Transportation Planning Practice

	SEMESTER LEARNING PLAN
	DEPARTMENT: URBAN AND REGIONAL PLANNING
	FACULTY: CIVIL, PLANNING, AND EARTH
COURSES NAME	**TRANPORTATION PLANNING PRACTICE**
COURSES CODE	**DK184406**
SEMESTER	**IV**
CREDITS	**4/ 6,40**
LECTURER	**Siti Nurlaela, ST, M.COM, Ph.D**
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DESCRIPTION OF COURSE	
Applied Transportation Planning course is conducted in the 4th semester. The participants of this course are the students who have passed transportation planning course. This course will study the principles of transportation planning, transportation planning process, transportation survey, transportation analysis and modelling, as well as the formulation of transportation planning scenario and directions.	
PROGRAM LEARNING OUTCOME (PLO)	
SPECIFIC SKILL	2.2 Able to utilize ICT in the management of data to produce information that is easily understood by the public and the decision makers. 2.3 Able to describe the spatial characteristics of urban, regional and coastal area through the linkage analysis of spatial and aspatial aspects so that provide the information as the basis for drawing up planning model 2.4 Able to compile an alternative spatial model through a qualitative and quantitative approach in the form of scenarios setting the pattern of space andstructure of urban, regional, and coastal area as well as propose the appropriate solutions 2.5 Able to produce creative, innovative, sustainable planning that are accommodating public interest in which the resulted plans are reviewed on therules and theories of planning and communicating them visually, verbally and in writing so that can be accounted academically

PROFESSIONAL ATTITUDES	3.1 Able to demonstrate the professional skills necessary to be effective and succeed in the modern workforce including work well in multi-disciplinary teams, the ability to create job opportunities the ability to formulate and solve problems, and the ability to communicate effectively, and to upholdstandards of planning ethics and professionalism											
COURSE LEARNING OUTCOMES (CLO)												
SPECIFIC SKILL	1. Students able to conduct a proper transportation survey correctly and relevant with the purposes and the necessity of the plan also using propersurvey techniques 2. Students able to apply transportation planning principles on understanding urban/regional/coastal transportation issues 3. Students able to formulate transportation scenario 4. Students able to formulate planning directions and the steps of transportation planning											
PROFESSIONAL ATTITUDES	1. Students able to communicate the concepts of transportation planning visually, verbally, and written in ICT basis 2. Teamwork											
MAP OF PLO-CLO	CLO	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO-6	PLO-7	PLO-8	PLO-9	PLO-10	PLO-11
	CPMK-1. 1. Students are able to conduct transportation surveys that are correct and relevant to the purpose and needs of the plan and use appropriate survey techniques						1					
	CPMK-2. Students are able to apply the principles of transportation planning in understanding urban/regional/coastal transportation problems								1			
	CPMK-3. Students are able to formulate transportation scenarios.							1				
	CPMK-4. Students are able to formulate planning directions and transportation planning measures								1			
	CPMK-5. Students are able to communicate the concept of					1						

	transportation planning visually, verbally, and in writing based on ICT.											
	CPMK-6. Teamwork									1		
COURSE GOALS BASED ON MODULE												
THE INTRODUCTION OF TRANSPORT PLANNING	1. Students are able to identify the problems of transportation and scale (coverage) planning, transportation planning output, and area planning 2. Students are able to formulate a strategic issue of transport in case studies 3. Students are able to apply the principles of transportation planning in the design of network systems or transportation networks 4. Students are able to build or design the network system											
TRANSPORT PLANNING PROCESS	1. Students are able to arrange transport survey design											
TRANSPORTATION SURVEY	1. Students are able to conduct a survey of transport											
TRANSPORT MODELING	1. Students are able to model the trip generation 2. Students are able to model the trip distribution 3. Students are able to model the trip choice of mode and trip assignment											
SCENARIO AND TRANSPORT PLANNING	1. Students are able to formulate scenarios and the planning stages											
CASE STUDY	1. Students able to communicate the concepts of transportation planning visually, verbally, and written in ICT basis 2. Teamwork											
MAIN SUBJECT												
APPLIED TRANSPORTATION PLANNING	BK 28 Infrastructure concept, BK29 Standard of infrastructure services, BK30 Needs and provision analysis, 31 Formulation scenario, BK 32 Decisionmaking process and prescription plan											
1. Transportation Planning introduction 2. Transportation Planning processes												

