



**Universitas Negeri Surabaya**  
**Faculty of Education,**  
**Basic Education Masters Study Program**

**Document Code**

**SEMESTER LEARNING PLAN**

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Basic Concepts of Ips Sd	8612203048	Education	T=3	P=0	ECTS=6.72	2	June 17, 2020
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Agus Suprijono, M.Si. Dr. Waspodo Tjipto Subroto, M.Pd. Dr. M. Jacky, S.Sos., M.Si.		Dr. Ketut Prasetyo, M.S.			Neni Mariana, S.Pd., M.Sc., Ph.D.	

<b>Learning model</b>	<b>Case Studies</b>
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<b>Program Learning Outcomes (PLO)</b>	<b>PLO study program that is charged to the course</b>																																																																			
	<b>PLO-6</b>	Work together and have social sensitivity and concern for society and the environment																																																																		
	<b>PLO-8</b>	Able to make decisions in the context of solving science and technology development problems that pay attention to and apply humanities values based on practical or experimental analytical studies of information and data																																																																		
	<b>Program Objectives (PO)</b>																																																																			
	<b>PO - 1</b>	CPMK1 Able to understand basic ideas, concepts, examples, results, techniques.																																																																		
	<b>PO - 2</b>	CPMK2 Able to apply social studies learning methods and strategies																																																																		
	<b>PLO-PO Matrix</b>																																																																			
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>P.O</td> <td>PLO-6</td> <td>PLO-8</td> </tr> <tr> <td>PO-1</td> <td></td> <td></td> </tr> <tr> <td>PO-2</td> <td></td> <td></td> </tr> </table>	P.O	PLO-6	PLO-8	PO-1			PO-2																																																											
	P.O	PLO-6	PLO-8																																																																	
	PO-1																																																																			
PO-2																																																																				
<b>PO Matrix at the end of each learning stage (Sub-PO)</b>																																																																				
	<table border="1" style="margin-left: auto; margin-right: auto;"> <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> <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> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1																	PO-2																
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																																				
PO-1																																																																				
PO-2																																																																				

<b>Short Course Description</b>	The Basic Social Sciences Concepts material examines social studies education at the elementary school (SD) level from planning to implementation in the classroom related to the use of concepts, models, approaches, media, so that it is hoped that they will be able to design social studies learning in elementary schools better.
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<b>References</b>	<b>Main :</b>	
		<ol style="list-style-type: none"> <li>[1]. Parker, Walter C. (2001) . Social Studies in Elementary Education , 11th edition . New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and Jhon T. Mallan. (1999). Children and their World: Strategies for Teaching social studies , 6th edition. New York: Houghton Mifflin Company. [3] . NCSS. (1994). Curriculum standards for social studies . Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). Crucial issues in teaching social studies . USA: Wadsworth Publishing Company. [5] The Journal of Social Studies Education. Volume 1/March 2012. The International Social Studies Association.</li> </ol>
	<b>Supporters:</b>	

	<ol style="list-style-type: none"> <li>Hasil Penelitian "Pengembangan Buku Ajar Modernisasi dan Globalisasi Berbasis Kontekstual untuk Penguatan Materi Kuliah Pendidikan IPS Program Studi S2 Pendidikan Dasar"</li> </ol>
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Supporting lecturer		Prof.Dr. Waspodo Tjipto Subroto, M.Pd. Prof. Drs. Nasution, M.Hum., M.Ed., Ph.D. Dr. M. Jacky, S.Sos., M.Si.					
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 understand the goals, rationale and nature of social studies education.	<p>1.Students are able to analyze the objectives of social studies education. Students are able to rationally understand social studies education and the nature of studying social studies</p> <p>2.Students are able to rationally understand social studies education and the nature of studying social studies</p> <p>3.Students are able to analyze the concept of democratic values in Social Sciences</p> <p>4.Students are able to analyze the strengths of Social Sciences Learning Tools</p> <p>5.Students are able to plan and teach social studies</p> <p>6.Students are able to determine sources of social studies education</p> <p>7.Students are able to make assessments and evaluations in Social Sciences Education</p> <p>8.Students are able to understand Cooperative Learning in Social Sciences Education</p>	<p><b>Criteria:</b> The quality of the paper and the ability to argue</p> <p><b>Form of Assessment :</b> Participatory Activities, Portfolio Assessment</p>	Lectures, Presentations and discussions 3 X 50		<p><b>Material:</b> Social Studies Education Objectives</p> <p><b>References:</b> [1]. Parker, Walter C. (2001) . <i>Social Studies in Elementary Education, 11th edition.</i> New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies, 6th edition.</i> New York: Houghton Mifflin Company. [3]. NCSS. (1994). <i>Curriculum standards for social studies.</i> Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies.</i> USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education.</i> Volume 1/March 2012. The International Social Studies Association.</p>	0%

