UNESA	**Universitas Negeri Surabaya** **S1 Pendidikan Bahasa Inggris**	**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)	SEMESTER	Tgl Penyusunan
Methods and Approaches in ELT	8820302342		**2**		14 November 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	Dr. Nur Chakim, S.Pd., M.Pd.		HIMMAWAN ADI NUGROHO

Deskripsi Singkat MK

Course code 8820302342, Methods and Approaches in ELT (2 credits), is a foundational course for the English Education undergraduate program designed to provide students with a comprehensive understanding of the theoretical frameworks and practical applications of various English Language Teaching methodologies. The course aims to equip prospective educators with the pedagogical competencies necessary to evaluate, select, and implement appropriate teaching strategies tailored to diverse classroom contexts. The syllabus covers the historical evolution of language teaching, ranging from traditional methods to contemporary post-method approaches, including Communicative Language Teaching, Task-Based Language Teaching, and Content and Language Integrated Learning. Instruction is delivered through a blend of academic discourse, critical analysis of teaching scenarios, and peer-microteaching sessions to bridge the gap between theory and practice. By synthesizing pedagogical knowledge with reflective practice, this course serves as a critical pillar in developing professional teaching proficiency, ensuring students are well-prepared to navigate and innovate within the evolving landscape of modern English education.

Capaian Pembelajaran (CP)

CPL-PRODI yang dibebankan pada MK

CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
CPL-7	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.
CPL-9	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.

Capaian Pembelajaran Mata Kuliah (CPMK)

CPMK-1	Make use of IT to communicate the concept of ELT methods and the generating possible techniques as well as to develop it based on the latest theory.
CPMK-2	Be responsible for making a written summary on the concept just discussed as a reflection of the understanding a concept.
CPMK-3	Master the concept of various kinds of ELT methods and techniques so as to be able to recognize, compare and analyze them.
CPMK-4	Creating which method should be appropriately referred to be implemented for teaching a certain language skill or component.

Matrik CPL - CPMK

CPMK	CPL-3	CPL-7	CPL-9
CPMK-1	✔		
CPMK-2	✔		
CPMK-3		✔	
CPMK-4			✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1							✔									
CPMK-2								✔								✔
CPMK-3	✔	✔	✔						✔	✔	✔	✔	✔	✔	✔	
CPMK-4				✔	✔	✔										

Pustaka

Utama :

1. ELT Methods and Models in the EFL Contexts. 2022. Esti Kurniasih, Ririn Pusparini, Arik Susanti. Tasikmalaya; Perkumpulan Rumah Cemerlang Indonesia Press
2. Brown, Douglas H and Lee, Heekyeong. 2015. Teaching and Principles. An Interactive Approach to Language Pedagogy. United States of America: Pearson Education Inc
3. Marlina, S. P. (2021). Panduan pelaksanaan model pembelajaran berdiferensiasi di sekolah inklusif. CV Afifa Utama.
4. Ur, P. 2024. A Course in English Language Teaching. 3rd ed. Cambridge University Press.
5. Richards, Jack C. &Rogers, Theodore S. 2014. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: Cambridge University Press.

Pendukung :

1. E-Module English Language Teaching Method. 2023. Arik Susanti. Unpublished
2. PERATURAN MENTERI PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI REPUBLIK INDONESIA NOMOR 12 TAHUN 2024 TENTANG KURIKULUM PADA PENDIDIKAN ANAK USIA DINI, JENJANG PENDIDIKAN DASAR, DAN JENJANG PENDIDIKAN MENENGAH