3. Transportation survey
4. Transportation modelling
5. Transportation planning scenarios
6. Case study

PREREQUISITE

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TRANSPORTATION PLANNING PRACTICE COURSE LEARNING PLAN
EVEN SEMESTER OF ACADEMIC YEAR 2021–2022

Week	Course Learning Outcome (CP - MK)	Lesson Learning Outcome (CP - MODULE)	MODULE / SUBJECT DISCUSSION	Sub CP-MK final capability (from weekly material)	Scope (learning material / weekly materials)	Learning Methods (M1 through M7)	Course Duration (min)	Student Learning Experience (presentations, assignment, discussions, quizzes, lab)	Grading Policy	Weights Rate (%)
1	2	3	4	5	6	7	8	9	10	11
Week 1	Students are able to apply the principles of transport planning in understanding the problems of urban transportation / region / coast	Students are able to identify the problems of transportation and scale (coverage) planning, transportation planning output, and area planning	The introduction of Transport Planning	Students are able to understand the concepts / theoretical and basic principles of transportation planning	SAP discussion, evaluation, assignment. Definitions, concepts / theories of planning in transport planning	M1	100	Face to face, lectures, discussions		
		Students are		Students are	The principle	M1	60	Face to face		

Week	Course Learning Outcome (CP - MK)	Lesson Learning Outcome (CP - MODULE)	MODULE / SUBJECT DISCUSSION	Sub CP-MK final capability (from weekly material)	Scope (learning material / weekly materials)	Learning Methods (M1 through M7)	Course Duration (min)	Student Learning Experience (presentations, assignment, discussions, quizzes, lab)	Grading Policy	Weights Rate (%)
1	2	3	4	5	6	7	8	9	10	11
		able to formulate a strategic issue of transport in case studies		able to identify the scale (coverage) and output transport planning	of the basic principles in the process of transportation planning			lectures, discussions		
				Students are able to identify the problems of urban transportation / region / coast	The introduction of transport planning output	M1	60	Face to face lectures, discussions, case studies		
					Problems or issues of transport issues for cities, regions	M1, M7	100	Face to face lectures, discussions, case studies, assignments		

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1	2	3	4	5	6	7	8	9	10	11
					and global trends transportation problems and perspectives to understand					
					The formulation of the strategic issues in the case study	M1, M3, M4, M7	320	Discussion groups, task		
Week 2		Students are able to apply the principles of transportation planning		Student are able to understand the principle of trip generation and distribution	Introduction to four step model	M1, M2, M3	160	Face to face lectures, discussions, case studies, practical, task		
		Students are able to build or		Students are able to identify	The introduction of	M4 (Independen	480	Practice		

Week	Course Learning Outcome (CP - MK)	Lesson Learning Outcome (CP - MODULE)	MODULE / SUBJECT DISCUSSION	Sub CP-MK final capability (from weekly material)	Scope (learning material / weekly materials)	Learning Methods (M1 through M7)	Course Duration (min)	Student Learning Experience (presentations, assignment, discussions, quizzes, lab)	Grading Policy	Weights Rate (%)
1	2	3	4	5	6	7	8	9	10	11
		design the network system		areas of transport planning	network system; GIS Lab	t learning)				
Week 3		Students are able to apply the principles of transportation planning		Student are able to understand the principle of trip assignment and mode split	Introduction to four step model	M1, M2, M3	160	Face to face lectures, discussions, case studies, practical, task		
Week 4	Students are able to conduct a survey of transport properly in accordance with the purpose of planning, data	Students are able to arrange transport survey design	Transport planning process	Students are able to understand the process / procedure in transportation planning Student are understand the survey principles	Transport planning process	M1, M3	320	Face to face lectures, discussions, case studies		

Week	Course Learning Outcome (CP - MK)	Lesson Learning Outcome (CP - MODULE)	MODULE / SUBJECT DISCUSSION	Sub CP-MK final capability (from weekly material)	Scope (learning material / weekly materials)	Learning Methods (M1 through M7)	Course Duration (min)	Student Learning Experience (presentations, assignment, discussions, quizzes, lab)	Grading Policy	Weights Rate (%)
1	2	3	4	5	6	7	8	9	10	11
	requirements and fulfill survey techniques			Students are understand the data needs for transportation planning.						
				Students are able to identify the needs of data for transportation planning appropriately in accordance with the formulation of the problem and the output planning	Type data types and standards of transportation services	M1, M3, M4	160	Face to face lectures, discussions, case studies, assignments	survey design	
					The task of the collaborative		480			

