



Universitas Negeri Surabaya
Faculty of Engineering
, Electrical Engineering Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																										
Research methodology	8320104245		T=4 P=0 ECTS=6.36	6	January 2, 2023																																										
AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator																																											
		Dr. Joko, M.Pd. MT.	Dr. Nur Kholis, S.T., M.T.																																											
Learning model	Case Studies																																														
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																														
	PLO-5	Able to align the electrical and electronics engineering training curriculum in vocational education that is relevant to the demands of global industrial development (Education).																																													
	PLO-8	Have extensive knowledge in the fields of general knowledge, social and humanities (General).																																													
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		<table border="1" style="margin: auto;"> <tr> <td style="width: 20%;">P.O</td> <td style="width: 20%;">PLO-5</td> <td style="width: 20%;">PLO-8</td> <td colspan="2"></td> </tr> </table>				P.O	PLO-5	PLO-8																																							
	P.O	PLO-5	PLO-8																																												
PO Matrix at the end of each learning stage (Sub-PO)																																															
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td><td style="width: 5%;">2</td><td style="width: 5%;">3</td><td style="width: 5%;">4</td><td style="width: 5%;">5</td><td style="width: 5%;">6</td><td style="width: 5%;">7</td><td style="width: 5%;">8</td><td style="width: 5%;">9</td><td style="width: 5%;">10</td><td style="width: 5%;">11</td><td style="width: 5%;">12</td><td style="width: 5%;">13</td><td style="width: 5%;">14</td><td style="width: 5%;">15</td><td style="width: 5%;">16</td> </tr> </table>														P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																															
Short Course Description	This course teaches about the philosophy of the nature of scientific truth, the concept-theory of scientific truth, the methodology for finding scientific truth using scientific principles. Scientific methodology takes the form of quantitative and qualitative research approaches starting from recognizing, limiting and formulating problems, studying theoretical references-scientific findings to explaining problems, formulating hypotheses and designing verification methods starting from determining population-samples, developing measuring instruments, data collection-analysis techniques, and preparation and presentation of complete proposals																																														
References	Main :																																														
	<ol style="list-style-type: none"> 1. Arikunto, Suharsimi, 2018. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta 2. Donald Ary, et al. 2011. Pengantar Penelitian dalam Pendidikan. Surabaya : Usaha Nasional . Alih bahasa oleh oleh Arief Furchan 3. Sugiyono, 2019. Metode Penelitian Kuantitatif dan Kualitatif dan RD. Bandung: Penerbit AlfaBeta 																																														
Supporting lecturer	Supporters:																																														
	<ol style="list-style-type: none"> 1. Tim, 2014. Pedoman penulisan skripsi program sarjana strata satu (S-1). Surabaya, Universitas Negeri Surabaya 2. Tim, 2023. Pedoman tugas akhir. Surabaya, Universitas Negeri Surabaya 																																														
Supporting lecturer	Dr. Agus Budi Santoso, M.Pd. Prof. Dr. Ismet Basuki, M.Pd. Prof. Dr. Joko, M.Pd., M.T. Dr. Rina Harimurti, S.Pd., M.T. Roswina Dianawati, S.Pd., M.Ed.																																														
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)																																								
		Indicator	Criteria & Form	Offline (offline)	Online (online)																																										
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																								

1	Students can analyze and differentiate knowledge and its background, and how to obtain scientific truth through scientific methodology	1.Analyzing and differentiating knowledge and its background, and how to obtain scientific truth through scientific methodology 2.Participative	Criteria: 1.The accuracy of the results of analyzing and differentiating scientific knowledge and its background, and how to obtain scientific truth through scientific methodology, max score. 50 2.Participation, min score 50 Form of Assessment : Participatory Activities, Portfolio Assessment	Short presentations, discussions, questions and answers; assignments to trace sources of information, group discussions to analyze and differentiate between science and its background, and how to obtain scientific truth through scientific methodology and summarizing discussion results; and reflect. 1 page summary results uploaded to Google Drive 2 X 50		Material: knowledge and background, as well as how to obtain scientific truth through scientific methodology. Reference: <i>Furchan, Arief, 1982. Introduction to Research in Education. Surabaya: National Enterprise.</i> Material: Science and its background, as well as how to obtain scientific truth through scientific methodology. Reference: <i>Furchan, Arief, 1982. Introduction to Research in Education. Surabaya: National Enterprise.</i>	5%