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	*Daring (online)*		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Students are able to explain and compare about The Concept of Approach, Method and Techniques in ELT.	1. Accuracy in defining and categorizing the distinct characteristics of approach, method, and technique. 2. Proficiency in comparing and mapping the interdependency of approach, method, and technique through illustrative case studies.	Kriteria: Clarity of conceptual definition, logical consistency in comparative analysis, and accuracy in academic terminology usage. Bentuk: Comparative matrix analysis and short-answer assessment.	Blended learning utilizing interactive lecture, peer-to-peer comparative discussion, and synchronous guided analysis.	1. Submission of an individual comparative matrix summarizing the hierarchical distinctions between the three concepts. 2. Participation in an asynchronous discussion forum analyzing the impact of misaligned methods and techniques on learning outcomes.	1. Conceptual definitions and theoretical hierarchies of Approach, Method, and Technique in ELT. 2. Comparative analysis of structural relationships and practical applications of Approach, Method, and Technique in classroom contexts.	2%
2	The students are able understand and explain Grammar Translation Methods, Direct Methods, Audiolingual Methods	1. Ability to explain the historical context and main features of Grammar Translation Method. 2. Ability to compare and contrast the teaching procedures of Direct Method with traditional approaches. 3. Ability to identify the pedagogical characteristics and behavioral principles of Audiolingual Method.	Kriteria: Accuracy of theoretical explanation, depth of comparative analysis, and clarity in defining instructional procedures. Bentuk: Comparative matrix (written assignment) and oral presentation.	Blended learning consisting of collaborative inquiry, comparative discussion, and synchronous lecture.	1. Submit a summary table outlining the key advantages and disadvantages of GTM, DM, and ALM in a Learning Management System (LMS). 2. Participate in a threaded discussion forum analyzing the transition from Grammar Translation to Audiolingual Method.	1. Theoretical framework and foundational principles of Grammar Translation Method. 2. Core tenets, instructional techniques, and the shift toward Direct Method. 3. Behavioral psychology influence and classroom procedures of Audiolingual Method.	2%
3	Students are able to explain and analysis the Concept of The designer Methods (Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response and The Nature Approach)	1. Accuracy in explaining the theoretical concepts and classroom techniques of Community Language Learning and Suggestopedia. 2. Proficiency in analyzing the instructional procedures and the roles of teachers and students in The Silent Way and Total Physical Response. 3. Ability to evaluate the distinct characteristics and underlying hypotheses of The Natural Approach.	Kriteria: Clarity of conceptual explanation, depth of critical analysis, accuracy in pedagogical application, and academic integrity. Bentuk: Comparative essay and group presentation.	Inquiry-based learning, collaborative peer discussion, and comparative case study analysis.	1. Submit a critical review paper comparing the instructional roles of teachers across the five designated methods. 2. Participate in an asynchronous forum discussion analyzing the adaptability of the Natural Approach in modern EFL classrooms.	1. Conceptual foundations and pedagogical principles of Community Language Learning and Suggestopedia. 2. Theoretical underpinnings and classroom applications of The Silent Way and Total Physical Response. 3. The philosophical and practical framework of The Natural Approach in language acquisition.	2%
4	The students are able to explain and implement Communicative Language Teaching and Notional Functional Syllabus	1. Ability to explain the core principles and pedagogical implications of Communicative Language Teaching. 2. Ability to design a lesson plan incorporating a Notional-Functional Syllabus approach.	Kriteria: Accuracy in theoretical explanation, coherence in lesson design, and appropriateness of communicative activities. Bentuk: Analytical essay and micro-teaching project.	Blended learning consisting of interactive lectures, collaborative group discussions, and project-based learning.	1. Submit a critical review comparing the CLT approach with traditional grammar-translation methods on the Learning Management System (LMS). 2. Create a digital infographic illustrating the relationship between language functions and communicative notions.	1. Principles, characteristics, and theoretical framework of Communicative Language Teaching (CLT). 2. The design, organization, and implementation of Notional-Functional Syllabi in language classrooms.	10%
5	Students are able to explain the concepts of Post Methods covering Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction) The students are able to compare the concepts of Learner Centre Instruction, Task Based Language Teaching, Theme Based Instruction	1. Ability to explain the core tenets and pedagogical focus of Learner-Centered Instruction. 2. Ability to explain the core tenets and procedural stages of TBLT. 3. Ability to explain the core tenets and curriculum design of Theme-Based Instruction. 4. Ability to compare and contrast the functional differences and classroom implications of the three approaches.	Kriteria: Accuracy in conceptual explanation, depth of critical analysis, and logical consistency in comparative argumentation. Bentuk: Comparative essay and in-class oral presentation.	Blended learning consisting of interactive lecture, small-group collaborative discussion, and a comparative analysis workshop.	1. Submit a reflective summary comparing the strengths and limitations of the three post-method approaches via the Learning Management System (LMS). 2. Participate in a threaded discussion forum analyzing a case study on which post-method approach best fits a specific classroom scenario.	1. Conceptual foundations of Post-Method Pedagogy: Learner-Centered Instruction. 2. Principles and implementation of Task-Based Language Teaching (TBLT). 3. Frameworks and integration strategies of Theme-Based Instruction. 4. Comparative analysis of Learner-Centered, TBLT, and Theme-Based approaches in ELT.	2%

