

**Student's Guidebook**  
**Teaching made easy: Students As Teachers (SAT)**  
**2020-2021**

## **INTRODUCTION**

Medical students are the main stakeholders of the education process. They are the future doctors which play pivotal role as educator and policy maker in education. They role as peer teacher is very important and beneficial to develop students' skills. This approach has been practiced informally in various competency and proven to help students in achieving their competencies comprehensively in education program.

Peer Assisted Learning (PAL) is a process in which each individual that belongs to the same social group and not a professional teacher, helps each other in learning and learns by themselves through "teaching activities" (Topping, 1996). The "same social group" means each person shares similar characteristics, especially in age. Expertise, knowledge, and skills that are owned are still limited indeed. The essential aspect of PAL which differentiates this method from other collaborative learning, i.e group discussion, Problem Based Learning, etc., is the "teaching activities" in this process (Ross MT & Cameron HS, 2007).

Therefore, this module will explore further students' role in PAL, various theories, and the latest evidence that underlies this method. Students will be asked to actively identify various aspects of doctor competencies that have to be achieved, elaborate the learning process from various perspectives, formulate innovative and interesting learning methods, hone their skill in arranging assessment tools, and practice their skill to give and respond to feedback.

The learning process is conducted in academic and clinical practice year. Students' understanding of learning theory, learning method, assessment, and feedback is also relevant for their learning process in clinical practice. Therefore, in conducting 2020/2021 academic year, the learning characteristics in clinical practice and the important aspects in transition period from academic to clinical practice will also enrich comprehensive discussion in PAL and various theories underlie it.

"Teaching mad easy: Students As Teachers (SAT)" elective module is organized by Department of Medical Education, Faculty of Medicine, Universitas Indonesia (FMUI). This module is one of Non-Clinical Elective Module which is conducted in 7<sup>th</sup> semester or 8<sup>th</sup> semester according to 2012 Medical Education Program Curriculum. All the learning experiences and activities included in this module hold 3 credit points (SKS) and will be conducted in 4 weeks.

## **LEARNING OUTCOMES**

After completing this module, students are expected to be able to explain PAL, various theories, and the latest evidence that underlies this method and discuss the principle of achieving competence in the medical education program.

### **SPECIFIC LEARNING OUTCOMES**

After completing this module, students are expected to be able:

- a. Analyze theories and latest evidence regarding PAL
- b. Identify the formulation of medical doctor competency in Indonesia
- c. Analyze various factors which contribute to the implementation of learning and assessment method
- d. Identify learning characteristics in clinical practice and the importance of adaptation in the transition period from academic year to the clinical practice year
- e. Formulate innovative and interesting learning method within the PAL framework
- f. Arrange assessment tool example for medical education program
- g. Practice students' skills in giving and responding to feedback

## **STUDENTS' CHARACTERISTICS**

Non-Clinical Elective Module participants are students who have passed all modules in General and Integrated Medical Sciences stage in 1<sup>st</sup>-6<sup>th</sup> semester of Medical Education Program of FMUI according to 2012 curriculum. Students from other medical institutions, in or outside Indonesia, can also enroll this module.

## **LEARNING OBJECTIVES**

If given trigger or secondary data related to PAL in medical education programs, students are able to:

- a. Analyze theories and latest evidence regarding PAL
- b. Identify the formulation of medical doctor competency in Indonesia
- c. Analyze various factors which contribute to the implementation of learning and assessment method

- d. Identify learning characteristics in clinical practice and the importance of adaptation in the transition period from pre-clinical to clinical practice
  - e. Formulate innovative and interesting learning method
  - f. Arrange assessment tool example for medical education program
  - g. Practice students' skills in giving and responding to feedback
- According to the knowledge development and latest evidence in medical and health professions education.

