



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Early Childhood Education Teacher Education Undergraduate Study**  
**Program**

Document  
Code

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
PAUD Learning Technology	8620702231	Study Program Elective Courses	T=2	P=0	ECTS=3.18	5	May 2, 2023
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Kartika Rinakit Adhe, S.Pd., M.Pd.		Kartika Rinakit Adhe, S.Pd., M.Pd.			Kartika Rinakit Adhe, S.Pd., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course
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PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in their field of expertise and in accordance with work competency standards in the field concerned
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PLO-5	Mastering pedagogical skills in early childhood learning based on national cultural values
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Program Objectives (PO)	
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PO - 1	Able to make the right decisions based on information and data analysis, and able to provide guidance in choosing various alternative solutions in organizing early childhood education using learning technology
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PO - 2	Examining the impact of technology use on the cognitive development of early childhood
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PO - 3	Identifying Early Childhood Development Stages
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PO - 4	Analysis of the Potential and Need for Using Augmented Reality (AR) in Learning
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PO - 5	Designing Learning Video Evaluation Instruments
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PO - 6	Reflecting on the Experience of Applying Technology in Early Childhood Learning
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PLO-PO Matrix	
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	<table border="1"> <thead> <tr> <th>P.O</th> <th>PLO-3</th> <th>PLO-5</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-3</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-4</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-5</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>PO-6</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	PLO-3	PLO-5	PO-1	✓	✓	PO-2	✓	✓	PO-3	✓	✓	PO-4	✓	✓	PO-5	✓	✓	PO-6	✓	✓
P.O	PLO-3	PLO-5																				
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PO Matrix at the end of each learning stage (Sub-PO)	
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	<table border="1"> <thead> <tr> <th rowspan="2">P.O</th> <th colspan="16">Week</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>PO-1</td> <td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-2</td> <td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-3</td> <td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-4</td> <td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-5</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td> </tr> <tr> <td>PO-6</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td> </tr> </tbody> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓															PO-2			✓	✓													PO-3					✓	✓											PO-4							✓	✓									PO-5									✓	✓	✓	✓					PO-6													✓	✓	✓	✓
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<b>Short Course Description</b>		This course aims to provide students with an in-depth understanding of the integration of technology in the early childhood learning process. By using the Outcome-Based Education (OBE) approach, students will develop technology-based learning design, implementation and evaluation skills according to the needs of early childhood. Using lecture learning methods and project-based learning.					
<b>References</b>		<p><b>Main :</b></p> <ol style="list-style-type: none"> <li>1. Alan Januszewski and Michael Molenda. (2008). Educational technology: Association for educational communications and technology (AECT).</li> <li>2. Adhe, K. R. (2018). Pengembangan media pembelajaran daring matakuliah kajian PAUD di jurusan PG PAUD Fakultas Ilmu Pendidikan Universitas Negeri Surabaya. Journal of Early Childhood Care and Education, 1(1), 26-31.</li> <li>3. Simatupang, N., Widayati, S., Adhe, K. R., &amp; Sholihah, S. A. (2022). Application of Singing Activities to Stimulate Children's Vocabulary Acquisition. Child Education Journal, 4(2), 139-158.</li> <li>4. Aini, M. N., Widayati, S., Adhe, K. R., &amp; Saroinsong, W. P. (2022). Pengembangan ebook mitigasi bencana kebakaran untuk anak usia 5-6 tahun. Aulad: Journal on Early Childhood, 5(3), 400-411.</li> </ol> <p><b>Supporters:</b></p> <ol style="list-style-type: none"> <li>1. Psikologi Perkembangan AnakUsia Dini Edisi Pertama Oleh Dr.Masganti Sit, M.Ag. penerbit:KencanaTahun:2017</li> <li>2. Suryana, D., &amp; Hijriani, A.(2022). Pengembangan Media VideoPembelajaran Tematik Anak Usia Dini 5-6 Tahun Berbasis Kearifan Lokal. JurnalObsesi: Jurnal Pendidikan Anak UsiaDini, 6(2), 1077-1094</li> <li>3. Syafi'i, I., Sa'diyah, C.,Wakhidah, E. W., &amp; Umah, F. M. (2020).Penerapan video pembelajaran daringanak usia dini pada masa pandemiCovid-19. Al-Athfaal: Jurnal IlmiahPendidikan Anak Usia Dini, 3(2), 140-160.</li> <li>4. Atmajaya, D. (2017).Implementasi augmented reality untukpembelajaran interaktif. ILKOM JurnalIlmiah, 9(2), 227-232</li> <li>5. Himamunanto, A. R., Waruwu,D. A., &amp; Setyawan, G. C. (2023). ImageTracking Berbasis AR UntukPeningkatan Pembelajaran Buah PadaPendidikan Anak Usia Dini (PAUD).Infotek: Jurnal Informatika danTeknologi, 6(2), 381-389</li> <li>6. ahrurrozi, M., &amp; Rahmawati, S.N. L. (2021). Pengembangan ModelInstrumen Evaluasi MenggunakanAplikasi Kahoot Pada PembelajaranEkonomi. Jurnal Profit, 8(1), 1-10</li> <li>7. Hutapea, R. H., &amp; PAK, S.(2022). Instrumen Evaluasi Non-Tesdalam Penilaian Hasil Belajar RanahAfektif dan Psikomotorik</li> <li>8. Iftitah, S. L. (2021). EvaluasiPembelajaran Anak Usia Dini.</li> <li>9. Abidin, N., &amp; Haq, A. F. (2023).Aplikasi Media Pembelajaran Anak UsiaDini Menggunakan TeknologiAugmented Reality Berbasis Android.Jurnal Nasional Komputasi danTeknologi Informasi, 6(1), 95-102</li> <li>10. Nurhayati, N., Aslan, A., &amp;Susilawati, S. (2023). PenggunaanTeknologi Gadget Sebagai MediaPembelajaran Pada Anak Usia Dini DiRaudhatul Atfhal Al-Ikhlash KotaSingkawang. JIP: Jurnal IlmuPendidikan, 1(3), 485-500</li> </ol>					
<b>Supporting lecturer</b>		Dr. Achmad Sya'dullah., S.Psi., M.Pd Kartika Rinakit Adhe, S.Pd., M.Pd. Hirnanda Dimas Pradana, 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 identify the stages of early childhood development as a basis for designing learning.	Identifying stages of early childhood development as a basis for designing learning	<p><b>Criteria:</b> Students are able to understand the stages of early childhood development as a basis for designing learning</p> <p><b>Form of Assessment</b> : Practice / Performance</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Psychology of Early Childhood Development First Edition by Dr. Masganti Sit, M.Ag. Publisher: Kencana Year: 2017</p> <p><b>References:</b></p> <p><b>Material:</b> Khaironi, M. (2018). Early childhood development. Golden Age Journal, 2(01), 01-12.</p> <p><b>References:</b></p>	3%
2	Students are able to explain the theory of early childhood development and design learning videos that are in accordance with this theory.	Understanding of early childhood development theory and designing learning videos that are in accordance with this theory.	<p><b>Criteria:</b> Students are able to understand the theory of early childhood development and design learning videos that are in accordance with this theory.</p> <p><b>Form of Assessment</b> : Practice / Performance</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Suryana, D., &amp; Hijriani, A. (2022). Development of Thematic Learning Video Media for Early Age Children 5-6 Years Based on Local Wisdom. Obsession Journal: Journal of Early Childhood Education, 6(2), 1077-1094.</p> <p><b>References:</b></p>	3%

