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Universitas Negeri Surabaya Faculty of Mathematics and Natural Sciences Bachelor of Science Education Study Program

Document Code

UNES	A								3		
				SEME	STER L	EARI	NING F	PLAN	l		
Courses				CODE		Course F	amily	Credit \	Veight	SEMESTER	Compilation Date
Diversity	of L	iving Creatures		8420103065				T=3 P	0 ECTS=4.77	2	July 18, 2024
AUTHOR	RIZAT	TION		SP Developer			Cours	e Cluste	r Coordinator	Study Progra Coordinator	
										Prof. Dr. E	rman, M.Pd.
Learning model	J	Project Based L	earning							•	
Program		PLO study prog	gram th	nat is charged	to the cours	se					
Learning		Program Objec	tives (I	PO)							
(PLO)		PLO-PO Matrix									
PO Matrix at the en				P.O							
		PO Matrix at th	e end o	of each learnir	ng stage (Sul	b-PO)					
			Р.	1 2	3 4 5		7 8 9			·	15 16
Short Course Descript	tion	This course disc organisms, for ex in Indonesia, pres	ample f	ungi, plants and	animals, and	their divers	e prions, vii sity, includino	ruses, mo g classific	onera (blue alga ation principles	ae and bacter and representa	ia) and macro ative examples
Referen	ces	Main :									
 Brock, M. 1991. Biology Of Microorganisme . New Jersey : Printice-Hall Campbell, N. A. et al. 2008. Biology; Eighth Edition . San Fransisco: Pearson, Benjamin Cummings. Deacon, Jim W. 2006. Fungal Biology . Printed and bound in the United Kingdom. by Blakwell Science Ltd Publising Company. Henry, Robert J. Plant Diversity and Evolution . Printed and bound in the UK by Cromwell Press, Trow Publishing CAB International Wallingford Oxfordshire OX10 8DE UK Hickman Jr., Cleveland. P., Roberts, Larry S., Larson, Alan. 2001. Integrated Principles Of Zoology, Eleveth E Avenue of The American, New York. By The McGraw-Hill Companies, Inc. 							wbridge. CABI				
		Supporters:									
Support lecturer	Supporting Dr. Dyah Astriani, S.P. Dr. Hasan Subekti, S. Ahmad Qosyim, S.Si. Enny Susiyawati, S.Si Dhita Ayu Permata Sa			., M.Pd. .Pd. //.Sc., M.Pd., Ph	.D.						
Week-	eac			Evalu	ation		Lear Stude	elp Learr rning me nt Assig stimated	thods, nments,	Learning materials [References	Assessment Weight (%)
	(Su	b-PO)	ı	Indicator	Criteria &	Form	Offline (offline)	Onli	ne (<i>online</i>)]	

	ı		ı			
1	Describe the	1.Students can	Criteria:	Student-		0%
	mastery of	describe their	Attached to the	centered		
	conceptual- theoretical	mastery of	Assessment	approach		
	knowledge about	knowledge of	Instrument and	student-		
	the diversity of	theoretical	Assessment Rubric	centered		
	living things,		Rubiic	learning		
	assisted by science	concepts		Inductive		
	and technology	regarding the		learning		
	(Cognitive-Product)	Diversity of		strategy by		
	Apply the steps of	Living Creatures		showing		
	the scientific	Students can		specific		
	method in an experimental	understand the		descriptions		
	research, in the	diversity of living		to general		
	form of detailed	creatures		descriptions		
	activities consisting	associated with		of the		
	of: planning,	taxonomy		concepts		
	implementing and	3.Students can		being		
	reporting practical			studied. The		
	activities on the	explain the		methods		
	diversity of living creatures	scope of		used are		
	independently as a	Taxonomy		discussions,		
	group (Cognitive-	Students can		practicums,		
	psychomotor and	explain the		literature		
	product	taxonomic		searches		
	performance	approach				
	processes)	5.Students can		(library and		
	Carrying out assignments in the	explain the		Google		
	form of presenting	differences		Scholar),		
	ideas/thoughts,	between		working on LKM		
	about the diversity	diversity and				
	of living things, in	variation		according to procedures		
	the form of					
	LKM/practicum	6.Students can		that still		
	work results in the form of LKM	explain the		require		
	practicum reports	relationship		students to think		
	(Cognitive	between		************		
	performance-	Taxonomy		critically and		
	processes)	principles and		active.		
	Completing other	their objects		3 X 50		
	assignments, about the diversity of	7.Students can				
	living things, which	compare the				
	will be	characteristics of				
	communicated in	each kingdom				
	lecture forums or	8.Students can				
	seminar results	explain the				
	(Cognitive Process-	•				
1	performance,	causes of				
1	Products and Social-	changes in the				
1	communication	classification				
	Skills)	system				
			l			

