

Short Course Description	Study of data form, data analysis and interpretation of Quantitative and Qualitative research results.						
References	Main :						
	Supporters:						
	1. Creswell, John F. 2010. Research Design-Pendekatan Kualitatif, Kuantitatif, dan Mixed. Yogyakarta: Pustaka Pelajar Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fifth Edition) Book 2. Boston: McGraw Hill.						
Supporting lecturer	Dr. Hadi Warsito Wiryosutomo, M.Si., Kons. Dr. Miftakhul Jannah, S.Psi., M.Si., Psikolog						
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 Data Shapes		Form of Assessment : Participatory Activities				0%
2	Understanding quantitative data collection	Explain quantitative data collection	Criteria: Participation: 20% Assignments: 30% Final Examination: 30% Form of Assessment : Participatory Activities			Material: quantitative data collection References: Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fifth Edition) Book 2. Boston: McGraw Hill.	0%

3		Explaining the Processing and Presentation of Quantitative Data.	<p>Criteria: Rubric Criteria Attached Non-Test Form • Group Presentation • Review of paper documents</p> <p>Form of Assessment : Participatory Activities</p>			<p>Material: Processing and Presenting Quantitative Data References: Creswell, John F. 2010. <i>Research Design- Qualitative, Quantitative and Mixed Approaches.</i> Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. <i>How to Design and Evaluate Research in Education (Fifth Edition) Book 2.</i> Boston: McGraw Hill.</p>	0%
4			<p>Form of Assessment : Portfolio Assessment</p>				0%
5	Understanding Hypothesis Testing, Differential Tests and Interpretation	Explaining Hypothesis Testing, Differential Tests and Interpretation	<p>Criteria: Rubric Criteria Attached Non-Test Form • Group Presentation • Review of paper documents</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>			<p>Material: Hypothesis Testing, Differential Tests and Interpretation Literature: Creswell, John F. 2010. <i>Research Design- Qualitative, Quantitative and Mixed Approaches.</i> Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. <i>How to Design and Evaluate Research in Education (Fifth Edition) Book 2.</i> Boston: McGraw Hill.</p>	0%

6	Understanding Hypothesis Testing, Influence Testing and Interpretation	Explaining Hypothesis Testing, Influence Testing and Interpretation	<p>Criteria: Rubric Criteria Attached Non-Test Form • Group Presentation</p> <p>Form of Assessment : Participatory Activities</p>			<p>Material: Hypothesis Testing, Influence Testing and Interpretation</p> <p>References: <i>Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.</i></p>	0%
7	Understanding Qualitative data collection	Explaining qualitative data collection	<p>Criteria: Rubric Criteria Attached Non-Test Form • Group Presentation • Review of paper documents</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>			<p>Material: Qualitative data collection</p> <p>References: <i>Creswell, John F. 2010. Research Design- Qualitative, Quantitative, and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.</i></p>	0%
8	Midterm Evaluation / Midterm Exam	Midterm Evaluation / Midterm Exam	<p>Criteria: Midterm Evaluation / Midterm Exam</p>			<p>Material: Midterm Evaluation / Midterm Exam</p> <p>References: <i>Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.</i></p>	0%

9	Understanding In-depth Interviews, FGDs, Participation-observation	Explaining In-depth Interviews, FGDs, Participation-observation	<p>Criteria: Rubric Criteria Attached Non-Test Form • Group Presentation • Review of paper documents</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>		<p>Material: In-depth interviews, FGD, participant-observation References: <i>Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library</i> <i>Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.</i></p>	0%
10	Understanding Validation and Reliability of Qualitative Data.	Explaining the Validation and Reliability of Qualitative Data.	<p>Criteria: Rubric Criteria Attached Non-Test Form • Group Presentation • Review of paper documents</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>		<p>Material: Validation and reliability of Qualitative Data. References: <i>Creswell, John F. 2010. Research Design- Qualitative, Quantitative, and Mixed Approaches. Yogyakarta: Student Library</i> <i>Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.</i></p>	0%
11	Understanding Qualitative Data Processing.	Explaining Qualitative Data Processing.	<p>Criteria: Rubric Criteria Attached Non-Test Form • Group Presentation • Review of paper documents</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>		<p>Material: Qualitative Data Processing. References: <i>Creswell, John F. 2010. Research Design- Qualitative, Quantitative, and Mixed Approaches. Yogyakarta: Student Library</i> <i>Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fith Edition) Book 2. Boston: McGraw Hill.</i></p>	0%

12	Understand Transcript/verbatim and Coding	Explaining Transcript/verbatim and Coding	<p>Criteria: Rubric Criteria Attached Non-Test Form • Group Presentation • Review of paper documents</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>			<p>Material: Transcript / verbatim and Coding Library: Creswell, John F. 2010. <i>Research Design- Qualitative, Quantitative and Mixed Approaches.</i> Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. <i>How to Design and Evaluate Research in Education (Fifth Edition) Book 2.</i> Boston: McGraw Hill.</p>	0%
13	Understanding Qualitative Data Analysis	Explaining Qualitative Data Analysis	<p>Criteria: Rubric Criteria Attached Non-Test Form • Group Presentation • Review of paper documents</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>			<p>Material: Qualitative Data Analysis References: Creswell, John F. 2010. <i>Research Design- Qualitative, Quantitative, and Mixed Approaches.</i> Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. <i>How to Design and Evaluate Research in Education (Fifth Edition) Book 2.</i> Boston: McGraw Hill.</p>	0%
14	Understanding Qualitative Data Presentation.	Explaining the Presentation of Qualitative Data	<p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>			<p>Material: Presentation of Qualitative Data References: Creswell, John F. 2010. <i>Research Design- Qualitative, Quantitative and Mixed Approaches.</i> Yogyakarta: Student Library Fraenkel, J. & Wallen, N. 2003. <i>How to Design and Evaluate Research in Education (Fifth Edition) Book 2.</i> Boston: McGraw Hill.</p>	0%

15	Understanding Qualitative Data Verification	Explaining Qualitative Data Verification	<p>Criteria: Rubric Criteria Attached Non-Test Form • Group Presentation • Review of paper documents</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>			<p>Material: Qualitative Data Verification References: <i>Creswell, John F. 2010. Research Design- Qualitative, Quantitative, and Mixed Approaches. Yogyakarta: Student Library</i> <i>Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fifth Edition) Book 2. Boston: McGraw Hill.</i></p>	0%
16	Final Semester Evaluation / Final Semester UAS Examination	Final Semester Evaluation / Final Semester UAS Examination				<p>Material: Final Semester Evaluation / UAS Final Semester Examination References: <i>Creswell, John F. 2010. Research Design- Qualitative, Quantitative and Mixed Approaches. Yogyakarta: Student Library</i> <i>Fraenkel, J. & Wallen, N. 2003. How to Design and Evaluate Research in Education (Fifth Edition) Book 2. Boston: McGraw Hill.</i></p>	0%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
		0%

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.

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.