

	Universitas Negeri Surabaya Faculty of Vocational Studies D4 Fashion Design Study Program						Document Code
SEMESTER LEARNING PLAN							
Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
DESIGN RESEARCH METHODOLOGY	9441003072		T=3	P=0	ECTS=4.77	3	July 17, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Indarti, S.Pd. M.Sn.		Indarti, S.Pd. M.Sn.			Dr. Irma Russanti, S.Pd., M.Ds.	
Learning model	Case Studies						
Program Learning Outcomes (PLO)	PLO study program that is charged to the course						
	Program Objectives (PO)						
	PLO-PO Matrix						
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>					
Short Course Description	This course studies the process or method of conducting research in the field of fashion design. The material consists of an understanding of basic research concepts, research stages which include the literature review process, identification of research problems, and selection of design research methods which include design process and design thinking. Using the discussion method in analyzing various fashion design articles in reputable journals, and an inquiry based learning approach in producing design research proposals.						
	References	Main :					
<ol style="list-style-type: none"> 1. Ranjit Kumar. 2011. Research Methodology: a step by step guide for beginners (3rd edition) . London: SAGE Publications Ltd. 2. John W. Creswell & J. David Creswell. 2018. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (fifth edition). London: SAGE Publications Ltd. 3. Catherine Dawson. 2009. Introduction to Research Methods: a practical guide for anyone undertaking a research project (forth edition). Oxford: How To Books Ltd. 4. Gavin Ambrose & Paul Harris. 2010. Basic Design 08: Design Thinking. Switzerland: AVA Publishing. 5. Andrew Pressman. 2019. Design Thinking: a guide to creative problem solving for everyone. London & New York: Routledge 6. Michael Lewrick, Patrick Link, & Larry Leifer. 2020. The Design Thinking Toolbox. New Jersey: John Wiley & Sons, Inc. 7. Marc Stickdorn & Jakob Schneider. 2011. This is Service Design Thinking. Amsterdam: BIS Publishers 8. LaBat, K. L., & Sokolowski, S. L. 1999. A three-stage design process applied to an industry-university textile product design project. Clothing and Textiles Research Journal , 17 (1), 11–20. 9. Lamb, J. M., & Kallal, M. J. 1992. A Conceptual Framework for Apparel Design. Clothing and Textiles Research Journal , 10 (2), 42–47. 10. Ledbury, J. 2017. Design and product development in high-performance apparel. In High-Performance Apparel: Materials, Development, and Applications . 11. Kemdikbud. 2021. Buku Pedoman Program Kreatifitas Mahasiswa. Direktorat Belmawa. 							
Supporters:							

Supporting lecturer		Dra. Yulistiana, M.PSDM. Indarti, S.Pd., M.Sn.					
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	Understand the basic concepts of research	<ol style="list-style-type: none"> 1.Explain the meaning of research 2.Explain the types of research 3.Explain the various types of design research 4.Explain the research stages 	Criteria: score 0-100	discussion, question and answer, assignment 3 X 50			0%
2	Students are able to formulate research problems and objectives	<ol style="list-style-type: none"> 1.understand the formulation of research problems 2.understand the sources of the problem 3.choose a research problem 4.stages of research problem formulation 5.formulate research problems 6.formulate research objectives 	Criteria: score 0-100	case study and team PjBL 3 X 50			0%
3	Students are able to write literature reviews	<ol style="list-style-type: none"> 1.Searching for the existing literature 2.Reviewing the selected literature 3.Developing a theoretical framework 4.Developing a conceptual framework 5.Writing about the literature reviewed 	Criteria: score 0-100	case study and team PjBL 3 X 50			0%

4	Students are able to determine appropriate design research methods	<ol style="list-style-type: none"> 1.Explain the various design research methods 2.Understand the design process approach 3.Understand the design thinking approach 4.Analyze design research methods from reputable journal articles 5. Determining appropriate design research methods 	Criteria: score 0-100	case study 3 X 50			0%
5	Students are able to determine appropriate design research methods	<ol style="list-style-type: none"> 1.Explain the various design thinking tools 2.Using various design thinking tools 	Criteria: score 0-100	Team PjBL 3 X 50			0%
6	Students are able to prepare PKM research proposals	<ol style="list-style-type: none"> 1.Drawing up an introduction 2.Compile a literature review 3.Drawing up methods 4.Compile a bibliography 	Criteria: score 0-100	Team PjBL 3 X 50			0%
7	Understand data collection and analysis	<ol style="list-style-type: none"> 1.Explain the meaning of data 2.Explain various types of data 3.Explain data collection methods 4.Explain selecting a sample 5.Explain data analysis 	Criteria: score 0-100	discovery learning 3 X 50			0%
8	UTS			3 X 50			0%

9	Students are able to prepare a research proposal equivalent to a thesis	1.Understand the Unesa R&D thesis template 2.Formulate research objectives 3.Compile the research background	Criteria: score 1-100	discovery learning 3 X 50			0%
10	Students are able to prepare a research proposal equivalent to a thesis	1.Develop a problem formulation 2.Develop research objectives 3.Arrange the benefits of research	Criteria: 0-100	project based learning 3 X 50			0%
11	Students are able to prepare a research proposal equivalent to a thesis	Search for relevant library sources	Criteria: 0-100	project based learning 3 X 50			0%
12	Students are able to prepare a research proposal equivalent to a thesis	Compile a literature review	Criteria: 0-100	project based learning 3 X 50			0%
13	Students are able to prepare a research proposal equivalent to a thesis	Develop a framework for thinking	Criteria: 0-100	project based learning 3 X 50			0%
14	Students are able to prepare a research proposal equivalent to a thesis	Develop research methods	Criteria: 0-100	project based learning 3 X 50			0%
15	Students are able to prepare a research proposal equivalent to a thesis	Proposal presentation	Criteria: 0-100	project based learning 3 X 50			0%
16	UAS			3 X 50			0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

- 1. Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- 2. The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.

7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.