6	Students are able to explain the concepts of Post methods (Contextualizing Communicative Approach covering of General Approach (Multiple Intelligences, Strategies Based Instruction, Collaborative Approach The students are able to compare the concepts of Contextualizing Communicative Approach covering of General Approach (Multiple Intelligences, Strategies Based Instruction, Collaborative Approach	1. Accuracy in explaining the theoretical concepts of Post-method pedagogy and the contextualization of the Communicative Approach. 2. Proficiency in analyzing the application of Multiple Intelligences and Strategies-Based Instruction in ELT. 3. Ability to compare the efficacy and pedagogical implications of the Collaborative Approach relative to other general approaches.	Kriteria: Clarity of explanation, depth of comparative analysis, and accuracy of pedagogical terminology. Bentuk: Comparative analysis essay and structured classroom presentation.	Blended learning approach consisting of interactive lectures, Socratic discussion, and comparative case study analysis.	1. Submit a critical summary of assigned readings regarding the shift from "Method" to "Post-method" era via the Learning Management System (LMS). 2. Participate in an asynchronous forum discussion comparing the implementation of Multiple Intelligences and Collaborative Approach in diverse EFL contexts.	1. Conceptual framework of Post-method pedagogy and contextualizing the Communicative Approach. 2. Principles and applications of Multiple Intelligences and Strategies-Based Instruction. 3. Theoretical foundations and classroom implementation of the Collaborative Approach.	2%
7	The students are able to explain and implement the concept of post Methods (Contextualizing Communicative Approach); a. Specific Approach (Content Based Language Teaching, Immersion, Bilingual Education, Workplace and Vocational L2 Instruction)	1. Ability to explain the paradigm shift from traditional methods to the Post-Method era. 2. Capacity to design a lesson plan integrating CBLT and Immersion strategies. 3. Skill in evaluating the pedagogical requirements of Bilingual Education programs. 4. Proficiency in identifying and applying specific L2 communication strategies for vocational and workplace settings.	Kriteria: Depth of critical analysis, accuracy in pedagogical application, and alignment of teaching strategies with specific learner needs. Bentuk: Comparative analysis essay and a peer-reviewed micro-teaching simulation.	Case-based learning, collaborative group discussion, and inquiry-based presentation.	1. Submit an analytical reflection paper regarding the transition from traditional methods to Post-Method pedagogy in the local context. 2. Design an instructional module plan for a specific vocational L2 classroom setting via the Learning Management System (LMS).	1. The Post-Method Pedagogy and the contextualization of the Communicative Approach. 2. Principles and implementation of Content-Based Language Teaching (CBLT) and Immersion models. 3. Theoretical foundations and instructional design of Bilingual Education. 4. Strategies for designing Workplace and Vocational L2 Instruction.	2%
8	The students are able to evaluate all the concepts of early years, designer, dawning and contextualising	1. Ability to critique the applicability of early years pedagogy in specific learning environments. 2. Capacity to evaluate the efficacy and constraints of designer methods in modern classrooms. 3. Proficiency in synthesizing the foundational principles of dawning approaches. 4. Skill in assessing the relevance and effectiveness of contextualized teaching strategies.	Kriteria: Analytical depth, logical consistency, and evidence-based argumentation. Bentuk: Comparative essay and structured academic debate.	Case-based learning, critical discussion, and small-group collaborative inquiry.	1. Submit an analytical reflection paper comparing the pedagogical tenets of two chosen approaches (e.g., early years vs. designer methods). 2. Participate in an online asynchronous forum evaluating the implementation challenges of contextualizing ELT in local contexts.	1. Pedagogical frameworks and developmental stages in early years ELT. 2. Principles and limitations of designer methods (e.g., Silent Way, Suggestopedia). 3. Foundational concepts and historical evolution of dawning approaches. 4. Frameworks for contextualizing language instruction in diverse educational settings.	25%
9	The students are able to understand and explain Understanding by Design	1. Ability to explain the rationale and core principles of the "Backward Design" approach. 2. Ability to analyze and map the three stages of UbD into a coherent lesson design sequence.	Kriteria: Clarity of explanation, logical consistency in applying the backward design stages, and depth of pedagogical understanding. Bentuk: Reflective essay and comparative analysis presentation.	Inquiry-based learning, collaborative group discussion, and expert-led lecture.	1. Submit a critique of a traditional lesson plan compared to a UbD-based lesson plan via the Learning Management System (LMS). 2. Participate in a threaded discussion forum analyzing the challenges of implementing "Stage 1: Identifying Desired Results" in ELT classrooms.	1. Foundational concepts and the logic of "Backward Design" in UbD. 2. The three stages of the UbD framework: Identifying desired results, determining assessment evidence, and planning learning experiences.	2%
10	The students are able to understand and explain Deep learning Approach	1. Accuracy in defining Deep Learning and distinguishing its characteristics from traditional Surface Learning approaches. 2. Clarity in explaining the integration of core principles such as critical thinking and collaboration within a pedagogical framework. 3. Precision in describing specific instructional strategies used to facilitate Deep Learning during English language instruction.	Kriteria: Conceptual accuracy, depth of analysis, and clarity of articulation. Bentuk: Written essay and structured oral presentation.	Interactive lectures, inquiry-based learning, and collaborative group discussions.	1. Compose a reflective analytical post on the learning management system (LMS) comparing Deep Learning and Surface Learning outcomes based on a provided case study. 2. Develop a digital concept map illustrating the interconnectedness of Deep Learning principles and their impact on student engagement in ELT.	1. Theoretical foundations and conceptual definitions of Deep Learning versus Surface Learning in education. 2. The core pillars of Deep Learning: critical thinking, collaboration, communication, and self-directed learning. 3. Practical implementation strategies and instructional design for Deep Learning in the ELT classroom.	2%