## SCOPE OF STUDY AND LEARNING METHODS

Learning Objectives	Main topics	Sub-topics	Learning methods	References
If given trigger cases or secondary data related to PAL in medical education programs, students are able to:				
a. Analyze theories and latest evidence regarding PAL	Peer assisted learning  Various learning theories	Rationality of PAL Various forms of PAL The role of PAL in medical education  Adult learning theory Social cognitive theory Constructivism theory Experiential learning theory	Interactive lecture (1x50 minutes) Self-directed learning (1x100 minutes) Trigger/questions discussion (2x50 minutes) Self-directed learning (1x100 minutes)  Discussion using trigger (4x50 minutes) Self-reflection towards learning style and experiences (2x50 minutes)	1, 2  2
b. Identify the formulation of medical doctor competency in Indonesia	Curriculum based competency  Indonesia Standard Medical Doctor Competency ( <i>Standar Kompetensi Dokter Indonesia – SKDI</i> )	Definition of competency and learning objectives Gradual achievement process  Area of competency in SKDI Basic understanding of SKDI	Interactive lecture (2x50 minutes) Trigger discussion-students' guideline analysis (2x50 minutes)  Trigger discussion-students' guideline analysis (2x50 minutes) Self-directed learning (1x100 minutes)	3, 4
c. Analyze various factors which contribute to the implementation of learning and assessment method	Learning environment  Socio-cultural factors	Definition of learning environment Factors contribute in learning environment  Generation differences and its implication towards learning Socio-cultural characteristics and its implication towards learning	Interactive lecture (1x50 minutes) Trigger discussion-DREEM result analysis (2x50 minutes) Self-directed learning-literature review (1x100 minutes)  Trigger discussion-case study/reflection (2x50 minutes) Plenary session (2x50 minutes)	5  6
d. Identify learning characteristics in clinical practice and the importance of adaptation in the transition period from pre-clinical to clinical practice	Learning in clinical practice  Transition period	Learning environment in clinical practice Learning characteristics in clinical practice  Adaptation from pre-clinical to clinical practice	Interactive lecture (1x50 minutes) Trigger discussion-case example of learning in clinical practice (1x50 minutes) Self-directed learning-literature review (1x100 minutes)  Trigger discussion-case study (2x50 minutes)	7, 8

e. Formulate innovative and interesting learning method	The principle of learning and teaching	Comparison of various learning and teaching method (flipped classroom, collaborative learning, Problem Based Learning, Team Based Learning) Group dynamics management Role of peer teacher as mentor	Field observation (1x200 minutes) Trigger discussion (video, etc.) (2x50 minutes) Role play in facilitating group discussion (2x50 minutes) Plenary session (2x50 minutes)	2, 9-14
	Utilization of information technology in learning	Principle of information technology utilization in learning  Innovation in learning method regarding PAL	Trigger discussion-SCeLE analysis and web-based learning (2x50 minutes)  Self-directed learning (2x200 minutes) Plenary session (3x50 minutes)	1, 15, 16
f. Arrange assessment tool example for medical education program	The principle of assessment in competency-based curriculum	The principle of utilizing assessment (validity, reliability, educational impact, and feasibility)	Interactive lecture (1x50 minutes) Trigger discussion-assessment example analysis (2x50 minutes)	17
	Arranging question item for specific assessment method	Arranging high quality MCQ  Arranging Objective Structured Clinical Examination (OSCE) station	Trigger discussion-question example of MCQ (2x50 minutes) Self-directed learning (1x100 minutes) Plenary session (1x50 minutes)	18
			Trigger discussion-question example of OSCE (2x50 minutes) Self-directed learning (1x100 minutes) Plenary session (1x50 minutes)	17
g. Practice students' skills in giving and responding to feedback	The principle of giving feedback	Definition of feedback Factors contribute in giving feedback The principle in giving constructive feedback	Interactive lecture (1x50 minutes) Trigger discussion-video, etc. (2x50 minutes)	20-22
	Self-reflection and feedback-seeking behavior  Practice in giving constructive feedback	The principle of self-reflection Benefit of self-reflection Relationship between self-reflection and feedback	Interactive lecture (1x50 minutes) Trigger discussion-video, etc. (2x50 minutes)  Role play (2x50 minutes) Self-directed learning (1x200 minutes) Plenary session (1x50 minutes)	

	Formulating self-reflection and action plan		Self-directed learning (1x200 minutes) Plenary session (1x50 minutes)  Plenary session	
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## REFERENCES:

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**LECTURES**

<b>Title</b>	<b>Resource person</b>	<b>Allocated time</b>
Module introduction (K1)	Estivana Felaza	1x50 minutes
The principle of Peer Assisted Learning (K2)	Ardi Findyartini	1x50 minutes
Basic of competency, learning objectives, and the process in achieving competency gradually (K3)	Ardi Findyartini	2x50 minutes
Learning environment (K4)	Diantha Soemantri	1x50 minutes
Learning in clinical practice (K5)	Anwar Jusuf	2x50 minutes
The principle of assessment utilization (K6)	Diantha Soemantri	1x50 minutes
The principle in giving feedback (K7)	Rita Mustika	1x50 minutes
The principle of self-reflection (K8)	Estivana Felaza	1x50 minutes

**DISCUSSION**

<b>Title</b>	<b>Tutor</b>	<b>Allocated time</b>
Various aspect of PAL (literature review) (D1)	Ardi Findyartini	2x50 minutes
Various learning theories and its implementation (trigger discussion and literature review) (D2)	Estivana Felaza	2x50 minutes
Reflection regarding learning style and experiences (D3)	Estivana Felaza	2x50 minutes
Trigger discussion regarding competency-based curriculum-students' guideline book analysis (D4)	Ardi Findyartini	2x50 minutes
Discussion regarding Indonesia Standard Medical Doctor Competency ( <i>Standar Kompetensi Dokter Indonesia – SKDI</i> ) (D5)	Ardi Findyartini	2x50 minutes
Trigger discussion regarding learning environment -DREEM result analysis (D6)	Diantha Soemantri	2x50 minutes
Trigger discussion regarding socio-cultural factors in learning-case study/reflection (D7)	Rita Mustika	2x50 minutes
Discussion regarding transition period from pre-clinical to clinical practice (D8)	Ardi Findyartini	2x50 minutes
Trigger discussion regarding various learning methods (video, etc.) (D9)	Estivana Felaza	2x50 minutes
Role play in facilitating group discussion/mentoring (D10)	Rita Mustika	2x50 minutes
Trigger discussion regarding information technology utilization in learning-SCeLE analysis and web-based learning (D11)	Diantha Soemantri	2x50 minutes
Assessment discussion-assessment example analysis (D12)	Diantha Soemantri	2x50 minutes
Assessment discussion using trigger-MCQ example (D13)	Estivana Felaza	2x50 minutes
Assessment discussion using trigger-OSCE example (D14)	Ardi Findyartini	2x50 minutes

Trigger discussion regarding feed back (video, etc.) (D15)	Diantha Soemantri	2x50 minutes
Trigger discussion regarding self-reflection (video, etc.) (D16)	Estivana Felaza	2x50 minutes
Role play in giving feedback and self-reflection (D17)	Ardi Findyartini	2x50 minutes

#### **PLENARY SESSION**

<b>Topics</b>	<b>Resource person</b>	<b>Allocated Time</b>
Plenary results of socio-cultural factors in learning (P1)	Rita Mustika	2x50 minutes
Plenary results of learning methods (P2)	Ardi Findyartini	2x50 minutes
Plenary results of preparing MCQ item (P3)	Diantha Soemantri	1x50 minutes
Plenary results of preparing OSCE item (P4)	Estivana Felaza	1x50 minutes
Plenary results of giving constructive feedback (P5)	Ardi Findyartini	1x50 minutes
Plenary results of self-reflection (P6)	Estivana Felaza	2x50 minutes
Final presentation of innovative learning method towards PAL (P7)	Anwar Jusuf Ardi Findyartini Diantha Soemantri Rita Mustika Estivana Felaza	3x50 minutes

#### **FIELD OBSERVATION ACTIVITY**

<b>Activity</b>	<b>PIC</b>	<b>Allocated Time</b>
Field observation activity (learning method) (O1)	Estivana Felaza	3x100 minutes