2	Describe the	1.Students can	Criteria:	Student-		0%
_	mastery of		Attached to the	centered		070
	conceptual-	describe their	Assessment			
	theoretical	mastery of	Instrument and	approach		
	knowledge about	theoretical	Assessment	student-		
	blue algae	knowledge	Rubric	centered		
	(Cognitive	about Monera:	rabile	learning		
	Products) Carry out			Deductive		
	structured	Prokaryotic		learning		
	practicum activities	Algae; Blue		strategy by		
	according to the	Algae		showing a		
	topics in the	(Cyanocloronta)				
	practicum	2.Students can		general		
	guidebook and			overview to		
	prepare reports	describe the		a specific		
	(Cognitive-	diversity and		overview of		
	psychomotor	variation among		the concept		
	performance-	members of		being		
	processes and	Cyanochloronta		studied. The		
	products) Carry out	3.Students can		methods		
	other assignments,			used are		
	regarding	explain the		discussions,	1	
	presenting ideas/thoughts	characteristics of			ĺ	
	about blue algae, in	cyanoc cellular		practicums,	1	
	the form of results	cells which are		literature	1	
	of work on Student	considered		searches	ĺ	
	Activity			(library and	1	
	Sheets/LKM	prokaryotic living		Google	ĺ	
	(Cognitive Process-	creatures		Scholar),	1	
	performance)	Students can		working on	1	
		compare the		LKM		
		body structure of		according to		
		unicellular and				
				procedures		
		multicellular		that still		
		cyanoc		require		
		Students can		students to		
		outline		think		
		hypotheses that		critically and		
		* '		actively.		
		support the		3 X 50		
		causes of		0 X 30		
		Cyanoc body				
		movements				
		6.Students can				
		explain how				
		•				
		Cyanoc				
		reproduces				
		7.Students can				
		show evidence				
		that the function			1	
		of heterosis is			1	
					ĺ	
1		related to			ĺ	
1		nitrogen fixation			ĺ	
		8.Students can				
		explain the				
1		boundaries of			ĺ	
1		thylakoids,			ĺ	
1						
1		phycobilisomes,				
1		akinet,				
1		phycobilins,				
		endospores,			1	
		exospores.			1	
		9.Students can			1	
		identify			1	
		,			1	
		specimens that			1	
1		are cyanoc at				
		the genus level				
1		10.Students can			ĺ	
					1	
		describe the			1	
		main			1	
		characteristics of			1	
		the specimen.			1	
L		•			Ī	

3	Describe the mastery of conceptual-theoretical knowledge about Green Algae (Chlorophyta) (Cognitive Products) Carry out structured practicum activities according to the topic, in the practicum guidebook and prepare reports (Cognitive-psychomotor process-performance and products) Carry out other assignments, about Green Algae (Chlorophyta) pouring out ideas/thoughts about Cell Transport & Metabolism, in the form of LKM work (cognitive process-performance)	1.Students can describe the diversity and variation among members of Chlorophyta 2.Students can explain that algae is different from eukaryotic plants that contain chlorophyll 3.Students can explain the cellular and body characteristics of algae 4.Students can explain the different characteristics of algae groups 5.Students can explain the cellular and body characteristics of algae groups 6.Students can explain the cellular and body characteristics of Protozoa 6.Students can explain the reproductive characteristics of protozoa 7.Students can explain the differences in cellular characteristics of slime molds 8.Students can explain the reproduction of slime molds	Student-centered approach student-centered learning Deductive learning strategy by showing a general overview to a specific overview of the concept being studied. The methods used are discussions, practicums, literature searches (library and Google Scholar), working on LKM according to procedures that still require students to think critically and actively. 3 X 50		0%

