



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

Document
Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date																																																																																																					
Advanced Qualitative Research Methodology	8400103052	Compulsory Study Program Subjects	T=3	P=0	ECTS=7.56	1	June 20, 2022																																																																																																					
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																																																																																						
		Prof. Dr. Erman, M.Pd.	Prof. Dr. Erman, M.Pd.			Prof. Dr. Suyatno, M.Si.																																																																																																						
Learning model	Project Based Learning																																																																																																											
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																											
	Program Objectives (PO)																																																																																																											
	PO - 1	Develop scientific theories, conceptions and ideas in order to contribute to the development and practice of science in the field of science education in a comprehensive and contextual manner																																																																																																										
	PO - 2	Mastering the basics of naturalistic qualitative research and combining it with quantitative research in order to update science education knowledge.																																																																																																										
	PO - 3	Develop a qualitative research design and combine qualitative and quantitative research (mix method) in the context of preparing a dissertation.																																																																																																										
	PO - 4	Upholding human values and culture in order to develop students' attitudes, skills and abilities (cognitive, affective and psychomotor) in an integrated manner.																																																																																																										
	PLO-PO Matrix																																																																																																											
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>P.O</td></tr> <tr><td>PO-1</td></tr> <tr><td>PO-2</td></tr> <tr><td>PO-3</td></tr> <tr><td>PO-4</td></tr> </table>	P.O	PO-1	PO-2	PO-3	PO-4																																																																																																						
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																												
	<table border="1" style="margin-left: auto; margin-right: auto;"> <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></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><td></td></tr> <tr><td>PO-2</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><td></td><td></td></tr> <tr><td>PO-3</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><td></td><td></td></tr> <tr><td>PO-4</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><td></td><td></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																						
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Short Course Description	Examining the background and philosophical basis of qualitative research methodology compared to quantitative research, explaining the general pattern/flow of qualitative research and the possibility of a mix method formulating qualitative research problems, describing problems into several research focuses, collecting and presenting research data, checking data validity, procedures for analyzing data, formulating research findings, flow of discussion of research findings and how to conclude findings and preparing research products.																																																																																																											
References	Main :																																																																																																											

1. Lincoln, Yvona S. & Guba, Egon G. 1985. *Naturalistic Inquiry*. Beverly Hills. London, New Delhi: Sage Publication.
2. Miles, Matthew B & Huberman, A. Michael. 1984. *Qualitative Data Analysis*. Beverly Hills. London. New Delhi: Sage Publication
3. Yin, Robert K. 2011. *Qualitative Research from Start to Finish*. London: The Guilford Press
4. Gay, L.R., Mills, G.E., & Airasian, P. 2012. *Educational Research*. Boston: Pearson
5. Crolley, A.J. 2022. *Introduction to Qualitative Research Method: A Practice-Oriented Introduction*. Hamburg: Editura Intaglio University of Hamburg.
6. Creswell, J.W. & Creswell, J.D. 2018. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: Sage Publication Inc.
7. Birks, M. & Mills, J. 2015. *Grounded Theory: A Practical Guide*. London: Sage
8. Creswell, John W. 2013. *Qualitative Inquiry & Research Design*. New Delhi: Sage Publication
9. Creswell, John W. & Cheryl. N.Poth. 2018. *Qualitative & Research Design: Choosing Among Five Approaches*. New Delhi: Sage Publication.
10. Packer, Martin. 2011. *The Science of Qualitative Research*. New York: Cambridge Univ. Press

Supporters:

1. Creswell, John W. 2013. *Qualitative Inquiry & Research Design*. New Delhi: Sage Publication
2. Creswell, John W. & Cheryl. N.Poth. 2018. *Qualitative & Research Design: Choosing Among Five Approaches*. New Delhi: Sage Publication
3. Packer, Martin. 2011. *The Science of Qualitative Research*. New York: Cambridge Univ. Press
4. Thomas, Murray R. 2003. *Blending Qualitative & Quantitative Research Method in Theses and Disertations*. California: Corwin Press. Inc.
5. Prabowo. 2011. *Metode Penelitian (Sains dan Pendidikan Sains)*. Surabaya: Unesa Univ. Press