## RESOURCES

### Learning Activities

Week I

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07.00-08.00	Self-directed learning	Self-directed learning		Self-directed learning	Self-directed learning
08.00-09.00	Course introduction K1) AF	Course Syllabus Analysis (D1) AF	Self-directed learning (Review of Course Syllabus and Competency Standards )	Discussions: Competency standard analysis (D5) AF	DREEM Analysis (D6) DS
09.00-10.00	<i>Peer Assisted Learning</i> Principle (K2) AF	Course Syllabus (D1) AF	Self-directed learning (Review of Course Syllabus and Competency Standards )	Discussions: Competency standard analysis (D5) AF	DREEM Analysis (D6) DS
10.00-11.00	Self-directed learning (literature review)	Self-directed learning (literature review)	Self-directed learning (Review of Course Syllabus and Competency Standards )		Self-directed learning (literature review of cultural and social factors in learning)
11.00-12.00	Self-directed learning (literature review)	Self-directed learning (literature review)	Self-directed learning (Review of Course Syllabus and Competency Standards )		Break Time
12.00-13.00	BREAK TIME				
13.00-14.00	Discussions: Aspects of <i>Peer assisted learning</i> (D1) NG	Discussions: Learning theory (D2) EF	Discussions: Learning styles and experience (D3) EF	Educational environment (K4) DS	Self-directed learning
14.00-15.00	Discussions: Aspects of <i>Peer assisted learning</i> (D1) NG	Discussions: Learning theory (D2) EF	Discussions: Learning styles and experience belajar (D3) EF	Self-directed learning	

Week II

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
07.00-08.00	Self-directed learning	Self-directed learning	FIELD OBSERVATION ACTIVITY	FIELD OBSERVATION ACTIVITY	FIELD OBSERVATION ACTIVITY
08.00-09.00	Principles of clinical learning (K5) AJ, NG	Transition phase of preclinical and clinical stage (D8) AF			
09.00-10.00	Principles of clinical learning (K5) AJ, NG	Transition phase of preclinical and clinical stage (D8) AF			
10.00-11.00	Self-directed learning	Self-directed learning			
11.00-12.00			BREAK TIME		
12.00-13.00					
13.00-14.00	Plenary: Social and cultural factors in learning (P1) RM	Discussion: Learning activities/ methods (D9) EF			
14.00-15.00	Plenary: Social and cultural factors in learning (P1) RM	Discussion: Learning activities/ methods (video, dll) (D9) EF			

Week III

Time	Monday	Tuesday	Wednesday	Thursday	Friday
07.00-08.00	Self-directed learning	Self-directed learning	PROGRESS TEST	Self-directed learning	Self-directed learning
08.00-09.00	Self-directed learning	Discussions: MCQ (D13) EF		Principles of feedback provision (K7) DS	Principles of self-reflection (K8) NG
09.00-10.00		Discussions: MCQ (D13) EF		Discussions: feedback provisions & feedback seeking (D15) DS	Discussions: self-reflection (D16) NG
10.00-11.00	Plenary: learning activities/ methods (P2) AF	Learning management system & <i>web-based learning</i> (D11) DS		Discussions: feedback provisions & feedback seeking (D15) DS	Discussions: self-reflection (D16) NG
11.00-12.00	Plenary: learning activities/ methods (P2) AF	Learning management system & <i>web-based learning</i> (D11) DS		Self-directed learning (learning activities/ methods)	Self-directed learning (learning activities/ methods)
12.00-13.00	BREAK TIME				
13.00-14.00	Principles of assessment (K6) DS	Self-directed learning		Discussions: OSCE (D14) AF	Role play small group discussions (mentoring) (D10) RM
14.00-15.00	Discussions: assessments (D12) DS			Discussions: OSCE (D14) AF	Role play small group discussions (mentoring) (D10) RM

Week IV

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
07.00-08.00	Self-directed learning	Self-directed learning	Self-directed learning	Self-directed learning	Self-directed learning
08.00-09.00	Plenary: OSCE station (P4) AF (forum diskusi EMAS)	Plenary: feedback & reflection (P5) AF, NG	Self-directed learning (learning activities/ methods)	Final Presentation: Peer Assisted Learning Design (P7) AF, DS, RM, EF, AJ, NG	Assignment due
09.00-10.00	Plenary: OSCE station (P4) AF (forum diskusi EMAS)	Plenary: feedback & reflection (P5) AF, NG	Self-directed learning (learning activities/ methods)	Final Presentation: Peer Assisted Learning Design (P7) AF, DS, RM, EF, AJ, NG	
10.00-11.00	Role play: feedback & reflection (D17) AF	Plenary: reflection (P6) NG	Self-directed learning (learning activities/ methods)	Final Presentation: Peer Assisted Learning Design (P7) AF, DS, RM, EF, AJ, NG	
11.00-12.00	Role play: feedback & reflection (D17) AF	Plenary: reflection (P6) NG	Self-directed learning (learning activities/ methods)	Self-directed learning (final project revision)	
12.00-13.00	BREAK TIME				
13.00-14.00	Plenary: MCQ (P3) EF	Self-directed learning (learning activities/ methods)	Self-directed learning (learning activities/ methods)	Self-directed learning (final project revision)	
14.00-15.00	Plenary MCQ (P3) EF	Self-directed learning (learning activities/ methods)	Self-directed learning (learning activities/ methods)	Self-directed learning (final project revision)	