4	Describe the mastery of conceptual-theoretical knowledge about Macroscopic Algae (Brown Algae, Golden Algae) (Cognitive Products) Carry out structured practicum activities according to the topic, in the practicum guidebook and prepare reports (Cognitive-psychomotor performance-process and product) Carry out assignments others, regarding the expression of ideas/thoughts about Macroscopic Algae (Brown Algae, Golden Algae, Red Algae), in the form of the results of work on LKM (cognitive process-performance)	1.Students can describe the diversity and variations among members of Macroscopic Algae 2.Students can explain that algae is different from eukaryotic plants that contain chlorophyll 3.Students can explain the cellular and body characteristics of algae 4.Students can explain the different characteristics of algae groups 5.Students can explain the cellular and body characteristics of algae groups 5.Students can explain the cellular and body characteristics of Protozoa 6.Students can explain the reproductive characteristics of protozoa 7.Students can explain the differences in cellular characteristics of slime molds 8.Students can explain the		Student-centered approach student-centered learning Deductive learning strategy by showing general descriptions to specific descriptions of the concepts being studied. The methods used are discussions, practicums, literature searches (library and Google Scholar), working on LKM according to procedures that still require students to think critically and active. 3 X 50		0%
5	Describe mastery of conceptual-theoretical knowledge about Mosses (Bryophyta) (Cognitive Products) Carry out structured practicum activities according to the topic, in the practicum guidebook and prepare reports (Cognitive-psychomotor process-performance and products) Carry out other assignments, about Mosses (), pouring ideas/ideas about , in the form of the results of work on LKM (cognitive performance processes) Bryophyta	reproduction of slime molds 1.Students can describe the diversity and variation among members of Lumut (Bryophyta). 2.Students can explain the differences in special characteristics and body structure of moss groups. 3.Students can compare the life cycles of moss groups. 4.Students can determine the primitive and advanced status of moss groups. 5.Students can explain the comparison of reproductive methods in moss groups.	Criteria: Attached to the Assessment Instrument and Assessment Rubric	Student-centered approach student-centered learning Deductive learning strategy by showing a general overview of the concept being studied. The methods used are discussions, practicums, literature searches (library and Google Scholar), working on LKM according to procedures that still require students to think critically and actively. 3 X 50		0%

6	Describe the mastery of conceptual-theoretical knowledge about Nails (Pterydophyta) (Cognitive Products) Carry out structured practicum activities according to the topic, in the practicum guidebook and prepare reports (Cognitive-psychomotor performance-processes and products) Carry out other assignments, regarding the presentation of ideas/thoughts about Nails (Pterydophyta), in the form of work on LKM (Cognitive Process-performance)	1.Students can describe the diversity and variation among members of Paku (Pterydophyta). 2.Students can explain the differences in special characteristics and body structure in the fern group. 3.Students can compare the life cycles of nail groups. 4.Students can determine primitive and advanced status in the fern group. 5.Students can explain the comparison of reproductive methods in the fern group.	Criteria: Attached to the Assessment Instrument and Assessment Rubric	Student-centered approach student-centered learning Deductive learning strategy by showing a general overview to a specific overview of the concept being studied. The methods used are discussions, practicums, literature searches (library and Google Scholar), working on LKM according to procedures that still require students to think critically and actively. 3 X 50		0%
7	Describe the mastery of conceptual-theoretical knowledge about Seed Plants (Spermatophyta) (Cognitive Products) Carry out structured practicum activities according to the topic, in the practicum guidebook and prepare reports (Cognitive-psychomotor process-performance and products) Carry out other assignments, about Seed Plants (Spermatophyta) the expression of ideas/thoughts about, in the form of the results of work on LKM (cognitive performance-process)	1.Students can understand the diversity of Seed Plants (Spermatophyta) and their role in human life. 2.Students can explain the differences in special characteristics and body structure of the regnum plantae group in the Spermathophyta division (Gymnospermae and Angispermae) 3.Students can compare the life cycle of the plantae group in the Spermathophyta division 4.Students can determine the primitive and advanced status of the plantae group in the Spermathophyta division 5.Students can explain the comparison of reproductive methods in the plantae group in the Spermathophyta division	Criteria: Attached to the Assessment Instrument and Assessment Rubric	Student-centered approach student-centered learning Deductive learning strategy by showing a general overview to a specific overview of the concept being studied. The methods used are discussions, practicums, literature searches (library and Google Scholar), working on LKM according to procedures that still require students to think critically and actively. 3 X 50		0%
8	Sub Summative Exam Final Ability Meeting 1 to meeting 7	Sub Summative Exam Indicators for Meeting 1 to Meeting 7	Criteria: Attached to the Assessment Instrument and Assessment Rubric	Sub Summative Exam 3 X 50		0%