11	The students are able to understand and explain Scientific approach	1. Mampu menjelaskan konsep dasar, prinsip, dan landasan filosofis Pendekatan Ilmiah dengan tepat. 2. Mampu mengidentifikasi dan memaparkan secara sistematis tahapan implementasi Pendekatan Ilmiah dalam konteks ELT. 3. Mampu menganalisis secara kritis keunggulan, keterbatasan, dan tantangan penerapan Pendekatan Ilmiah.	Kriteria: Ketepatan dan kelengkapan penjelasan konsep, kejelasan dan akurasi identifikasi tahapan, kedalaman analisis keunggulan dan tantangan, serta koherensi dalam penyajian argumen. Bentuk: Tes tertulis (esai), presentasi individu/kelompok, diskusi kelompok.	Ceramah interaktif, diskusi kelompok terarah (guided group discussion), studi kasus penerapan Pendekatan Ilmiah, simulasi/demonstrasi tahapan Pendekatan Ilmiah.	1. Membuat rangkuman esai kritis tentang relevansi dan urgensi Pendekatan Ilmiah dalam kurikulum ELT terkini. 2. Menganalisis satu skenario pembelajaran Bahasa Inggris dan mengidentifikasi bagaimana Pendekatan Ilmiah dapat diterapkan di dalamnya.	1. Konsep dasar, prinsip, dan landasan filosofis Pendekatan Ilmiah. 2. Tahapan dan implementasi Pendekatan Ilmiah (Mengamati, Menanya, Mengumpulkan Informasi, Mengasosiasi/Menalar, Mengomunikasikan) dalam desain pembelajaran ELT. 3. Keunggulan, keterbatasan, dan tantangan penerapan Pendekatan Ilmiah dalam berbagai konteks kelas ELT.	2%
12	The students are able to understand and explain genre based approach	1. Mahasiswa mampu mengidentifikasi dan menjelaskan konsep dasar serta prinsip-prinsip utama Pendekatan Berbasis Genre. 2. Mahasiswa mampu menguraikan dan mempresentasikan setiap tahapan dalam model siklus pedagogis Pendekatan Berbasis Genre.	Kriteria: Ketepatan penjelasan konsep, kelengkapan uraian tahapan, kejelasan argumentasi, dan kemampuan membandingkan. Bentuk: Diskusi kelas, presentasi kelompok, tes tertulis singkat.	Ceramah interaktif, diskusi kelompok, studi kasus (analisis contoh materi ajar berbasis genre), dan presentasi mahasiswa.	1. Mahasiswa diminta untuk mencari dan merangkum satu artikel jurnal ilmiah yang membahas implementasi Pendekatan Berbasis Genre dalam konteks pengajaran bahasa Inggris. 2. Mahasiswa membuat diagram alir atau infografis digital yang menjelaskan siklus pedagogis Pendekatan Berbasis Genre, kemudian diunggah ke platform pembelajaran daring.	1. Konsep dasar, sejarah, dan prinsip-prinsip Pendekatan Berbasis Genre (GBA). 2. Model siklus pedagogis (teaching-learning cycle) dalam Pendekatan Berbasis Genre beserta tahapan-tahapannya.	11%
13	The students are able to understand and explain Problem Based Learning	1. Mahasiswa mampu menjelaskan definisi, tujuan, dan karakteristik utama Problem Based Learning (PBL). 2. Mahasiswa mampu menguraikan prinsip-prinsip inti dan tahapan implementasi Problem Based Learning (PBL) secara sistematis.	Kriteria: Ketepatan penjelasan konsep dasar, kelengkapan identifikasi karakteristik, dan kejelasan deskripsi tahapan implementasi PBL. Bentuk: Presentasi kelompok, Diskusi kasus.	Diskusi interaktif, Pembelajaran berbasis kasus (case-based learning), Presentasi mahasiswa.	1. Mahasiswa membuat rangkuman dan analisis kritis terhadap satu artikel ilmiah tentang Problem Based Learning (PBL) yang relevan dengan konteks ELT. 2. Mahasiswa mengidentifikasi dan menjelaskan sebuah contoh skenario penerapan PBL dalam kelas bahasa Inggris.	1. Konsep Dasar dan Karakteristik Problem Based Learning (PBL) 2. Prinsip dan Tahapan Implementasi Problem Based Learning (PBL) dalam Konteks Pengajaran Bahasa Inggris	2%