Supporting lecturer

Prof. Dr. Erman, M.Pd.
Dr. Eko Hariyono, S.Pd., 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	Have an understanding of quantitative, qualitative and mixed method research methodologies both philosophically and practically in the context of science education	Able to examine the gap between expectations and reality as an initial qualitative research study	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if you actively share information, ask and answer questions 2.Score 3 if you actively share information, ask questions, but don't answer questions enough 3.Score 2 if you actively share information, don't ask questions, and don't answer questions 4.Score 1 if you actively listen but do not share information, do not ask questions, and do not answer questions <p>Form of Assessment : Participatory Activities</p>	Presentation of information, questions and answers, and assignments 3x50 minutes		<p>Material: Chronology of paradigms in the history of research.</p> <p>References:</p> <p>-----</p> <p>Material: Educational research</p> <p>References: <i>Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research. Boston: Pearson</i></p>	7%

2	<p>1. Identify the characteristics of qualitative, quantitative and mixed method research methodologies in the context of science education research</p> <p>2. Explain the differences between qualitative, quantitative and mixed method research methodologies in the context of science education research</p>	<p>1. Identify the characteristics of qualitative, quantitative and mixed method research</p> <p>2. Explain the differences between qualitative, quantitative and mixed method research methodologies</p>	<p>Criteria:</p> <p>1. Score 4 if you can explain the differences between qualitative, quantitative and mixed method research methodologies correctly and in detail</p> <p>2. Score 3 if you can explain most of the differences between qualitative, quantitative and mixed method research methodologies correctly</p> <p>3. Score 2 if you can explain a small part of the differences between qualitative, quantitative and mixed method research methodologies correctly.</p> <p>4. Score 1 if you cannot explain the differences between qualitative, quantitative and mixed method research methodologies correctly.</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	<p>Presentation and discussion 3 x 50 minutes</p>		<p>Material: Naturalistic qualitative research flow diagram.</p> <p>References:</p> <hr/> <p>Material: The nature of inquiry Bibliography: <i>Lincoln, Yvona S. & Guba, Egon G. 1985. Naturalistic Inquiry. Beverly Hills. London, New Delhi: Sage Publications.</i></p> <hr/> <p>Material: Qualitative research design References: <i>Gay, L.R., Mills, G.E., & Airasian, P. 2012. Educational Research. Boston: Pearson</i></p>	7%
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3	Designing qualitative or mixed method research ideas that are feasible and novel in the context of science education	Able to design qualitative or mixed method research ideas that have novelty value in the context of science education	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if the research idea is feasible and has novelty value 2.Score 3 if the research idea is less feasible but has novelty value 3.Score 2 if the research idea is feasible but has no novelty value 4.Score 1 if the qualitative research idea is not feasible <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>		PjBL 3 x 50 minutes	<p>Material: Axioms of the differences between positivistic and postpositivistic paradigms References:</p> <hr/> <p>Material: Qualitative research design References: <i>Yin, Robert K. 2011. Qualitative Research from Start to Finish. London: The Guilford Press</i></p> <hr/> <p>Material: Qualitative research design References: <i>Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research. Boston: Pearson</i></p> <hr/> <p>Material: Qualitative research design References: <i>Creshwell, John W. 2013. Qualitative Inquiry & Research Design. New Delhi: Sage Publications</i></p> <hr/> <p>Material: Qualitative research design References: <i>Creshwell, John W. & Cheryl. N. Poth. 2018. Qualitative & Research Design: Choosing Among Five Approaches. New Delhi: Sage Publications</i></p>	6%
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4	Develop qualitative research ideas that are new in the context of science education	Able to design qualitative research ideas that have novelty value in the context of science education	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Score 4 if the qualitative or mixed method research idea is feasible and has novelty value 2.Score 3 if the qualitative or mixed method research idea is not feasible but has novelty value 3.Score 2 if the qualitative or mixed method research idea is not feasible and has no novelty value 4.Score 1 if the qualitative or mixed method research idea is not feasible and has no novelty <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>		PjBL 3 x 50 minutes	<p>Material: Axioms of the differences between positivistic and postpositivistic paradigms</p> <p>References:</p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Yin, Robert K. 2011. Qualitative Research from Start to Finish. London: The Guilford Press</i></p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research. Boston: Pearson</i></p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Creshwell, John W. 2013. Qualitative Inquiry & Research Design. New Delhi: Sage Publications</i></p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Creshwell, John W. & Cheryl. N. Poth. 2018. Qualitative & Research Design: Choosing Among Five Approaches. New Delhi: Sage Publications</i></p>	7%
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5	Designing qualitative research ideas that are novel in the context of science education	Able to design qualitative or mixed method research ideas that are feasible and have novelty value in the context of science education	<p>Criteria:</p> <ol style="list-style-type: none"> Score 4 if the qualitative or mixed method research idea is feasible and has novelty value Score 3 if the qualitative or mixed method research idea is not feasible but has novelty value Score 2 if the qualitative or mixed method research idea is not feasible and has no novelty value Score 1 if the qualitative research idea is not feasible and has novelty value <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Presentation and PjBL 3 x 50 minutes	<p>Material: Axioms of the differences between positivistic and postpositivistic paradigms</p> <p>References:</p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Yin, Robert K. 2011. Qualitative Research from Start to Finish. London: The Guilford Press</i></p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research. Boston: Pearson</i></p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Creshwell, John W. 2013. Qualitative Inquiry & Research Design. New Delhi: Sage Publications</i></p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Creshwell, John W. & Cheryl. N. Poth. 2018. Qualitative & Research Design: Choosing Among Five Approaches. New Delhi: Sage Publications</i></p>	7%
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6	Develop a draft qualitative research proposal based on research ideas that are feasible and have novelty value	<p>1. Able to write qualitative or mixed method research proposals that are feasible and have novelty value</p> <p>2. Able to present a qualitative or mixed method research proposal that is feasible and has novelty value</p>	<p>Criteria:</p> <p>1. Score 4 if the proposal developed is worthy of being used as a dissertation, complete, and has novelty</p> <p>2. Score 3 if the proposal developed is worthy of being used as a dissertation, is incomplete, and has novelty</p> <p>3. Score 2 if the proposal developed is worthy of being used as a dissertation, is incomplete, and has no novelty</p> <p>4. Score 1 if the proposal developed is not suitable to be used as a dissertation, is incomplete, and has no novelty</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		PjBL 3 x 50 minutes	<p>Material: Results of preliminary study</p> <p>References:</p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Miles, Matthew B & Huberman, A. Michael. 1984. Qualitative Data Analysis. Beverly Hills. London. New Delhi: Sage Publications</i></p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research. Boston: Pearson</i></p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Yin, Robert K. 2011. Qualitative Research from Start to Finish. London: The Guilford Press</i></p>	7%
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7	Develop a draft qualitative research proposal based on research ideas that are feasible and have novelty value	<p>1. Able to write a qualitative or mixed method research proposal that is feasible and has novelty value</p> <p>2. Able to present a qualitative or mixed method research proposal that is feasible and has novelty value</p>	<p>Criteria:</p> <p>1. Score 4 if the proposal developed is worthy of being used as a dissertation, complete, and has novelty</p> <p>2. Score 3 if the proposal developed is worthy of being used as a dissertation, is incomplete, but has novelty</p> <p>3. Score 2 if the proposal developed is worthy of being used as a dissertation, is incomplete, and has no novelty</p> <p>4. Score 1 if the proposal developed is not suitable to be used as a dissertation, is incomplete, and has no novelty</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		PjBL 3 x 50 minutes	<p>Material: Results of preliminary study</p> <p>References:</p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Miles, Matthew B & Huberman, A. Michael. 1984. Qualitative Data Analysis. Beverly Hills. London. New Delhi: Sage Publications</i></p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research. Boston: Pearson</i></p> <hr/> <p>Material: Qualitative research design</p> <p>References: <i>Yin, Robert K. 2011. Qualitative Research from Start to Finish. London: The Guilford Press</i></p>	7%
8	Final Capabilities from TM-1 to TM-7	Indicators from TM-1 to TM-7	<p>Criteria: Product assessment: research idea/proposal</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Written test or giving substitute assignments for UTS 3 x 50 minutes	Midterm 1 week	<p>Material: Learning topics from TM-1 to TM-7</p> <p>Library:</p>	5%