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9	Describe the mastery of conceptual-theoretical knowledge about viruses (Cognitive Products) Carry out structured practicum activities according to the topic, in the practicum guidebook and prepare reports (Cognitive-psychomotor process-performance and products) Carry out other assignments, about viruses, express ideas/thoughts about, in the form of results of work on LKM (Cognitive Process-performance)	1.Students can understand the characteristics and role of viruses in human life 2.Students can explain the structure of viruses 3.Students can explain one of the classifications of viruses 4.Students can explain the mechanism of virus reproduction 5.Students can give an example of the role of viruses in human life	Criteria: Attached to the Assessment Instrument and Assessment Rubric	Student-centered approach student-centered learning Deductive learning strategy by showing a general overview to a specific overview of the concept being studied. The methods used are discussions, practicums, literature searches (library and Google Scholar), working on LKM according to procedures that still require students to think critically and actively. 3 X 50		0%
10	Describe the mastery of conceptual-theoretical knowledge about bacteria (Cognitive Products) Carry out structured practicum activities according to the topic, in the practicum guidebook and prepare reports (Cognitive-psychomotor processperformance and products) Carry out other assignments, about bacteria, share ideas/thoughts about, in form of work result of LKM (Cognitive processperformance)	1.Students can understand the role of bacteria 2.Students can explain the structure of bacterial cells 3.Students can compare prokaryotes and eukaryotes 4.Students can make bacterial culture media 5.Students can maintain bacteria 6.Students can explain the classification of bacteria 7.Students can determine the group of bacteria they maintain into one group based on their characteristics 8.Students can give examples of the role of bacteria in life	Criteria: Attached to the Assessment Instrument and Assessment Rubric	Student-centered approach student-centered learning Deductive learning strategy by showing a general overview to a specific overview of the concept being studied. The methods used are discussions, practicums, literature searches (library and Google Scholar), working on LKM according to procedures that still require students to think critically and actively. 3 X 50		0%