14	The students are able to understand and explain Discovery Learning	1. Ability to articulate the underlying theories and core principles of Discovery Learning. 2. Ability to describe and justify the procedural stages of Discovery Learning in designing an ELT lesson.	Kriteria: Accuracy of theoretical explanation, logical coherence, and relevance of application to ELT contexts. Bentuk: Analytical essay and classroom simulation presentation.	Blended learning approach consisting of an interactive lecture, collaborative group discussion, and a micro-teaching simulation.	1. Submit a reflective summary on the benefits and challenges of implementing Discovery Learning in an EFL environment via the Learning Management System (LMS). 2. Complete a formative quiz evaluating the understanding of the procedural stages of the Discovery Learning model.	1. Theoretical framework and foundational principles of Discovery Learning. 2. The stages of the Discovery Learning process and its pedagogical application in ELT classrooms.	2%
15	The students are able to understand and explain Project Based Learning	1. Accuracy in defining PjBL and identifying its fundamental principles. 2. Clarity in explaining the chronological steps of PjBL implementation. 3. Depth of analysis regarding the advantages and limitations of the PjBL approach.	Kriteria: Theoretical accuracy, logical coherence of explanations, and critical depth of analysis. Bentuk: Written test and structured group presentation.	Interactive lectures, collaborative group discussions, and discovery learning.	1. Write a summary of a peer-reviewed article concerning the implementation of PjBL in an ELT context. 2. Participate in an asynchronous discussion forum evaluating the feasibility of PjBL for various learner proficiency levels.	1. Theoretical foundations and core principles of Project-Based Learning (PjBL). 2. Procedural frameworks and essential stages for implementing PjBL in ELT. 3. Pedagogical benefits and practical challenges of PjBL in diverse classroom settings.	2%
16	The students are able to write summary and present about innovative teaching methods in ELT in current situation	1. Accuracy in summarizing core concepts and practical implications of chosen innovative teaching methods. 2. Proficiency in articulating and defending the implementation of these methods during a formal presentation.	Kriteria: Clarity of synthesis, relevance of the chosen methods to current ELT trends, adherence to academic integrity, and quality of visual/oral delivery. Bentuk: Written summary (rubric-assessed) and oral presentation (performance assessment).	Project-Based Learning (PBL) and Peer-Review Collaborative Discussion.	1. Submission of an annotated summary of a scholarly article on an innovative ELT method via the Learning Management System (LMS). 2. Uploading a video recording or slide deck of the presentation for asynchronous peer-feedback.	1. Principles and classification of innovative ELT methods in the digital era. 2. Techniques for effective academic summarization and professional oral presentation strategies.	30%

SDGS (Sustainable Development Goals)



Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.