Credit hours (1 credit hour = 50 min)

Lectures	9/16	= 0.56 SKS
Plenary	12/16	= 0.75 SKS
Discussion & roleplay	26/32	= 0.81SKS
Field activities/ observation	6/64	= 0.09 SKS
Self-directed learning	64/64	= 1.00 SKS

**Total Credit Hour = 3.21SKS**

**Human Resources**

Course participants are limited to maximum number of 12 participants to ensure interactivity.

Course coordinators

Course coordinator : dr. Ardi Findyartini, PhD  
Course secretary : dr. Estivana Felaza, MPdKed

Resource persons & tutors:

- Prof.dr. Anwar Jusuf, SpP(K)
- dr. Ardi Findyartini, PhD
- dr. Diantha Soemantri, MMedEd, PhD
- dr. Rita Mustika, MEpid
- dr. Estivana Felaza, MPdKed
- drg. Nadia Greviana, MPdKed

**Learning Resources**

- Course syllabus/ guidebook
- Discussion room (offline or virtual)
- Resource text book and journal
- Audiovisual and internet access

**Assessment & Course Evaluation**

**a. Assessment**

Students should attend at least 80% of the scheduled sessions.

No	Learning Outcomes	Formative	Summative (and weighting)
	Upon completion of the course, if students were given secondary data in regards to <i>peer assisted learning</i> in medical education, students would be able to:		
a.	Analyze theories and latest evidence regarding PAL	Student Individual Assessment in Discussions	Student Individual Assessment in Discussions : 10%
b.	Identify the formulation of medical doctor competency in Indonesia		Student Individual Assessment in Discussions
c.	Analyze various factors which contribute to the implementation of learning and assessment method		Student Individual Assessment in Discussions
d.	Formulate innovative and interesting learning method within the PAL framework		Student Individual Assessment in Discussions
e.	Arrange assessment tool example for medical education program		Student Individual Assessment in Discussions
f.	Practice students' skills in giving and responding to feedback		Student Individual Assessment in Discussions

No	Learning Outcomes	Formative	Summative (and weighting)
			provision& mentoring: 25%

**b. Program Evaluation**

- Students' satisfaction in course implementation and results
- 90-95% of students reached final score of B-
- Changes in schedule, time, and activities are less than 10%
- 80-90% of activities are attended on time by tutors and resource persons
- Each student attends 80% of course sessions
- Pass-fail criteria and assessment refers to the rules and regulations

**APPENDIX 1**

**Student Individual Assessment in Discussions**

Topic : AY: 20.../....  
 Date : .....

No	Students' Names	Assessment					TOTAL (Max 50)
		<i>Roles in groups</i>			<i>Attitudes</i>		
		Information sharing ability	Teamwork ability	Argumentation skills	Communication skills	Punctuation	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

**Berikan penilaian antara 1-10:**

**1 -----10**

NOT  
ACCEPTABLE

EXCELLENT

Tutor signature

(Name)

**APPENDIX 2**

***Self assessment & peer assessment\** in mentoring**

Student's name : ..... AY: 20.../....  
 Assessor : .....  
 Date : .....

No	Assessment aspects	Scores**
1.	Tutor shows enthusiasm in discussion	
2.	Tutor shows up on time	
3	Tutor stays in class during discussion	
4	Tutor observes discussion process	
5	Tutor involves all students in discussion	
6	Tutor dominates discussions	
7	Tutor actively reminds students when discussion is off topic	
8	Tutor asks questions that trigger critical thinking	
9	Tutor defines necessary knowledge during discussion	
11	Tutor actively encourages students to evaluate discussion	
12	Tutor lets students discuss without direction	
13	Tutor provides additional learning resources necessary for students	
14	Tutor provides relevant feedback	

\* Choose one

\*\*Please score with 1-10:

**1** ----- **10**

NOT  
ACCEPTABLE

EXCELLENT

What should be improve :

What went well:

Assessor's signature

(Name)



**APPENDIX 3**

***Self assessment & peer assessment\** in feedback provision**

Student's name : ..... AY: 20.../....  
 Assessor : .....  
 Date : .....