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11	Describe the mastery of conceptual-theoretical knowledge about protists (Cognitive Products) Carry out structured practicum activities according to the topic, in the practicum guidebook and prepare reports (Cognitive-psychomotor and product process-performance) Carry out other assignments, regarding expressing ideas/thoughts about protists, in form of work result of LKM (Cognitive process-performance)	1. Students can understand the diversity of protists 2. Students can explain that algae is different from eukaryotic plants that contain chlorophyll 3. Students can explain the cellular and body characteristics of algae 4. Students can explain the different characteristics of algae groups 5. Students can explain the cellular and body characteristics of algae groups 6. Students can explain the cellular and body characteristics of Protozoa 6. Students can explain the reproductive characteristics of protozoa 7. Students can explain the differences in cellular characteristics of slime molds 8. Students can explain the reproduction of slime molds	Student-centered approach student-centered learning Deductive learning strategy by showing general descriptions to specific descriptions of the concepts being studied. The methods used are discussions, practicums, literature searches (library and Google Scholar), working on LKM according to procedures that still require students to think critically and active. 3 X 50		0%
12	Describe the mastery of conceptual-theoretical knowledge about fungi (Cognitive Products) Carry out structured practicum activities according to the topic, in the practicum guidebook and prepare reports (Cognitive-psychomotor processperformance and products) Carry out other assignments, regarding the presentation of ideas/thoughts about mushrooms (fungi), in the form of results of work on LKM (Cognitive Processperformance)	1. Students can understand the role of fungi. 2. Students can explain the general structure of fungi. 3. Students can explain the representative characteristics of fungi. 4. Students can explain one example of fungal classification. 5. Students can explain how fungi reproduce. 6. Students can give examples of the role of fungi in everyday life. 7. Students can be skilled at cultivating mushrooms.	Student-centered approach student-centered learning Deductive learning strategy by showing a general overview to a specific overview of the concept being studied. The methods used are discussions, practicums, literature searches (library and Google Scholar), working on LKM according to procedures that still require students to think critically and actively. 3 X 50		0%

