



**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																																																																																				
Critical Praxis of Social Studies and Civics Learning in Basic Education	8612203637		T=2 P=0 ECTS=4.48	2	July 18, 2024																																																																																				
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																																																																				
	Ganes Gunansyah, S.Pd., M.Pd.; Dr. Ari Metalin Ika Puspita, S.Pd.SD., M.Pd.; Dr. Hj. Raden Roro Nanik Setyowati, M.Si.; Dr. Durrotun Nafisah, S.Pd., M.Pd.		Dr. Ari Metalin Ika Puspita, M.Pd.		Neni Mariana, S.Pd., M.Sc., Ph.D.																																																																																				
Learning model	Project Based Learning																																																																																								
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Short Course Description	This course deepens understanding of the various perspectives of social studies and Civics to overcome problems through alternative learning designs. The activities of this course are designed in a dialogical, democratic and participatory manner in developing the quality of the methodology and practice of social studies and civics learning. It is hoped that this course can lead students to develop ideas for renewing the practice of social studies and civics education, both in elementary schools and in primary school teacher education.																																																																																								
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	<ol style="list-style-type: none"> 1. Benton, T., & Craib, I. (2010). Philosophy of Social Science: The philosophical Foundations of Social Thought. Macmillan International Higher Education. 2. Parker, W. (2001). Social Studies in Elementary Education, 14/e. Pearson Education India. 3. Seefeldt, C., Castle, S., & Falconer, R. C. (1989). Social Studies for the Preschool-Primary Child (p. 384). Columbus, Ohio: Merrill. 4. Ogle, D., Klemp, R. M., & McBride, B. (2007). Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking. ASCD. 5. Mindes, G. (2021). Social Studies for Young Children: Preschool and Primary Curriculum Anchor. Rowman & Littlefield 6. Bank, James A. (1990). Teaching Strategies for The Social Studies-Inquiry, Valuing, and Decision Making. Longman New York and London 7. Skeel, Dorothy J. (1995). Elementary Social Studies-Challenges for Tomorrow's World. Harcourt Brace College Publishers 8. Woolever, R and Scott, K.P. (1988). Active Learning in Social Studies-Promoting Cognitive and Social Growth. Scott, Foresman and Company Boston London. 9. Banks, J. A. (2020). Diversity, Transformative Knowledge, and Civic Education: Selected Essays. Routledge. 10. Lange, D. (Ed.). (2013). Schools, Curriculum and Civic Education for Building Democratic Citizens (Vol. 2). Springer Science & Business Media. 11. Lange, D. (Ed.). (2013). Civic Education and Competences for Engaging Citizens in Democracies (Vol. 3). Springer Science & Business Media. 																																																																																								
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Supporting lecturer		Dr. Hj. Raden Roro Nanik Setyowati, M.Si. Dr. Ari Metalin Ika Puspita, S.Pd.SD., M.Pd. Dr. Durrotun Nafisah, 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	Understanding social science and citizenship perspectives in social studies and civics learning orientation in elementary schools in elementary school teacher education	1.1. Get to know the perspective of social science and citizenship studies 2.2. Understand the basis for scientific development of Social Sciences and Civics education in elementary schools 3.3. Understand the orientation and objectives of developing social studies and civics learning practices in elementary schools	Criteria: Knowledge assessment (understanding), skills assessment (critical thinking) Form of Assessment : Participatory Activities	Brainstorming, discussion, reflective and critical literacy 2x50'	Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2x50'	Material: 1. Perspectives on social science and citizenship studies References: Benton, T., & Craib, I. (2010). <i>Philosophy of Social Science: The Philosophical Foundations of Social Thought</i> . Macmillan International Higher Education. Material: 2. Foundations and objectives for the development of science and learning practices in Social Sciences and Civics Library: Lange, D. (Ed.). (2013). <i>Civic Education and Competences for Engaging Citizens in Democracies (Vol. 3)</i> . Springer Science & Business Media.	2%
2	Understanding social science and citizenship perspectives in social studies and civics learning orientation in elementary schools in elementary school teacher education	1.1. Get to know the perspective of social science and citizenship studies 2.2. Understand the basis for scientific development of Social Sciences and Civics education in elementary schools 3.3. Understand the orientation and objectives of developing social studies and civics learning practices in elementary schools	Criteria: Knowledge assessment (understanding), skills assessment (critical thinking) Form of Assessment : Participatory Activities	Brainstorming, discussion, reflective and critical literacy 2x50'	Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2x50'	Material: 1. Perspectives on social science and citizenship studies References: Benton, T., & Craib, I. (2010). <i>Philosophy of Social Science: The Philosophical Foundations of Social Thought</i> . Macmillan International Higher Education. Material: 2. Foundations and objectives for the development of science and learning practices in Social Sciences and Civics Library: Lange, D. (Ed.). (2013). <i>Civic Education and Competences for Engaging Citizens in Democracies (Vol. 3)</i> . Springer Science & Business Media.	2%