No	Assesment aspects	Score**
1	Tutor asks student's thoughts and feelings regarding his/her performance	
2	Tutor asks student to conduct self assessment	
3	Tutor provides positive feedback	
4	Tutor provides correction or negative feedback	
5	Feedback provided focuses on behaviour, not personal aspects	
6	Feedback provided is descriptive and constructive	
7	Feedback is given based on observation	
8	Tutor provides guidance of necessary improvement	
9	Tutor confirms student's understanding about the feedback provided	
10	Tutor discusses follow up plan	

\* Choose one

\*\*Please score with 1-10:

**1** ----- **10**

NOT  
ACCEPTABLE

EXCELLENT

What should be improve :

What went well:

Assessor's signature

(Name)

**APPENDIX 4**

**MCQ Question Development**

Student's name : ..... AY: 20.../....  
 Assessor : .....  
 Date : .....

No	Assessment aspect	Weighting	Score** (1-10)	Weight x Score
1.	Relevance with the competence standard	10		
2.	Language in the questions/ vignette	10		
3	Logic of the questions	5		
4	Stem or vignette is systematically developed (can be directly answer without looking at the options)	25		
5	No terminology repetition in stem and options	10		
6	No convergence in options	10		
7	Equivalent options in content and length	10		
8	Order of options are well developed	10		
9	Options are single-interpretation	10		
	<b>TOTAL</b>			(Total/100)

\* Choose one

\*\*Please score with 1-10:

**1** ----- **10**

NOT  
ACCEPTABLE

EXCELLENT

What should be improve :

What went well:

Assessor's signature

(Name)

**APPENDIX 5**

**Assessment of Final Presentation (Innovative PAL Proposal)**

Student's name : ..... AY: 20.../....  
 Assessor : .....  
 Date : .....

No	Assessment Aspect	Weighing (%)	Score (1-10)
1	Presentation of slides <ul style="list-style-type: none"> <li>• Power point slides appearance</li> <li>• Languages in slides</li> <li>• Reference citation in slides</li> </ul>	20	..... ..... .....
2	Content <ul style="list-style-type: none"> <li>• Adequate significant issues &amp; relevance</li> <li>• Logical and systematic of content</li> <li>• Appropriate summary</li> </ul>	30	
2	Presentation delivery <ul style="list-style-type: none"> <li>• Clarity and communication skills</li> <li>• Languages in presentation delivery</li> </ul>	20	..... .....
3	Discussion <ul style="list-style-type: none"> <li>• Accuracy in answering questions</li> <li>• Argumentation skills</li> </ul>	30	.....
<b>Total</b>		<b>100</b>	.....

**1** ----- **10**

NOT  
ACCEPTABLE

EXCELLENT

What should be improve :

What went well:

Assessor's signature

(Name)

**APPENDIX 6**

**Assessment of PAL Promotion Media**

Student's name : ..... AY: 20.../....  
 Assessor : .....  
 Date : .....

No	Assessment aspects	Weighing (%)	Score (1-10)
1	Promotion Media Content <ul style="list-style-type: none"> <li>• Adequate significant issues &amp; relevance</li> <li>• Structured argument</li> <li>• Implication of the proposed PAL</li> </ul>	40	..... ..... .....
2	Presentation of promotion media <ul style="list-style-type: none"> <li>• Systematic &amp; understandability</li> <li>• Typographic structure of promotion media</li> <li>• Promotion media appearance (interesting and <i>eye catching</i>)</li> </ul>	40	..... .....
3	References <ul style="list-style-type: none"> <li>• References citation</li> <li>• References used under 10 years</li> </ul>	20	.....
<b>Score</b>		<b>100</b>	.....

**1 -----10**

NOT ACCEPTABLE EXCELLENT

What should be improve :

What went well:

Assessor's signature

(Name)