



Universitas Negeri Surabaya
Faculty of Social Sciences and Law,
Social Sciences Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																																		
Social Sciences Learning Technology	8420702057	Study Program Elective Courses	T=2 P=0 ECTS=3.18	6	July 18, 2023																																																		
AUTHORIZATION	SP Developer		Course Cluster Coordinator	Study Program Coordinator																																																			
	Muhammad Ilyas Marzuqi, M.Pd.		Dr. Sukma Perdana Prasetya, S.Pd., M.T.	Dr. Nuansa Bayu Segara, S.Pd., M.Pd.																																																			
Learning model	Project Based Learning																																																						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																						
	Program Objectives (PO)																																																						
	PO - 1	Students have the ability to master the domains of design, development, utilization, management and evaluation of learning, which aims to make learning optimal and develop social studies learning technology for the benefit of solving student learning problems																																																					
	PLO-PO Matrix																																																						
		<table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">P.O</td> <td colspan="5"></td> </tr> <tr> <td style="padding: 5px;">PO-1</td> <td colspan="5"></td> </tr> </table>				P.O						PO-1																																											
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PO Matrix at the end of each learning stage (Sub-PO)																																																							
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PO-1																																																							
Short Course Description	Conduct studies and provide an understanding of the role of social studies learning technology in schools in order to solve various student learning problems regarding social studies studies. Conceptual mastery of the five domains of geographic learning technology in the form of planning, development, utilization, management and evaluation to facilitate student learning interests. Learning is carried out by applying a constructivist approach through problem-based learning strategies																																																						
References	Main :																																																						
	<ol style="list-style-type: none"> 1. Barbara B. Seels dan Rita Richey, 1994. Instructional Technology, The Definition and Domains of the Field . AECT 2. Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary . AECT 3. Miarso, Y. 2012. Menyemai Benih Teknologi Pendidikan . Jakarta: Prenada Media 4. Prasetya, S.P. 2014. Media Pembelajaran IPS . Yogyakarta: Penerbit Ombak 5. _____, 2015. Journal of Technology Education . Council of Technology Teacher Education and the International Technology Education Association 																																																						
	Supporters:																																																						
Supporting lecturer	Dr. Sukma Perdana Prasetya, S.Pd., M.T. Katon Galih Setyawan, S.Sos., M.Sosio. Muhammad Ilyas Marzuqi, M.Pd.																																																						
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 are able to formulate concepts of technology and learning	able to formulate concepts of technology and learning	Criteria: formative Form of Assessment : Participatory Activities	1. Students listen to the lecturer's explanation and carry out independent literacy related to technology and learning concepts 2. Students discuss findings from literacy results related to technology and learning concepts 3. Students come together to conclude regarding technology and learning concepts 2 X 50	1. Students listen to the lecturer's explanation and carry out independent literacy related to technology and learning concepts 2. Students discuss findings from literacy results related to technology and learning concepts 3. Students come together to conclude regarding technology and learning concepts 2 X 50	Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i> <hr/> Material: - Bibliography: <i>Barbara B. Seels and Rita Richey, 1994. Instructional Technology, The Definition and Domains of the Field. AECT</i> <hr/> Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i> <hr/> Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i>	5%

