springer International Publishing AG 2006, 2018 .</i> <i>3. Andayani, S. & Virdaus, M. 2022. Pengembangan Media Pembelajaran Matematika Kelas VII Berbasis Google Sites Berorientasi Pada Pemahaman Konsep Dan Computational Thinking Siswa, Laporan Penelitian</i>