3	Implement early childhood development theory in learning video design.	Lectures and project-based learning	<p><b>Criteria:</b> Students are able to implement early childhood development theory in learning video design.</p> <p><b>Form of Assessment</b> : Practice / Performance</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Syafri, I., Sa'diyah, C., Wakhidah, EW, &amp; Umah, FM (2020). Application of online learning videos for early childhood during the Covid-19 pandemic. <i>Al-Athfaal: Scientific Journal of Early Childhood Education</i>, 3(2), 140-160.</p> <p><b>References:</b></p>	3%
4	Students are able to compose learning video scenarios that accommodate the developmental stages of early childhood.	Develop learning video scenarios that accommodate the developmental stages of early childhood.	<p><b>Criteria:</b> Students are able to create learning video scenarios that accommodate the developmental stages of early childhood.</p> <p><b>Form of Assessment</b> : Practice / Performance</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Suryana, D., &amp; Hijriani, A. (2022). Development of Thematic Learning Video Media for Early Age Children 5-6 Years Based on Local Wisdom. <i>Obsession Journal: Journal of Early Childhood Education</i>, 6(2), 1077-1094.</p> <p><b>References:</b></p>	6%
5	Students are able to understand the concept and potential of using Augmented Reality (AR) in early childhood learning.	Understanding the concept and potential use of Augmented Reality (AR) in early childhood learning.	<p><b>Criteria:</b> Students are able to understand the concept and potential of using Augmented Reality (AR) in early childhood learning.</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Atmajaya, D. (2017). Implementation of augmented reality for interactive learning. <i>ILKOM Scientific Journal</i>, 9(2), 227-232.</p> <p><b>References:</b></p> <p><b>Material:</b> Himamunanto, AR, Waruwu, DA, &amp; Setyawan, GC (2023). AR-Based Image Tracking to Improve Fruit Learning in Early Childhood Education (PAUD). <i>Infotek: Journal of Informatics and Technology</i>, 6(2), 381-389.</p> <p><b>Bibliography:</b> Alan Januszewski and Michael Molenda. (2008). <i>Educational technology: Association for educational communications and technology (AECT)</i>.</p>	10%