13	Describe the mastery of conceptual-theoretical knowledge about invertebrates (porifera, coelenterates, anrithropods, and insects) (Cognitive Products) Carry out structured practicum activities according to the topic, in the practicum guidebook and prepare reports (Cognitive-psychomotor performance-process and product) Carry out other assignments , about expressing ideas/thoughts about invertebrates (porifera, coelenterates, anrithropods and insects), in the form of the results of work on LKM (cognitive performance processes)	1.Students can understand the role of invertebrate animalia (porifera, coelenterates, anrthropods, and insects) 2.Students can explain the characteristics of various representative examples of invertebrate animals (porifera, coelenterates, anrthropods, and insects) 3.Students can explain the habitats of various invertebrate animals (porifera, coelenterates, anrthropods, and insects) 4.Students can explain various ways of reproduction of invertebrates (porifera, coelenterates, anrthropods, and insects) 5.Students can explain the principles of classifying animals from invertebrates (porifera, coelenterates, anrthropods, and insects). 5.Students can explain the principles of classifying animals from invertebrates (porifera, coelenterates, anrthropods, and insects). 6.Students can give examples of the role of animals in the lives of invertebrates (porifera, coelenterates, anrthropods, and insects).	Student-centered approach student-centered learning Deductive learning strategy by showing a general overview of the concept being studied. The methods used are discussions, practicums, literature searches (library and Google Scholar), working on LKM according to procedures that still require students to think critically and actively. 3 X 50		0%
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14	Describe the	1.Students can	Criteria:	Student-		1	0%
	mastery of		Attached to the	centered			
	theoretical	understand the	Assessment				
	knowledge about	role of Animalia	Instrument and	approach			
	Vertebrata-Phylum	Vertebrata-	Assessment	student-			
	Chordata; Pisces,			centered			
	Amphibia, Reptilia,	Phylum	Rubric	learning			
	Ariphibia, reptilia, Aves, Mammalia	Chordata;		Deductive			
	(Cognitive	Pisces,					
	Products) Carry out	Amphibia,		learning			
				strategy by			
	structured	Reptiles, Aves,		showing a			
	practicum activities	Mammalia		general			
	according to the	Students can		overview to			
	topic, in the	explain the					
	practicum			a specific			
	guidebook and	characteristics of		overview of			
	prepare the report	various		the concept			
	(Cognitive-	representative		being			
	psychomotor	•		studied. The			
	performance-	examples of					
	process and	animals from the		methods			
	product) Carry out	Vertebrata-		used are			
	other assignments,			discussions,			
	regarding	Phylum		practicums,			
1	Vertebrates-	Chordata;				1	
1	Phylum Chordata;	Pisces,		literature		1	
	Pisces, Amphibia,	Amphibia,		searches			
	Reptilia, Aves,	•		(library and			
1	Mammalia express	Reptiles, Aves,		Google		1	
1	ideas/thoughts	Mammalia		Scholar),		1	
1	about, in the form	3.Students can				1	
1	of LKM work	explain the		working on		1	
	(cognitive process-	•		LKM			
1	performance)	habitat of		according to		1	
	periorinance)	various animals		procedures			
		from the		that still			
		Vertebrates-		require			
		Phylum		students to			
		Chordata;		think			
		Pisces,		critically and			
		Amphibia,		actively.			
		•		3 X 50			
		Reptiles, Aves,		07.00			
		Mammalia					
		4.Students can					
		explain various					
		•					
		ways of					
		reproduction in					
		Vertebrates-					
		Phylum					
		Chordata;					
		Pisces,					
		Amphibia,					
		•					
		Reptiles, Aves,					
		Mammalia					
		Students can					
		explain the					
]	
1		principles of				1	
1		animal				1	
1		classification				1	
		from Vertebrata-					
		Phylum]	
1		,				1	
1		Chordata;				1	
		Pisces,					
		Amphibia,]	
]	
1		Reptiles, Aves,				1	
1		Mammalia				1	
1		Students can				1	
		give examples of					
		the role of]	
1						1	
1		animals in the				1	
		lives of					
		Vertebrates-]	
		Phylum				[
1		•				1	
1		Chordata;				1	
		Pisces,]	
		Amphibia,				[
		Reptiles, Aves,				[
]	
		Mammalia]	
]	
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15	Describe the	1.Students can	Criteria:	Student-		0%
	mastery of		Attached to the	centered		270
	conceptual-	understand the	Assessment			
	theoretical	role of Animalia	Instrument and	approach		
	knowledge about	(Vertebrates;	Assessment	student-		
	(Cognitive	Pisces,	Rubric	centered		
	Products) Carry out	,	Nubile	learning		
	structured	Amphibia,		Deductive		
	practicum activities	Reptilia, Aves,		learning		
	according to the	Mammalia).				
	topic, in the	2.Students can		strategy by		
	practicum			showing a		
	guidebook and	explain the		general		
	prepare reports	characteristics of		overview to		
		various		a specific		
	(Cognitive-	representative				
	psychomotor			overview of		
	process-	examples of		the concept		
	performance and	Phylum		being		
	products) Carry out	Chordata:		studied. The		
	other assignments,	(Pisces,		methods		
	regarding	,		used are		
	expressing ideas/	Amphibia,				
	ideas about, in the	Reptilia, Aves,		discussions,		
	form of results work	Mammalia)		practicums,		
	on LKM (Cognitive	3.Students can		literature		
	process-			searches		
	performance)	explain the		(library and		
	Complete other	habitats of		Google		
	assignments,	various animals				
	regarding Evolution	from Phylum		Scholar),		
	in the form of LKM	,		working on		
	work results in the	Chordata:		LKM		
	form of paper	(Pisces,		according to		
	reports and PPT,	Amphibia,		procedures		
	which will be	Reptilia, Aves,		that still		
	communicated in					
	lecture forums	Mammalia)		require		
	(Cognitive process-	4.Students can		students to		
	performance,	explain various		think		
	Products and	ways of		critically and		
	social-	•		actively.		
	communication	reproduction in		3 X 50		
	skills)	animals from the		3 / 30		
		Phylum				
		Chordata:				
		(Pisces,				
		Amphibia,				
		Reptilia, Aves,				
		Mammalia)				
		5.Students can				
		explain the				
		principles of				
		animal				
		classification				
1		from Phylum				
		Chordata:				
		(Pisces,				
		Amphibia,				
		Reptilia, Aves,				
		Mammalia)				
		Students can				
		give examples of				
		the role of				
		animals from				
		Phylum				
		Chordata:				
		(Pisces,				
		•				
		Amphibia,				
		Reptilia, Aves,				
		Mammalia) in				
		life				
		iii C				
	<u> </u>			<u> </u>	 	
16						0%
10						070

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage	-
		0%	

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.

- 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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.
- 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.