9	<p>1.Explain the draft of appropriate learning tools/instruments and data collection techniques in qualitative research</p> <p>2.Developing instruments in a qualitative research proposal plan</p>	<p>1.Able to write drafts of learning tools and instruments according to the draft research proposal</p> <p>2.Able to explain learning tools and instruments according to the research proposal draft</p>	<p>Criteria:</p> <p>1.Score 4 if the draft learning tools and instruments are conceptually feasible for use in data collection</p> <p>2.Score 3 if the draft learning tools and instruments are mostly conceptually feasible for use in data collection</p> <p>3.Score 2 if the draft learning tools and instruments are only partially conceptually feasible for use in data collection</p> <p>4.Score 1 if the draft learning tools and instruments are not yet conceptually feasible for use in data collection</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		<p>Presentation and PjBL 3 x 50 minutes</p>	<p>Material: Library data collection methods :</p> <hr/> <p>Material: Qualitative research methods Reference: <i>Prabowo. 2011. Research Methods (Science and Science Education). Surabaya: Unesa Univ. Press</i></p> <hr/> <p>Material: Educational research References: <i>Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research. Boston: Pearson</i></p>	7%
10	<p>Develop draft learning tools, research materials and instruments in accordance with the draft research proposal</p>	<p>Able to explain learning tools and instruments according to the research proposal draft</p>	<p>Criteria:</p> <p>1.Score 4 if the draft learning tools, research materials and instruments are conceptually feasible for use in data collection</p> <p>2.Score 3 if the draft learning tools, research materials and instruments are mostly conceptually feasible for use in data collection</p> <p>3.Score 2 if the draft learning tools, research materials and instruments are only partially conceptually feasible for use in data collection</p> <p>4.Score 1 if the draft learning tools, research materials and instruments are not yet conceptually feasible for use in data collection</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>		<p>Presentation of assignments and PjBL 3 x 50 minutes</p>	<p>Material: Library data collection methods :</p> <hr/> <p>Material: Qualitative research methods Reference: <i>Prabowo. 2011. Research Methods (Science and Science Education). Surabaya: Unesa Univ. Press</i></p> <hr/> <p>Material: Educational research References: <i>Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research. Boston: Pearson</i></p>	7%