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2	Students can analyze and carry out evaluations and identify problems, convey and formulate problems, identify variables, and identify populations	<p>1. Analyze and evaluate and identify problems, convey and formulate problems, identify variables and populations</p> <p>2. Participative</p>	<p>Criteria:</p> <p>1. Accuracy of analysis results and summaries evaluating and identifying problems, conveying and formulating problems, identifying variables and populations, max score. 50</p> <p>2. Participative, min score. 50</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecturer's short presentation, discussion, question and answer; assignments to explore sources of information and group discussions to evaluate and identify problems, convey and formulate problems, identify variables and populations; summarize the results of group discussions, and reflect. The summary results uploaded individually are uploaded to Google Drive individually 2 X 50		<p>Material: Research background, nature of the problem, source of the problem</p> <p>Reference: <i>Arikunto, Suharsimi, 2006. Research Procedures A Practical Approach. Jakarta: Rineka Cipta.</i></p> <hr/> <p>Material: Evaluate, identify, formulate and convey problems; identify problems, variables, and populations; and formulating hypotheses</p> <p>Bibliography: <i>Sugiyono, 2019. Quantitative and Qualitative Research Methods and RD. Bandung: AlfaBeta Publishers</i></p> <hr/> <p>Material: Evaluate, identify, formulate and convey problems; identifying problems, variables and populations</p> <p>References: <i>Sugiyono, 2019. Quantitative and Qualitative Research Methods and RD. Bandung: AlfaBeta Publishers</i></p>	4%
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3	Literature & theory review - Analyzing the meaning of theory literature, the role of theory literature, and reference sources; assembling theories using deductive thinking and inductive thinking	Analyzing and summarizing literature & theory studies, compiling theories using deductive and inductive thinking	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Accuracy of summarizing literature & theory studies, compiling theories using deductive and inductive thinking, max score. 50 2.Participative, min score 50 <p>Forms of Assessment :</p> <p>Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Short presentations, discussions, questions and answers and assignments to explore sources of information, group discussions to analyze theoretical literature, the role of theoretical libraries and reference sources; constructing theories using deductive and inductive thinking and formulating hypotheses; summarize the results; and reflect. The 2 page summary results are uploaded to Google Drive 2 X 50		<p>Material: literature review & theory; analyzing the meaning of theory-library and the role of theory-library, reference sources, how to construct theories, deductive thinking, and inductive thinking, Library: Donald Ary, et al. 2011. <i>Introduction to Research in Education</i>. Surabaya: National Enterprise. Translated by Arief Furchan</p> <hr/> <p>Material: Literature & theory review; analyzing the meaning of theoretical libraries and the role of theoretical libraries, reference sources, how to construct theories, deductive thinking, and inductive thinking, formulating hypotheses Reader: Arikunto, Suharsimi, 2018. <i>Research Procedures A Practical Approach</i>. Jakarta: Rineka Cipta</p> <hr/> <p>Material: Literature & theory review; analyzing the meaning of theoretical libraries and the role of theoretical libraries, reference sources, how to construct theories, deductive thinking, and inductive thinking. Library: Arikunto, Suharsimi, 2018. <i>Research Procedures for a Practical Approach</i>. Jakarta: Rineka Cipta</p>	4%
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4	Able to study the meaning and method of theoretical literature study, the role of theoretical literature, reference sources, constructing theories, deductive and inductive thinking	Analyzing the meaning and way of studying literature-theory studies, the role of literature-theory, reference sources, constructing theories, deductive and inductive thinking	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Accuracy of analysis Analyzing the meaning and way of studying literature-theory studies, the role of literature-theory, reference sources, compiling theories, deductive and inductive thinking, max score. 50 2.Participative, min score 50 <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Short presentations, discussions, questions and answers; assignments to search for sources of information and group discussions to analyze the meaning and methods of theoretical literature study, the role of theoretical literature, reference sources, constructing theories, deductive and inductive thinking; summarize the results; and reflection. The 2 page summary results are uploaded to Google Drive 2 X 50		<p>Material: literature review & theory; analyzing the meaning of theory-library and the role of theory-library, reference sources, how to construct theories, deductive thinking, and inductive thinking, Library: <i>Donald Ary, et al. 2011. Introduction to Research in Education. Surabaya: National Enterprise. Translated by Arief Furchan</i></p> <p>Material: Literature & theory review; analyzing the meaning of theoretical libraries and the role of theoretical libraries, reference sources, how to construct theories, deductive thinking, and inductive thinking. Library: <i>Arikunto, Suharsimi, 2018. Research Procedures for a Practical Approach. Jakarta: Rineka Cipta</i></p>	4%