2	Students are able to formulate innovative and futuristic learning concepts	able to formulate innovative and futuristic learning concepts	<p>Criteria: formative</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Students listen to the lecturer's explanation and carry out independent literacy related to innovative and futuristic learning concepts</p> <p>2. Students discuss findings from literacy results related to innovative and futuristic learning concepts</p> <p>3. Students come together to conclude regarding innovative and futuristic learning concepts 2 X 50</p>	<p>1. Students listen to the lecturer's explanation and carry out independent literacy related to innovative and futuristic learning concepts</p> <p>2. Students discuss findings from literacy results related to innovative and futuristic learning concepts</p> <p>3. Students come together to conclude regarding innovative and futuristic learning concepts 2 X 50</p>	<p>Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p> <hr/> <p>Material: - Bibliography: <i>Barbara B. Seels and Rita Richey, 1994. Instructional Technology, The Definition and Domains of the Field. AECT</i></p> <hr/> <p>Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p>	5%
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3	Students are able to analyze technology-based social studies learning	able to formulate the concept of technology-based social studies learning	<p>Criteria: formative</p> <p>Form of Assessment : Participatory Activities</p>	<p>1. Students listen to the lecturer's explanation and carry out independent literacy related to technology-based social studies learning</p> <p>2. Students discuss findings from literacy results related to the concept of technology-based social studies learning</p> <p>3. Students together conclude regarding the concept of technology-based social studies learning 2 X 50</p>	<p>1. Students listen to the lecturer's explanation and carry out independent literacy related to technology-based social studies learning</p> <p>2. Students discuss findings from literacy results related to the concept of technology-based social studies learning</p> <p>3. Students together conclude regarding the concept of technology-based social studies learning 2 X 50</p>	<p>Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p> <hr/> <p>Material: - Bibliography: <i>Barbara B. Seels and Rita Richey, 1994. Instructional Technology, The Definition and Domains of the Field. AECT</i></p> <hr/> <p>Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p>	5%
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4	Students are able to create and develop LMS using Google Classroom	able to create and develop LMS using Google Classroom	<p>Criteria: formative</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>1. Students listen to the lecturer's explanation regarding the importance of LMS in digital-based learning</p> <p>2. Students form groups and discuss making LMS using Google Classroom</p> <p>3. Students discuss what content will be included in Google Classroom LMS</p> <p>2 X 50</p>	<p>1. Students listen to the lecturer's explanation regarding the importance of LMS in digital-based learning</p> <p>2. Students form groups and discuss making LMS using Google Classroom</p> <p>3. Students discuss what content will be included in Google Classroom LMS</p> <p>2 X 50</p>	<p>Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p> <hr/> <p>Material: - Bibliography: <i>Barbara B. Seels and Rita Richey, 1994. Instructional Technology, The Definition and Domains of the Field. AECT</i></p> <hr/> <p>Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p>	5%
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5	Students are able to create and develop LMS using Google Classroom	able to create and develop LMS using Google Classroom	<p>Criteria: formative</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	<p>1. Students listen to the lecturer's explanation regarding the importance of developing innovative social studies learning media</p> <p>2. Students discuss with their groups regarding project plans for creating innovative social studies learning media</p> <p>3. Students discuss the material content that will be used to create innovative social studies learning media 2 X 50</p>	<p>1. Students listen to the lecturer's explanation regarding the importance of developing innovative social studies learning media</p> <p>2. Students discuss with their groups regarding project plans for creating innovative social studies learning media</p> <p>3. Students discuss the material content that will be used to create innovative social studies learning media 2 X 50</p>	<p>Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p> <hr/> <p>Material: - Bibliography: <i>Barbara B. Seels and Rita Richey, 1994. Instructional Technology, The Definition and Domains of the Field. AECT</i></p> <hr/> <p>Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p>	5%
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6	Students are able to use digital map-based media (Google Maps, Google Earth, Seterra) skillfully	able to use digital map-based media (google maps, google earth, seterra) skillfully	<p>Criteria: formative</p> <p>Form of Assessment : Practice / Performance</p>	<p>1. Students listen to the lecturer's explanation regarding the importance of using digital map media in social studies learning</p> <p>2. Students carry out research on the use of digital map media applications in social studies learning</p> <p>3. Students carry out spatial analysis using digital map media in social studies learning</p> <p>2 X 50</p>	<p>1. Students listen to the lecturer's explanation regarding the importance of using digital map media in social studies learning</p> <p>2. Students carry out research on the use of digital map media applications in social studies learning</p> <p>3. Students carry out spatial analysis using digital map media in social studies learning</p> <p>2 X 50</p>	<p>Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p> <hr/> <p>Material: - Bibliography: <i>Barbara B. Seels and Rita Richey, 1994. Instructional Technology, The Definition and Domains of the Field. AECT</i></p> <hr/> <p>Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p>	5%
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7	Students are able to use digital map-based media (Google Maps, Google Earth, Seterra) skillfully	able to create and develop presentation-based social studies learning (powerpoint, canva, powtoon)	<p>Criteria: formative</p>	<p>1. Students listen to the lecturer's explanation regarding the importance of developing social studies learning media based on digital presentations</p> <p>2. Students discuss with their groups regarding the project plan for creating social studies learning media based on digital presentations</p> <p>3. Students discuss the material content that will be created on social studies learning media based on digital presentations</p> <p>2 X 50</p>	<p>1. Students listen to the lecturer's explanation regarding the importance of developing social studies learning media based on digital presentations</p> <p>2. Students discuss with their groups regarding the project plan for creating social studies learning media based on digital presentations</p> <p>3. Students discuss the material content that will be created on social studies learning media based on digital presentations</p> <p>2 X 50</p>	<p>Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p> <hr/> <p>Material: - Bibliography: <i>Barbara B. Seels and Rita Richey, 1994. Instructional Technology, The Definition and Domains of the Field. AECT</i></p> <hr/> <p>Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p>	5%
8	Students are able to create and develop social studies learning using Assemblr EDU media	able to create and develop social studies learning using Assemblr EDU media	<p>Criteria: formative</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	UTS project 2 X 50	UTS project 2 X 50	<p>Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p> <hr/> <p>Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	10%