3	Understanding social science and citizenship perspectives in social studies and civics learning orientation in elementary schools in elementary school teacher education	<p>1.1. Get to know the perspective of social science and citizenship studies</p> <p>2.2. Understand the basis for scientific development of Social Sciences and Civics education in elementary schools</p> <p>3.3. Understand the orientation and objectives of developing social studies and civics learning practices in elementary schools</p>	<p>Criteria: Knowledge assessment (understanding), skills assessment (critical thinking)</p> <p>Form of Assessment : Participatory Activities</p>	Brainstorming, discussion, reflective and critical literacy 2×50'	Through the use of various digital media platforms (synchronous and asynchronous) such as zoom meetings, Google Form/bitly attendance, Learning Management System (LMS), students are facilitated to carry out multidirectional communication (exploration, elaboration and confirmation). 2×50'	<p>Material: 1. Perspectives on social science and citizenship studies</p> <p>References: <i>Benton, T., & Craib, I. (2010). Philosophy of Social Science: The Philosophical Foundations of Social Thought. Macmillan International Higher Education.</i></p> <hr/> <p>Material: 2. Foundations and objectives for the development of science and learning practices in Social Sciences and Civics</p> <p>Library: <i>Lange, D. (Ed.). (2013). Civic Education and Competences for Engaging Citizens in Democracies (Vol. 3). Springer Science & Business Media.</i></p>	2%
4	Analyze the problems of social studies and civics learning practices in elementary schools by utilizing empirical gaps and the novelty of study and research results	<p>1.1. Reflectively identify social studies and civics learning practice issues based on experience/observations in elementary school learning</p> <p>2.2. Finding the gap between practical (empirical) and theoretical conceptualization in social studies and civics learning</p> <p>3.3. Explain the practical relationship between ideal and actual conditions in social studies and civics learning in a critically reflective manner</p>	<p>Criteria: Knowledge assessment (understanding), skills assessment (critical thinking)</p> <p>Form of Assessment : Participatory Activities</p>	Brainstorming, discussion, critical literacy 2×50'	through the use of SIDIA LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments, pre-elementary research (surveys, observations, article/book chapter reviews, etc.) 2×50'	<p>Material: 1. Innovation and dissemination of relevant thought and research studies</p> <p>References: <i>Ogle, D., Klemp, RM, & McBride, B. (2007). Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking. ASCD.</i></p> <hr/> <p>Material: 2. Curriculum and learning framework developed by the National Council for Social Studies (NCSS) and the applicable national curriculum</p> <p>References: <i>Mindes, G. (2021). Social Studies for Young Children: Preschool and Primary Curriculum Anchor. Rowman & Littlefield</i></p>	2%

5	Analyze the problems of social studies and civics learning practices in elementary schools by utilizing empirical gaps and the novelty of study and research results	<p>1.1. Reflectively identify social studies and civics learning practice issues based on experience/observations in elementary school learning</p> <p>2.2. Finding the gap between practical (empirical) and theoretical conceptualization in social studies and civics learning</p> <p>3.3. Explain the practical relationship between ideal and actual conditions in social studies and civics learning in a critically reflective manner</p>	<p>Criteria: Knowledge assessment (understanding), skills assessment (critical thinking)</p> <p>Form of Assessment : Participatory Activities</p>	Brainstorming, discussion, critical literacy 2×50'	through the use of SIDIA LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments, pre-elementary research (surveys, observations, article/book chapter reviews, etc.) 2×50'	<p>Material: 1. Innovation and dissemination of relevant thought and research studies References: Ogle, D., Klemp, RM, & McBride, B. (2007). <i>Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking</i>. ASCD.</p> <p>Material: 2. Curriculum and learning framework developed by the National Council for Social Studies (NCSS) and the applicable national curriculum References: Mindes, G. (2021). <i>Social Studies for Young Children: Preschool and Primary Curriculum Anchor</i>. Rowman & Littlefield</p>	2%
6	Analyze the problems of social studies and civics learning practices in elementary schools by utilizing empirical gaps and the novelty of study and research results	<p>1.1. Reflectively identify social studies and civics learning practice issues based on experience/observations in elementary school learning</p> <p>2.2. Finding the gap between practical (empirical) and theoretical conceptualization in social studies and civics learning</p> <p>3.3. Explain the practical relationship between ideal and actual conditions in social studies and civics learning in a critically reflective manner</p>	<p>Criteria: Knowledge assessment (understanding), skills assessment (critical thinking)</p> <p>Form of Assessment : Participatory Activities</p>	Brainstorming, discussion, critical literacy 2×50'	through the use of SIDIA LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments, pre-elementary research (surveys, observations, article/book chapter reviews, etc.) 2×50'	<p>Material: 1. Innovation and dissemination of relevant thought and research studies References: Ogle, D., Klemp, RM, & McBride, B. (2007). <i>Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking</i>. ASCD.</p> <p>Material: 2. Curriculum and learning framework developed by the National Council for Social Studies (NCSS) and the applicable national curriculum References: Mindes, G. (2021). <i>Social Studies for Young Children: Preschool and Primary Curriculum Anchor</i>. Rowman & Littlefield</p>	2%