5	Analyze the meaning, characteristics, formulate and test research hypotheses	<ol style="list-style-type: none"> 1.Analyze and conclude meaning, characteristics, formulate and test research hypotheses 2.Participation 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Accuracy of results Analyze and conclude meaning, characteristics, formulate and test research hypotheses, max score 50 2.Participative, min score 50 <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Short presentations, discussions, questions and answers; assignments to explore sources of information and group discussions to analyze the meaning, characteristics, formulate and test research hypotheses and summarize the results; and reflection. 1 page summary results uploaded to Google Drive 2 X 50		<p>Material: Definition and characteristics of a hypothesis, formulating a hypothesis and testing a hypothesis. Reference: <i>Donald Ary, et al. 2011. Introduction to Research in Education. Surabaya: National Enterprise. Translated by Arief Furchan</i></p> <p>Material: Formulating hypotheses and how to test hypotheses Reference: <i>Sugiyono, 2019. Quantitative and Qualitative Research Methods and RD. Bandung: AlfaBeta Publishers</i></p>	4%

6	Analyze the meaning, methods, characteristics, design and techniques of experimental research data analysis	<ol style="list-style-type: none"> Analyze the meaning, methods, characteristics, design and techniques of experimental research data analysis Make a presentation Participation 	<p>Criteria:</p> <ol style="list-style-type: none"> Accuracy of the results of analyzing and summarizing the meaning, methods, characteristics, design and techniques of analyzing experimental research data, max score 40 Presentation, max score 10 Participative, min score 50 <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Short presentations, discussions, questions and answers; assignments to search for information and group discussions to analyze the meaning, methods, characteristics, design and data analysis techniques of experimental research and make class presentations, and summarize the results; do reflection. 1 page summary results uploaded to Google Drive 2 X 50		<p>Material: Experimental research Reference: Sugiyono, 2019. <i>Quantitative and Qualitative Research Methods and RD.</i> Bandung: AlfaBeta Publishers</p>	4%
7	Analyze the meaning, methods, characteristics, design and techniques of qualitative research data analysis	<ol style="list-style-type: none"> Analyze and summarize the meaning, characteristics, design and data analysis techniques of qualitative research Conduct class presentations Participation 	<p>Criteria:</p> <ol style="list-style-type: none"> Accuracy of analyzing and summarizing the meaning, methods, characteristics, design and techniques of qualitative research data analysis, max score 40 Presentation, max score. 10 Participative, min score. 50 <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Short lecturer presentations, discussions and questions and answers; assignment to explore sources of information and group discussions to analyze the meaning, methods, characteristics, methods, design and techniques of qualitative research data analysis, make class presentations and summarize the results; reflection. The 2 page summary results are uploaded to Google Drive 2 X 50		<p>Material: Qualitative research Reference: Sugiyono, 2019. <i>Quantitative and Qualitative Research Methods and RD.</i> Bandung: AlfaBeta Publishers</p> <hr/> <p>Material: Qualitative research References: Donald Ary, et al. 2011. <i>Introduction to Research in Education.</i> Surabaya: National Enterprise. Translated by Arief Furchan</p>	5%
8	UTS material for meetings 1 to 7		Form of Assessment : Practice/Performance, Test	2 X 50			20%

9	Analyze and compare the differences between experimental and ex post facto research, causal relationships, partial control, design, procedures, and the role of research	<ol style="list-style-type: none"> Analyze the meaning and compare the differences between experimental and ex post facto research including causal relationships, partial control, design, procedures and research roles Class presentation Participative 	<p>Criteria:</p> <ol style="list-style-type: none"> Accuracy of analyzing understanding and comparing experimental and ex post facto research including causal relationships, partial control, design, procedures and role of research, max score 40 Presentation, max score 10 Participative, min score 50 <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Short lecturer presentations, discussions and questions and answers; assignments to explore sources of information and group discussions to analyze and compare differences between experimental and ex post facto research, causal relationships, partial control, design, procedures and research roles; class presentation and summarizing; reflection. The 2 page summary results are uploaded to Google Drive 2 X 50		<p>Material: Expost facto research Reference: <i>Sugiyono, 2019. Quantitative and Qualitative Research Methods and RD. Bandung: AlfaBeta Publishers</i></p> <hr/> <p>Material: Comparison of experimental and ex post facto research Reference: <i>Arikunto, Suharsimi, 2018. Research Procedures A Practical Approach. Jakarta: Rineka Cipta</i></p>	4%