6	The potential and need for using AR to improve early childhood learning.	Analyze the potential and need for using AR to improve early childhood learning.	<p><b>Criteria:</b> Students are able to analyze the potential and need for using AR to improve early childhood learning.</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Himamunanto, AR, Waruwu, DA, &amp; Setyawan, GC (2023). AR-Based Image Tracking to Improve Fruit Learning in Early Childhood Education (PAUD). Infotek: Journal of Informatics and Technology, 6(2), 381-389.</p> <p><b>Bibliography:</b> <i>Alan Januszewski and Michael Molenda. (2008). Educational technology: Association for educational communications and technology (AECT).</i></p>	10%
7	Design creative AR content to increase child interactivity and engagement.	Design creative AR content to increase child interactivity and engagement.	<p><b>Criteria:</b> Students are able to design creative AR content to increase children's interactivity and involvement.</p> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Himamunanto, AR, Waruwu, DA, &amp; Setyawan, GC (2023). AR-Based Image Tracking to Improve Learning and Fruits in Early Childhood Education (PAUD). Infotek: Journal of Information and Technology, 6(2), 381-389.</p> <p><b>Bibliography:</b> <i>Alan Januszewski and Michael Molenda. (2008). Educational technology: Association for educational communications and technology (AECT).</i></p>	10%
8	Students are able to implement AR content in the early childhood learning process.	Implementing AR content in the early childhood learning process.	<p><b>Criteria:</b> Students are able to implement AR content in the early childhood learning process.</p> <p><b>Form of Assessment</b> : Test</p>	UTS 2 X 50	UTS 2 X 50		5%

9	Students are able to understand the use of evaluation instruments to measure the effectiveness of early childhood learning videos.	<ol style="list-style-type: none"> <li>1.Evaluation of AUD learning</li> <li>2.Preparation of evaluation instruments</li> <li>3.The effectiveness of videos on the development of AUD</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Students are able to evaluate AUD learning</li> <li>2.Students are able to prepare evaluation instruments</li> <li>3.Students are able to analyze the effectiveness of videos on AUD development</li> </ol> <p><b>Form of Assessment</b> : Practice / Performance</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Fahrurrozi, M., &amp; Rahmawati, SNL (2021). Development of an Evaluation Instrument Model Using the Kahoot Application in Economics Learning. Profit Journal, 8(1), 1-10.</p> <p><b>References:</b></p> <hr/> <p><b>Material:</b> Hutapea, RH, &amp; PAK, S. (2022). Non-Test Evaluation Instruments in Assessing Learning Outcomes in the Affective and Psychomotor Domains.</p> <p><b>References:</b></p> <hr/> <p><b>Material:</b> Hani, AA (2019). Evaluation of learning in PAUD. CARE (Children Advisory Research and Education) Journal, 7(1), 51-56.</p> <p><b>References:</b></p>	3%
10	Designing evaluation instruments that focus on the quality of early childhood learning.	<ol style="list-style-type: none"> <li>1.Making evaluation instruments</li> <li>2.Giving reasons related to the quality of learning</li> <li>3.Making a follow-up plan from the evaluation results</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Students are able to explain the evaluation instruments created</li> <li>2.Students are able to provide reasons related to the quality of learning</li> <li>3.Students are able to make follow-up plans from the evaluation results</li> </ol> <p><b>Form of Assessment</b> : Practice / Performance</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Ifitiah, SL (2021). Evaluation of Early Childhood Learning.</p> <p><b>Bibliography:</b> <i>Alan Januszewski and Michael Molenda. (2008). Educational technology: Association for educational communications and technology (AECT).</i></p> <hr/> <p><b>Material:</b> Akhsanti, MS (2014). Utilization of Learning Evaluation Results in Developing Early Childhood Learning Programs. YOUTH: Early Childhood Education Papers, 3(2).</p> <p><b>References:</b></p>	3%
11	Implementation of evaluation instruments in early childhood learning video trials.	<ol style="list-style-type: none"> <li>1.Explanation of evaluation instruments</li> <li>2. Demonstration of learning videos</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Students are able to explain evaluation instruments</li> <li>2.Students are able to demonstrate learning videos</li> </ol> <p><b>Form of Assessment</b> : Practice / Performance</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 Xx 50		3%