7	Evaluate the design, products and implementation of social studies and civics learning in elementary schools as material for alternative learning recommendations	<p>1.1. Demonstrate the need and rationalization for alternative learning in social studies and civics learning practices by utilizing new scientific developments</p> <p>2.2. Offer suggestions and recommendations for updating social studies and civics learning practices in elementary schools</p>	<p>Criteria: Knowledge assessment (understanding, analysis, evaluation), skills assessment (critical thinking)</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Survey, literature review, focused discussion 2x50'	through the use of SIDIA LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2x50'	<p>Material: 1. Preview of literature (reputable journal) 2. Utilization of pre-elementary research analysis results. Reference: <i>Parker, W. (2001). Social Studies in Elementary Education, 14/e. Pearson Education India.</i></p>	15%
8	Midterm Exam (UTS)	Demonstrates renewal of social studies and civics learning practices in elementary schools	<p>Criteria: Knowledge assessment (designing and evaluating), skills assessment (problem solving thinking)</p> <p>Form of Assessment : Test</p>	UTS based on surveys, literature reviews, focused discussions	Through the use of the SIDIA LMS, students are facilitated to be actively involved in the UTS forum	<p>Material: All articles aimed at students Library: 1. <i>Relevant articles</i></p> <p>Material: renewal of social studies and civics learning practices in elementary schools. Reference: <i>Bank, James A. (1990). Teaching Strategies for The Social Studies-Inquiry, Valuing, and Decision Making. Longman New York and London</i></p>	20%
9	Designing social studies and civics curriculum and learning designs oriented towards critical, transformative and sustainable education.	<p>1.1. Design a social studies and civics curriculum/learning design in elementary schools</p> <p>2.2. Designing products (models/media sources, teaching materials, assessments) oriented towards critical, transformative and sustainable education for elementary schools</p> <p>3.3. Review the curriculum/learning design for elementary schools</p>	<p>Criteria: Knowledge assessment (designing and evaluating), skills assessment (problem solving thinking)</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Seminar/workshop 2x50'	Through the use of SIDIA LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2x50'	<p>Material: Critical reflective review of the praxis of social studies and civics curriculum and learning in elementary schools. Library: <i>Lange, D. (Ed.). (2013). Schools, Curriculum and Civic Education for Building Democratic Citizens (Vol. 2). Springer Science & Business Media.</i></p>	2%
10	Designing social studies and civics curriculum and learning designs oriented towards critical, transformative and sustainable education.	<p>1.1. Design a social studies and civics curriculum/learning design in elementary schools</p> <p>2.2. Designing products (models/media sources, teaching materials, assessments) oriented towards critical, transformative and sustainable education for elementary schools</p> <p>3.3. Review the curriculum/learning design for elementary schools</p>	<p>Criteria: Knowledge assessment (designing and evaluating), skills assessment (problem solving thinking)</p> <p>Form of Assessment : Participatory Activities</p>	Seminar/workshop 2x50'	Through the use of SIDIA LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2x50'	<p>Material: Critical reflective review of the praxis of social studies and civics curriculum and learning in elementary schools. Library: <i>Mindes, G. (2021). Social Studies for Young Children: Preschool and Primary Curriculum Anchor. Rowman & Littlefield</i></p>	2%