10	Analyze and conclude various measurement scales, research instruments, how to compose research instruments	<ol style="list-style-type: none"> Analyze various measurement scales, research instruments, how to compile research instruments and summarize the results Class presentation Participative 	<p>Criteria:</p> <ol style="list-style-type: none"> Accuracy of the results of analyzing and summarizing various measurement scales, research instruments, how to arrange research instruments and summarizing the results, max score 40 Class presentation, score 10 Participative, min score 50 <p>Forms of Assessment : Participatory Activities, Portfolio Assessment, Practice / Performance</p>	Lecturer's short presentation, discussion, question and answer; assignments to search for sources of information and group discussions to analyze various measurement scales, research instruments, how to compose research instruments; class presentation and summarizing the results; reflection. The 2 page summary results are uploaded to Google Drive 2 X 50		<p>Material: measurement scale, research instruments, how to compose research instruments References: <i>Arikunto, Suharsimi, 2018. Research Procedures A Practical Approach. Jakarta: Rineka Cipta</i></p> <hr/> <p>Material: Measurement scales, research instruments, how to compose research instruments Reference: <i>Sugiyono, 2019. Quantitative and Qualitative Research Methods and RD. Bandung: AlfaBeta Publishers</i></p>	4%

11	Prepare the title and Chapter I of the research proposal	<p>1. Prepare the title of the research proposal and Chapter I of the research proposal which contains the background, problem statement, objectives and benefits of the research</p> <p>2. Participation</p>	<p>Criteria:</p> <p>1. Accuracy of the title of the research proposal and Chapter I of the research proposal which contains the background, problem statement, objectives and benefits of the research, max score. 50</p> <p>2. Participative, min score 50</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecturer's short presentation, discussion, question and answer; The assignment for each student is to search for sources of information and identify actual problems relevant to the PTE Undergraduate Study Program to be resolved in a research proposal format (compiling the title and Chapter I), and to reflect. The titles and Chapter I compiled are uploaded to Google Drive as a portfolio and to be continued at the next meeting.		<p>Material: Writing and evaluating proposals</p> <p>References: <i>Team, 2014. Guidelines for writing undergraduate thesis programs (S-1). Surabaya, Surabaya State University</i></p> <hr/> <p>Material: Systematics of research proposals</p> <p>References: <i>Arikunto, Suharsimi, 2018. Research Procedures, a Practical Approach. Jakarta: Rineka Cipta</i></p>	8%
12	Able to prepare Chapter II of the Research Proposal, including literature review, relevant previous research and new research, framework of thinking, and formulation of hypotheses (if any)	<p>1. Prepare Chapter II of the Research Proposal, including literature review, relevant previous research and new research, framework of thinking, and formulation of research hypotheses (if any)</p> <p>2. Participative</p>	<p>Criteria:</p> <p>1. Accuracy of the results of writing Chapter II of the Research Proposal, including literature review, relevant previous research and the novelty of the research, framework of thinking, as well as the formulation of research hypotheses (if any), max score. 50</p> <p>2. Participative, min score 50%</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecturer's short presentation, discussion, question and answer; assignment to each student is to trace sources of information and prepare Chapter II as a continuation of Chapter I which has been prepared, and reflect. The progress of Chapter II that has been prepared is uploaded to Google Drive to be used as a portfolio and continued at the next meeting		<p>Material: Literature Review</p> <p>References : <i>Arikunto, Suharsimi, 2018. Research Procedures, a Practical Approach. Jakarta: Rineka Cipta</i></p> <hr/> <p>Material: Preparation and assessment of proposals</p> <p>References: <i>Team, 2014. Guidelines for writing undergraduate thesis programs (S-1). Surabaya, Surabaya State University</i></p>	5%