		<p>9.Students are able to connect literature in Social Sciences Education</p> <p>10.Students are able to understand social studies as an integrated education between social studies sections</p> <p>11.Students are able to understand the dynamics of social studies education</p> <p>12.Students understand History and Social Sciences as the basis for learning Social Sciences</p> <p>13.Students understand the dimensions of existing student differences</p> <p>14.Students are able to build a social studies learning framework and implement it</p> <p>15.Students are able to assemble learning themes in social studies education</p>					
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2	Students are able to understand the concept of democratic values in IPS	Students are able to analyze the concept of democratic values in Social Sciences	<b>Criteria:</b> Quality of paper and ability to argue	Presentation and Discussion 3 X 50		<b>Material:</b> Contents in Social Sciences Education <b>References:</b> [1]. Parker, Walter C. (2001) . <i>Social Studies in Elementary Education</i> , 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies</i> , 6th edition. New York: Houghton Mifflin Company. [3]. NCSS. (1994). <i>Curriculum standards for social studies</i> . Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies</i> . USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education</i> . Volume 1/March 2012. The International Social Studies Association.	0%
3	Students are able to understand the power of Social Sciences Learning Tools	Students are able to analyze the strengths of Social Sciences Learning Tools	<b>Criteria:</b> Quality of paper and ability to argue	Presentation and Discussion 3 X 50		<b>Material:</b> Tools in Social Sciences Education <b>References:</b> [1]. Parker, Walter C. (2001) . <i>Social Studies in Elementary Education</i> , 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies</i> , 6th edition. New York: Houghton Mifflin Company. [3]. NCSS. (1994). <i>Curriculum standards for social studies</i> . Washington: NCSS. [4]. Massialas, Byron G. And	0%

Rodney F. Allen. (1996). *Crucial issues in teaching social studies*. USA: Wadsworth Publishing Company. [5] *The Journal of Social Studies Education*. Volume 1/March 2012. The International Social Studies Association.

**Material:** Tools in Social Sciences Education

**References:**

[1]. Parker, Walter C. (2001) . *Social Studies in Elementary Education, 11th edition*. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). *Children and their World: Strategies for Teaching social studies, 6th edition*. New York: Houghton Mifflin Company. [3]. NCSS. (1994). *Curriculum standards for social studies*. Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). *Crucial issues in teaching social studies*. USA: Wadsworth Publishing Company. [5] *The Journal of Social Studies Education*. Volume 1/March 2012. The International Social Studies Association.