11	Develop draft learning tools, research materials and instruments in accordance with the draft research proposal	<p>1. Able to write drafts of learning tools, research materials and instruments according to the draft research proposal</p> <p>2. Able to explain learning tools and instruments according to the research proposal draft</p>	<p>Criteria:</p> <p>1. Score 4 if the draft learning tools, research materials and instruments are conceptually feasible for use in data collection</p> <p>2. Score 3 if the draft learning tools, research materials and instruments are mostly conceptually feasible for use in data collection</p> <p>3. Score 2 if the draft learning tools, research materials and instruments are only partially conceptually feasible for use in data collection</p> <p>4. Score 1 if the draft learning tools, research materials and instruments are not yet conceptually feasible for use in data collection</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>		Presentation and PjBL 3 x 50 minutes	<p>Material: Library data collection methods :</p> <hr/> <p>Material: Qualitative research methods Reference: <i>Prabowo. 2011. Research Methods (Science and Science Education). Surabaya: Unesa Univ. Press</i></p> <hr/> <p>Material: Educational research References: <i>Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research. Boston: Pearson</i></p>	7%
12	Checking the validity of data in various ways	Able to carry out member checks and audit trails	<p>Criteria: Attached</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 3 x 50 minutes	Presentation, Discussion and PjBL 3x 50 minutes	<p>Material: Member check and audit trail References:</p>	7%
13	Analyze data according to the recommended flow	Able to formulate findings based on data from the field	<p>Criteria: Attached</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 3 x 50 minutes	Presentation, Discussion and PjBL 3x50 minutes	<p>Material: Final conclusion of research References:</p>	7%
14	Analyze data according to the recommended flow	Able to summarize findings into final research conclusions.	<p>Criteria: Attached</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Presentation, Discussion and PjBL 3x 50 minutes	Presentation, Discussion and PjBL 3 x 50 minutes	<p>Material: Final conclusion of research References:</p>	7%

15	Present a qualitative or mixed method research proposal that is complete and feasible as a dissertation research proposal	Able to revise a complete and feasible qualitative or mixed method research proposal	Criteria: 1.Attached 2.7 Form of Assessment : Project Results Assessment / Product Assessment	Presentation, Discussion and PjBL 3 x 50 minutes		Material: Systematics and description of a qualitative naturalistic research proposal References: Material: Educational research References: <i>Gay, LR, Mills, GE, & Airasian, P. 2012. Educational Research. Boston: Pearson</i> Material: Qualitative research design References: <i>Packer, Martin. 2011. The Science of Qualitative Research. New York: Cambridge Univ. Press</i> Material: Qualitative research design and mixed methods References: <i>Creshwell, John W. 2013. Qualitative Inquiry & Research Design. New Delhi: Sage Publications</i>	0%
16	Final Capabilities from TM-9 to TM-15	The proposals submitted are complete, feasible, and have novelty value	Criteria: 1.Score 4 if the research proposal is complete, feasible, and has novelty value 2.Score 3 if the research proposal is complete and feasible, but has no novelty value 3.Score 2 if the research proposal is feasible but incomplete and has no novelty value 4.Score 1 if the research proposal is not feasible Form of Assessment : Project Results Assessment / Product Assessment	Submission of research proposals 3 x 50 minutes		Material: Learning topics from TM-9 to TM-15 Library:	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	14%
2.	Project Results Assessment / Product Assessment	76%
3.	Portfolio Assessment	10%
		100%

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.