13	Able to prepare Chapter II of the Research Proposal, including literature review, relevant previous research and new research, framework of thinking, and formulation of hypotheses (if any)	<p>1. Prepare Chapter II of the Research Proposal, including literature review, relevant previous research and new research, framework of thinking, and formulation of research hypotheses (if any)</p> <p>2. Participative</p>	<p>Criteria:</p> <p>1. Accuracy of the results of writing Chapter II of the Research Proposal, including literature review, relevant previous research and the novelty of the research, framework of thinking, as well as the formulation of research hypotheses (if any), max score. 50</p> <p>2. Participative, min score 50%</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Lecturer's short presentation, discussion, question and answer; assignment to each student to trace sources of information and continue compiling Chapter II; and reflect. Chapter II that has been prepared is uploaded to Google Drive to be used as a portfolio and continued at the next meeting (Chapter III)		<p>Material: Literature Review</p> <p>References : <i>Arikunto, Suharsimi, 2018. Research Procedures, a Practical Approach. Jakarta: Rineka Cipta</i></p> <hr/> <p>Material: Preparation and assessment of proposals</p> <p>References: <i>Team, 2014. Guidelines for writing undergraduate thesis programs (S-1). Surabaya, Surabaya State University</i></p>	5%

14	Able to prepare research methods (Chapter III) research proposals, including types, approaches and research designs; research steps; research population and sample; place and time of research; data collection technique; research instruments, data analysis techniques; reference; and research instrument attachments	1. Develop research methods, including types, approaches and research designs; research steps; research population and sample; place and time of research; data collection technique; research instruments; data analysis technique; reference; and research instrument attachments 2. Participative	Criteria: 1. Accuracy of research methods, including type, approach and research design; research steps; research population and sample; place and time of research; data collection technique; research instruments, data analysis techniques; reference; and research instrument attachment, max score. 50 2. Participative, min score 50% Form of Assessment : Participatory Activities, Portfolio Assessment	Lecturer's short presentation, discussion, question and answer; assignment to each student to trace sources of information and prepare Chapter III as a continuation of Chapter II that has been prepared; and reflect. The progress of Chapter III that has been prepared is uploaded to Google Drive to be used as a portfolio and continued at the next meeting		Material: Research methods References: <i>Sugiyono, 2019. Quantitative and Qualitative Research Methods and RD. Bandung: AlfaBeta Publishers</i> Material: Research instruments References: <i>Arikunto, Suharsimi, 2018. Research Procedures A Practical Approach. Jakarta: Rineka Cipta</i> Material: Writing the method section and evaluating proposals References: <i>Team, 2014. Guidelines for writing undergraduate thesis programs (S-1). Surabaya, Surabaya State University</i>	4%
15	Able to prepare research methods (Chapter III) research proposals, including types, approaches and research designs; research steps; research population and sample; place and time of research; data collection technique; research instruments, data analysis techniques; reference; and research instrument attachments	1. Develop research methods, including types, approaches and research designs; research steps; research population and sample; place and time of research; data collection technique; research instruments; data analysis technique; reference; Research instrument attachment 2. Participative	Criteria: 1. Accuracy of research methods, including type, approach and research design; research steps; research population and sample; place and time of research; data collection technique; research instruments, data analysis techniques, references and research instrument attachments, max score. 50 2. Participative, min score 50% Form of Assessment : Participatory Activities, Portfolio Assessment	Lecturer's short presentation, discussion, question and answer; assignment to each student to trace sources of information and prepare Chapter III as a continuation of Chapter III that has been prepared; and reflect. Chapter III which has been completed is uploaded to Google Drive to be used as a portfolio		Material: Research methods References: <i>Sugiyono, 2019. Quantitative and Qualitative Research Methods and RD. Bandung: AlfaBeta Publishers</i> Material: Research instruments References: <i>Arikunto, Suharsimi, 2018. Research Procedures A Practical Approach. Jakarta: Rineka Cipta</i> Material: Writing the method section and evaluating proposals References: <i>Team, 2014. Guidelines for writing undergraduate thesis programs (S-1). Surabaya, Surabaya State University</i>	4%

16	UAS, presentation of proposals that have been prepared by students		Forms of Assessment : Participatory Activities, Portfolio Assessment, Practical / Performance, Tests	Each student presents the results of their research proposal with a maximum time allocation of 10 minutes/student 6 X 50			30%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	33.99%
2.	Portfolio Assessment	33.99%
3.	Practice / Performance	24.49%
4.	Test	17.5%
		100%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment:** test and non-test.
- 8. Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 9. Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.**