9	Students are able to create and develop digital-based social studies learning evaluations using wordwall	able to create and develop digital-based social studies learning evaluations using wordwall	<p>Criteria: formative</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ol style="list-style-type: none"> 1. Students listen to the lecturer's explanation regarding the importance of developing a digital-based social studies learning evaluation tool. 2. Students discuss with their group the project plan for creating a digital-based social studies learning evaluation tool. 3. Students discuss the content of the questions that will be used to create a digital-based social studies learning evaluation tool 	<ol style="list-style-type: none"> 1. Students listen to the lecturer's explanation regarding the importance of developing a digital-based social studies learning evaluation tool. 2. Students discuss with their group the project plan for creating a digital-based social studies learning evaluation tool. 3. Students discuss the content of the questions that will be used to create a digital-based social studies learning evaluation tool 	<p>Material: -</p> <p>Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p> <hr/> <p>Material: -</p> <p>References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: -</p> <p>References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	5%
10	Students are able to create and develop digital-based social studies learning evaluations using Quizzizz	able to create and develop digital-based social studies learning evaluations using quizzizz	<p>Criteria: formative</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ol style="list-style-type: none"> 1. Students listen to the lecturer's explanation regarding the importance of developing a digital-based social studies learning evaluation tool. 2. Students discuss with their group the project plan for creating a digital-based social studies learning evaluation tool. 3. Students discuss the content of the questions that will be used to create a digital-based social studies learning evaluation tool 	<ol style="list-style-type: none"> 1. Students listen to the lecturer's explanation regarding the importance of developing a digital-based social studies learning evaluation tool. 2. Students discuss with their group the project plan for creating a digital-based social studies learning evaluation tool. 3. Students discuss the content of the questions that will be used to create a digital-based social studies learning evaluation tool 	<p>Material: -</p> <p>Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p> <hr/> <p>Material: -</p> <p>References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: -</p> <p>References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	10%

11	Students are able to create and develop digital-based social studies learning evaluations using Kahoot	able to create and develop digital-based social studies learning evaluations using Kahoot	<p>Criteria: formative</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ol style="list-style-type: none"> 1. Students listen to the lecturer's explanation regarding the importance of developing a digital-based social studies learning evaluation tool. 2. Students discuss with their group the project plan for creating a digital-based social studies learning evaluation tool. 3. Students discuss the content of the questions that will be used to create a digital-based social studies learning evaluation tool 	<ol style="list-style-type: none"> 1. Students listen to the lecturer's explanation regarding the importance of developing a digital-based social studies learning evaluation tool. 2. Students discuss with their group the project plan for creating a digital-based social studies learning evaluation tool. 3. Students discuss the content of the questions that will be used to create a digital-based social studies learning evaluation tool 	<p>Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p> <hr/> <p>Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	5%
12	Students are able to create and develop social studies learning content using the Instagram social media platform	able to create and develop social studies learning content using the social media platform Instagram	<p>Criteria: formative</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<ol style="list-style-type: none"> 1. Students listen to the lecturer's explanation regarding the importance of developing social media-based social studies learning content 2. Students discuss with their group regarding the project plan for creating social media-based social studies learning content 3. Students discuss the material that will be used to create social media-based social studies learning content 	<ol style="list-style-type: none"> 1. Students listen to the lecturer's explanation regarding the importance of developing social media-based social studies learning content 2. Students discuss with their group regarding the project plan for creating social media-based social studies learning content 3. Students discuss the material that will be used to create social media-based social studies learning content 	<p>Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p> <hr/> <p>Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	5%

13	Students are able to create and develop social studies learning content using the YouTube social media platform	able to create and develop social studies learning content using the YouTube social media platform	<p>Criteria: formative</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>1. Students listen to the lecturer's explanation regarding the importance of developing social media-based social studies learning content</p> <p>2. Students discuss with their group regarding the project plan for creating social media-based social media learning content</p> <p>3. Students discuss the material that will be used to create social media-based social studies learning content</p> <p>2 X 50</p>	<p>1. Students listen to the lecturer's explanation regarding the importance of developing social media-based social studies learning content</p> <p>2. Students discuss with their group regarding the project plan for creating social media-based social media learning content</p> <p>3. Students discuss the material that will be used to create social media-based social studies learning content</p> <p>2 X 50</p>	<p>Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p> <hr/> <p>Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	10%
14	Students are able to integrate media, evaluation tools and digital content that have been created through the Google Classroom LMS	able to integrate media, evaluation tools, and digital content that has been created through the Google Classroom LMS	<p>Criteria: formative</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	<p>1. Students integrate digital media, digital evaluation tools, and social media content that have been created into their Google Classroom LMS</p> <p>2 X 50</p>	<p>1. Students integrate digital media, digital evaluation tools, and social media content that have been created into their Google Classroom LMS</p> <p>2 X 50</p>	<p>Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i></p> <hr/> <p>Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i></p> <hr/> <p>Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i></p>	5%

15	Students can try out the LMS that has been created	can test the LMS that has been created	Criteria: formative Form of Assessment : Project Results Assessment / Product Assessment	1. Students test the LMS they created on 2 X 50 students	1. Students test the LMS they created on 2 X 50 students	Material: - Reference: <i>Prasetya, SP 2014. Social Sciences Learning Media. Yogyakarta: Ombak Publishers</i> Material: - References: <i>Miarso, Y. 2012. Sowing the Seeds of Educational Technology. Jakarta: Prenada Media</i> Material: - References: <i>Januszewski a and Molenda, M. 2008. Educational Technology: A Definition With Commentary. AECT</i>	20%
16							0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17.5%
2.	Project Results Assessment / Product Assessment	77.5%
3.	Practice / Performance	5%
		100%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.