12	Students are able to analyze evaluation results and provide updates on early childhood learning designs.	<ol style="list-style-type: none"> <li>1.Knowing learning design errors</li> <li>2.Analogize the appropriate solution to the error</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Students know learning design errors</li> <li>2.Students are able to analogize solutions that suit their mistakes</li> </ol> <p><b>Form of Assessment</b> : Practice / Performance</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Rozi, F., Widat, F., &amp; Efandari, E. (2021). Implementation of the Picture and Picture Learning Model in Improving Early Childhood Learning Outcomes. <i>Muróbbi: Journal of Educational Sciences</i>, 5(1), 127-142.</p> <p><b>References:</b></p>	6%
13	Responses and reflections on experiences in designing and implementing early childhood learning technology.	<ol style="list-style-type: none"> <li>1.Reflection on experience in designing AUD learning</li> <li>2.Explanation of the use of learning technology</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Students are able to reflect on experiences in designing AUD learning</li> <li>2.Students are able to explain the use of learning technology</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Abidin, N., &amp; Haq, AF (2023). Early Childhood Learning Media Application Using Android-Based Augmented Reality Technology. <i>National Journal of Computing and Information Technology</i>, 6(1), 95-102.</p> <p><b>References:</b></p>	10%
14	Analysis of the positive and negative impacts of using technology in early childhood learning.	<ol style="list-style-type: none"> <li>1.Explanation of the positive impact of using technology</li> <li>2.Explanation of the negative impacts of using technology</li> <li>3.Analogy the use of technology appropriately and correctly</li> </ol>	<p><b>Criteria:</b></p> <ol style="list-style-type: none"> <li>1.Students are able to explain the positive impacts of using technology</li> <li>2.Students are able to explain the negative impacts of using technology</li> <li>3.Students are able to make analogies about the use of technology appropriately and correctly</li> </ol> <p><b>Form of Assessment</b> : Project Results Assessment / Product Assessment</p>	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<p><b>Material:</b> Pramono, D., Yunita, S., Erviana, M., Setianingsih, D., Winahyu, RP, &amp; Suryaningsih, MD (2021). Implementation of technology use by parents in accordance with moral character education for young children. <i>Journal of Education and Technology</i>, 1(2), 104-112.</p> <p><b>References:</b></p> <p><b>Material:</b> Nurhayati, N., Aslan, A., &amp; Susilawati, S. (2023). Use of Gadget Technology as a Learning Media for Early Childhood in Raudhatul Atfhal Al-Ikhlas, Singkawang City. <i>JIP: Journal of Educational Sciences</i>, 1(3), 485-500.</p> <p><b>References:</b> Candy, Philip C. (1991). <i>Self-direction for lifelong learning, a comprehensive approach to theory and practice</i>. San Francisco: Jossey-Bass Inc. Publishers</p>	10%

15	Formulation of improvement strategies to increase the effectiveness of early childhood learning.	Explanation of improvement strategies	<b>Criteria:</b> Students are able to explain improvement strategies  <b>Form of Assessment :</b> Project Results Assessment / Product Assessment	Lectures and project-based learning 2 X 50	Lectures and project-based learning 2 X 50	<b>Material:</b> Ramadanti, E., & Arifin, Z. (2021). Strategy to improve early reading skills through picture cards for young children in an Islamic frame and from the perspective of educational experts. KINDERGARTEN: Journal of Islamic Early Childhood Education, 4(2), 173-187.  <b>References:</b>	10%
16	Representative final results and evaluation of the process of implementing early childhood learning technology.	Represents the final results and evaluation of the process of implementing early childhood learning technology.	<b>Criteria:</b> Students are able to represent the final results and evaluation of the process of implementing early childhood learning technology.  <b>Form of Assessment :</b> Test	UAS 2 X 50	UAS 2 X 50		5%

#### Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Project Results Assessment / Product Assessment	60%
2.	Practice / Performance	30%
3.	Test	10%
		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.