Module Handbook

Module's Name	Integrated Science
Module's Grade	Undergraduate Program (S-1)/Bachelor
Abbreviation /code (if any)	
Subtitles (if any)	
Courses included in the module (if any)	
Semester/year	6/3rd year
Module Coordinator	Dr. Dwikoranto
Lecturer	Dr. Dwikoranto Dr. Binar Kurnia Prahani
Language used	Indonesian
Classification in the curriculum	Compulsory course/~~elective course~~
Learning format/number of class hours per week	Per week consists of: 3 hours face to face (1 hour face to face = 50 minutes/hour)
Workload	3x50 minutes face to face, 3x60 minutes structured tasks, 3x60 minutes independent learning, for 14 weeks, a total of 126 hours face-to-face/semester
CU	2
Precondition course	-
Learning Outcome	**Knowledge:** Apply pedagogical knowledge in planning, teaching, and evaluating of physics learning **Skill:** 1. Plan, do, and evaluate of physics learning by using information and communication technology 2. Improve their knowledge and be able to continue their study in a higher degree programme
Content	This Integrated Science course has seven main parts, namely: (1) Philosophical Review Related to Integrated Science; (2) Fragmented model; (3) Connected model; (4) Nested Model; (5) SEQUENCED Model; (6) Shared Model; (7) Webbed Model; (8) Threated Model; (9) Integrated Model; (10) Immersed Model; (11) Networked Model; (12) Innovation in Integrated Science (12) Creating an Integrated Science Learning Model Tool
Attribute soft skill	Critical thinking

<table>
<tr><td>Assessment of CLO/exam</td><td>Students are considered competent and pass if they get at least a minimum test score of 68 (Mid and Final), and structured activities (assignments/T) and participatory activities (P)
The final grade (NA) is calculated according to the formula:
$NA = \frac{(2xP)+(3xT)+(2xMid)+(3xFinal)}{10}$
Convert the 0-100 scale value to a 0-4 scale and the letters are arranged as follows.

<table>
<tr><th>Alphabet</th><th>Score</th><th>Interval</th></tr>
<tr><td>A</td><td>4,00</td><td>85 ≤ A < 100</td></tr>
<tr><td>A-</td><td>3,75</td><td>80 ≤ A- < 85</td></tr>
<tr><td>B+</td><td>3,50</td><td>75 ≤ B+ < 80</td></tr>
<tr><td>B</td><td>3,00</td><td>70 ≤ B < 75</td></tr>
<tr><td>B-</td><td>2,75</td><td>65 ≤ B- < 70</td></tr>
<tr><td>C+</td><td>2,50</td><td>60 ≤ C+ < 65</td></tr>
<tr><td>C</td><td>2,00</td><td>55 ≤ C < 60</td></tr>
<tr><td>D</td><td>1,00</td><td>40 ≤ D < 55</td></tr>
<tr><td>E</td><td>0,00</td><td>0 ≤ E < 40</td></tr>
</table>
</td></tr>
<tr><td>Media</td><td>Handbook, power point slide</td></tr>
<tr><td>Reference</td><td>

1. Barbara Moss, H.N. (2014). Creating Integrated Curriculum : Books to guide the Process. International Reading Association, 40(4). 64–65.
2. Costley, K.C. (2015). Research Supporting Integrated Curriculum: Evidence for Using This Method of Instruction in Public School Classrooms. Running Head : Integrated Curriculum, 1–11.
3. Fogarty, R. (1991). The Mindful School How To Integrate The Curricula. IRI/Skylight Publishing, Inc.
4. Fogarty, R. and McTighe, J. (2015). Educating teachers for higher order thinking: The three story intellect. Theory Into Practice, 32(3)161–169.
5. Kemendikbud. (2013). Bahan Ajar Pengelolaan Pembelajaran Tematik Terpadu.

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<tr><td>Note</td><td></td></tr>
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