4	Students are able to plan and teach social studies	Students are able to plan and teach social studies	<b>Criteria:</b> Paper Quality and Arguing Ability	Presentation and Discussion 3 X 50		<b>Material:</b> Social Studies Planning and Teaching <b>References:</b> [1]. Parker, Walter C. (2001) . <i>Social Studies in Elementary Education</i> , 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies</i> , 6th edition. New York: Houghton Mifflin Company. [3]. NCSS. (1994). <i>Curriculum standards for social studies</i> . Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies</i> . USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education</i> . Volume 1/March 2012. The International Social Studies Association.	0%
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5	Students are able to determine sources of social studies education	Students are able to determine sources of social studies education	<b>Criteria:</b> Quality of paper and ability to argue	Presentation and Discussion 3 X 50		<b>Material:</b> Social Studies Teaching Resources <b>Library:</b> [1]. <i>Parker, Walter C. (2001) . Social Studies in Elementary Education, 11th edition. New Jersey: Merrill Prentice Hall. [2].</i> <i>Welton, David A, and John T. Mallan. (1999). Children and their World: Strategies for Teaching social studies, 6th edition. New York: Houghton Mifflin Company. [3].</i> <i>NCSS. (1994). Curriculum standards for social studies. Washington: NCSS. [4].</i> <i>Massialas, Byron G. And Rodney F. Allen. (1996). Crucial issues in teaching social studies. USA: Wadsworth Publishing Company. [5]</i> <i>The Journal of Social Studies Education. Volume 1/March 2012. The International Social Studies Association.</i>	0%
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6	Students are able to make assessments and evaluations in Social Sciences Education	Students are able to make assessments and evaluations in Social Sciences Education	<b>Criteria:</b> Quality of paper and ability to argue	Presentation and Discussion 3 X 50		<b>Material:</b> Evaluation and Assessment of Social Sciences Education <b>References:</b> [1]. Parker, Walter C. (2001) . <i>Social Studies in Elementary Education, 11th edition.</i> New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies, 6th edition.</i> New York: Houghton Mifflin Company. [3] . NCSS. (1994). <i>Curriculum standards for social studies.</i> Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies.</i> USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education.</i> Volume 1/March 2012. The International Social Studies Association.	0%
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7	Students are able to understand Cooperative Learning in Social Sciences Education	Students are able to understand Cooperative Learning in Social Sciences Education	<b>Criteria:</b> Quality of paper and ability to argue	Presentation and Discussion 3 X 50		<b>Material:</b> Cooperative Learning in Social Sciences education <b>References:</b> [1]. Parker, Walter C. (2001) . <i>Social Studies in Elementary Education, 11th edition.</i> New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies, 6th edition.</i> New York: Houghton Mifflin Company. [3] . NCSS. (1994). <i>Curriculum standards for social studies.</i> Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies.</i> USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education.</i> Volume 1/March 2012. <i>The International Social Studies Association.</i>	0%
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8	Students are able to connect literature in Social Sciences Education	Students are able to connect literature in Social Sciences Education	<b>Criteria:</b> Quality of paper and ability to argue	Presentation and Discussion 3 X 50		<b>Material:</b> Students are able to connect literature in Social Sciences Education <b>Literature:</b> [1]. Parker, Walter C. (2001) . <i>Social Studies in Elementary Education, 11th edition.</i> New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies, 6th edition.</i> New York: Houghton Mifflin Company. [3] . NCSS. (1994). <i>Curriculum standards for social studies.</i> Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies.</i> USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education.</i> Volume 1/March 2012. <i>The International Social Studies Association.</i>	0%
9	Students are able to understand social studies as an integrated education between social studies sections	Students are able to understand social studies as an integrated education between social studies sections	<b>Criteria:</b> Quality of paper and ability to argue	Presentation and Discussion 3 X 50		<b>Material:</b> Relationship between literature in Social Sciences Education <b>Literature:</b> [1]. Parker, Walter C. (2001) . <i>Social Studies in Elementary Education, 11th edition.</i> New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies, 6th edition.</i> New York: Houghton Mifflin Company. [3] . NCSS. (1994). <i>Curriculum standards for social studies.</i> Washington:	0%

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Publishing  
Company. [5]  
The Journal of  
Social Studies  
Education.  
Volume  
1/March 2012.  
The  
International  
Social Studies  
Association.

**Material:**  
Relationship  
between  
literature in  
Social  
Sciences  
Education

**Literature:** [1].  
Parker, Walter  
C. (2001) .  
Social Studies  
in Elementary  
Education,  
11th edition.  
New Jersey:  
Merrill Prentice  
Hall. [2].  
Welton, David  
A, and John T.  
Mallan. (1999).  
Children and  
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1/March 2012.  
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International  
Social Studies  
Association.