11	Designing social studies and civics curriculum and learning designs oriented towards critical, transformative and sustainable education.	<p>1.1. Design a social studies and civics curriculum/learning design in elementary schools</p> <p>2.2. Designing products (models/media sources, teaching materials, assessments) oriented towards critical, transformative and sustainable education for elementary schools</p> <p>3.3. Review the curriculum/learning design for elementary schools</p>	<p>Criteria: Knowledge assessment (designing and evaluating), skills assessment (problem solving thinking)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Seminar/workshop 2x50'	Through the use of SIDIA LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2x50'	<p>Material: Critical reflective review of the praxis of social studies and civics curriculum and learning in elementary schools.</p> <p>Library: Lange, D. (Ed.). (2013). <i>Schools, Curriculum and Civic Education for Building Democratic Citizens (Vol. 2)</i>. Springer Science & Business Media.</p>	9%
12	Designing social studies and civics curriculum and learning designs oriented towards critical, transformative and sustainable education.	<p>1.1. Design a social studies and civics curriculum/learning design in elementary schools</p> <p>2.2. Designing products (models/media sources, teaching materials, assessments) oriented towards critical, transformative and sustainable education for elementary schools</p> <p>3.3. Review the curriculum/learning design for elementary schools</p>	<p>Criteria: Knowledge assessment (designing and evaluating), skills assessment (problem solving thinking)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Seminar/workshop 2x50'	Through the use of SIDIA LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2x50'	<p>Material: Critical reflective review of the praxis of social studies and civics curriculum and learning in elementary schools.</p> <p>Library: Mindes, G. (2021). <i>Social Studies for Young Children: Preschool and Primary Curriculum Anchor</i>. Rowman & Littlefield</p>	5%
13	Designing social studies and civics curriculum and learning designs oriented towards critical, transformative and sustainable education.	<p>1.1. Design a social studies and civics curriculum/learning design in elementary schools</p> <p>2.2. Designing products (models/media sources, teaching materials, assessments) oriented towards critical, transformative and sustainable education for elementary schools</p> <p>3.3. Review the curriculum/learning design for elementary schools</p>	<p>Criteria: Knowledge assessment (designing and evaluating), skills assessment (problem solving thinking)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Seminar/workshop 2x50'	Through the use of SIDIA LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2x50'	<p>Material: Critical reflective review of the praxis of social studies and civics curriculum and learning in elementary schools.</p> <p>Library: Lange, D. (Ed.). (2013). <i>Schools, Curriculum and Civic Education for Building Democratic Citizens (Vol. 2)</i>. Springer Science & Business Media.</p>	5%

14	Designing social studies and civics curriculum and learning designs oriented towards critical, transformative and sustainable education.	<p>1.1. Design a social studies and civics curriculum/learning design in elementary schools</p> <p>2.2. Designing products (models/media sources, teaching materials, assessments) oriented towards critical, transformative and sustainable education for elementary schools</p> <p>3.3. Review the curriculum/learning design for elementary schools</p>	<p>Criteria: Knowledge assessment (designing and evaluating), skills assessment (problem solving thinking)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Seminar/workshop 2x50'	Through the use of SIDIA LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.) 2x50'	<p>Material: Critical reflective review of the praxis of social studies and civics curriculum and learning in Pustaka Primary Schools:</p> <p>Material: Critical reflective review of the praxis of social studies and civics curriculum and learning in elementary schools Reference: Ogle, D., Klemp, RM, & McBride, B. (2007). <i>Building Literacy in Social Studies: Strategies for Improving Comprehension and Critical Thinking</i>. ASCD.</p>	5%
15	Lecture Review	Reviewing the results of lectures on the critical praxis of learning Social Sciences and Civics in Basic Education	<p>Criteria: Knowledge assessment (designing and evaluating), skills assessment (problem solving thinking)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Seminar/workshop	Through the use of SIDIA LMS, students are facilitated to be actively involved in discussion forums, download teaching materials, upload assignments (review articles/book chapters, etc.)	<p>Material: lecture review Bibliography: Skeel, Dorothy J. (1995). <i>Elementary Social Studies-Challenges for Tomorrow's World</i>. Harcourt Brace College Publishers</p>	5%
16	Final Semester Examination (UAS)	Demonstrates updates to social studies and civics learning practices in elementary schools which are realized in the form of articles	<p>Criteria: Knowledge assessment (designing and evaluating), skills assessment (problem solving thinking)</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Seminar/workshop 2x50'	Through the use of the SIDIA LMS, students are facilitated to be actively involved in the 2x50' UAS forum	<p>Material: All articles aimed at students Library: 1. <i>Relevant articles</i></p>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	22.5%
2.	Project Results Assessment / Product Assessment	57.5%
3.	Test	20%
		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.

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.