10	USS 1	USS 1	Criteria: USS 1	USS 1 3 X 50		<b>Material: test Library:</b> [1]. Parker, Walter C. (2001). <i>Social Studies in Elementary Education, 11th edition.</i> New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies, 6th edition.</i> New York: Houghton Mifflin Company. [3]. NCSS. (1994). <i>Curriculum standards for social studies.</i> Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies.</i> USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education.</i> Volume 1/March 2012. The International Social Studies Association.	0%
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11	Students are able to understand the dynamics of social studies education	Students are able to understand the dynamics of social studies education	<b>Criteria:</b> Paper Quality and Arguing Ability	Presentation and Discussion 3 X 50		<b>Material:</b> Integration in Social Sciences Education <b>References:</b> [1]. Parker, Walter C. (2001) . <i>Social Studies in Elementary Education</i> , 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies</i> , 6th edition. New York: Houghton Mifflin Company. [3]. NCSS. (1994). <i>Curriculum standards for social studies</i> . Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies</i> . USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education</i> . Volume 1/March 2012. The International Social Studies Association.	0%
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12	Students understand History and Social Sciences as the basis for learning Social Sciences	Students understand History and Social Sciences as the basis for learning Social Sciences	<b>Criteria:</b> Quality of paper and ability to argue	Presentation and Discussion 3 X 50		<b>Material:</b> History and Social Sciences in Social Studies Learning <b>Library:</b> [1]. Parker, Walter C. (2001). <i>Social Studies in Elementary Education</i> , 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies</i> , 6th edition. New York: Houghton Mifflin Company. [3]. NCSS. (1994). <i>Curriculum standards for social studies</i> . Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies</i> . USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education</i> . Volume 1/March 2012. The International Social Studies Association.	0%
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13	Students understand the dimensions of existing student differences	Students understand the dimensions of existing student differences	<b>Criteria:</b> The quality of the paper and the ability to argue	Presentation and Discussion 3 X 50		<b>Material:</b> Dimensions of Student Differences and Attitudes to Differences <b>Literature:</b> [1]. Parker, Walter C. (2001). <i>Social Studies in Elementary Education</i> , 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies</i> , 6th edition. New York: Houghton Mifflin Company. [3]. NCSS. (1994). <i>Curriculum standards for social studies</i> . Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies</i> . USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education</i> . Volume 1/March 2012. The International Social Studies Association.	0%
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14	Students are able to build a social studies learning framework and implement it	Students are able to build a social studies learning framework and implement it	<b>Criteria:</b> Quality of paper and ability to argue	Presentation and Discussion 3 X 50		<b>Material:</b> Social Studies learning framework and its implementation <b>References:</b> [1]. Parker, Walter C. (2001) . <i>Social Studies in Elementary Education</i> , 11th edition. New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies</i> , 6th edition. New York: Houghton Mifflin Company. [3] . NCSS. (1994). <i>Curriculum standards for social studies</i> . Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies</i> . USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education</i> . Volume 1/March 2012. The International Social Studies Association.	0%
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15	Students are able to assemble learning themes in social studies education	Students are able to assemble learning themes in social studies education	<b>Criteria:</b> Quality of paper and ability to argue	Presentation and Discussion 3 X 50		<b>Material:</b> Determining Themes in Social Sciences Education <b>References:</b> [1]. Parker, Walter C. (2001) . <i>Social Studies in Elementary Education, 11th edition.</i> New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies, 6th edition.</i> New York: Houghton Mifflin Company. [3] . NCSS. (1994). <i>Curriculum standards for social studies.</i> Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies.</i> USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education.</i> Volume 1/March 2012. The International Social Studies Association.	0%
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16						<b>Material:</b> Final Semester Evaluation / Final Semester Exam <b>Literature:</b> [1]. Parker, Walter C. (2001). <i>Social Studies in Elementary Education, 11th edition.</i> New Jersey: Merrill Prentice Hall. [2]. Welton, David A, and John T. Mallan. (1999). <i>Children and their World: Strategies for Teaching social studies, 6th edition.</i> New York: Houghton Mifflin Company. [3]. NCSS. (1994). <i>Curriculum standards for social studies.</i> Washington: NCSS. [4]. Massialas, Byron G. And Rodney F. Allen. (1996). <i>Crucial issues in teaching social studies.</i> USA: Wadsworth Publishing Company. [5] <i>The Journal of Social Studies Education.</i> Volume 1/March 2012. The International Social Studies Association.	0%
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**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** 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.
- 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.