Week	Course Learning Outcome (CP - MK)	Lesson Learning Outcome (CP - MODULE)	MODULE / SUBJECT DISCUSSION	Sub CP-MK final capability (from weekly material)	Scope (learning material / weekly materials)	Learning Methods (M1 through M7)	Course Duration (min)	Student Learning Experience (presentations, assignment, discussions, quizzes, lab)	Grading Policy	Weights Rate (%)
1	2	3	4	5	6	7	8	9	10	11
					group on comparative standards of transportation services					
Week 5	Presentation 1	Case study selection, literature review, method and survey design		Students are able to arrange transport survey design	Principles and techniques of transportation survey	M1, M3	160	Face to face lectures, discussions, case studies, assignments		10%
Week 6		Students are able to conduct a survey of transport	Transportation survey		Implementation of the transport survey	M1, M3, M4	1860	The case studies, assignments		
					traffic counting		540			
					home interview survey		540			
					land use survey		180			

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1	2	3	4	5	6	7	8	9	10	11
					survey agencies		600			
		Report Phase 1								10%
Week 7	Students are able to perform modeling of transport planning	Students are able to model the trip generation	Transport modeling	Students are able to understand the assumptions in the modeling of transport, the stages in transportation modeling	The introduction of a four step modeling: trip generation, trip distribution, modal choice and trip assignment	M1, M3	480	Face to face lectures, discussions, case studies.		
				Students understand the principles of trip generation modeling	The modeling approach in trip generation, the variables are used, the output of the model, and the	M1, M3	480	Face to face lectures, discussions, case studies.		

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1	2	3	4	5	6	7	8	9	10	11
					use of software					
				Students are able to do the trip generation modeling	Lab / studio	M1, M2, M3	480	Practical, group discussions, case studies, assignments.		
Week 8		Students are able to model the distribution trip		Students understand the principles of modeling the distribution trip	The modeling approach in trip distribution, the variables are used, the output of the model, and the use of software	M1, M3	480	Face to face lectures, discussions, case studies.		
				Students are able to do the trip	Lab / studio	M1, M2, M3	640	Practical, group discussions,		

Week	Course Learning Outcome (CP - MK)	Lesson Learning Outcome (CP - MODULE)	MODULE / SUBJECT DISCUSSION	Sub CP-MK final capability (from weekly material)	Scope (learning material / weekly materials)	Learning Methods (M1 through M7)	Course Duration (min)	Student Learning Experience (presentations, assignment, discussions, quizzes, lab)	Grading Policy	Weights Rate (%)
1	2	3	4	5	6	7	8	9	10	11
				distribution modeling				case studies, assignments.		
Week 9		Students are able to model the modal split		Students understand the principles of mode choice	The modeling approach in trip assignment and mode choice, the variables are used, the output of the model, and the use of software	M1, M3	480	Face to face lectures, discussions, case studies.		
Week 10		Students are able to analyze the choice of mode and trip assignment		Students are able to carry out trip assignment model	Lab / studio	M1, M2, M3	480	Practical, group discussions, case studies, assignments		

Week	Course Learning Outcome (CP - MK)	Lesson Learning Outcome (CP - MODULE)	MODULE / SUBJECT DISCUSSION	Sub CP-MK final capability (from weekly material)	Scope (learning material / weekly materials)	Learning Methods (M1 through M7)	Course Duration (min)	Student Learning Experience (presentations, assignment, discussions, quizzes, lab)	Grading Policy	Weights Rate (%)
1	2	3	4	5	6	7	8	9	10	11
								.		
Week 11		Presentation							Presentation 2	20%
Week 12		Report Phase 2							Facts and Analysis Reports	15%
Week 11	Students are able to formulate a transport scenario	Students are able to formulate scenarios and the planning stages	Scenario and transport planning	Students are able to compile / formulate planning scenarios	Principles of preparation of planning scenarios	M1, M3, M4, M5	160	Face to face lectures, discussions, case studies, assignments .		
Week 12	Students are able to formulate the direction of planning and transportat			Students are able to simulate planning scenarios Students are able to set the	simulation scenarios The principles of the preparation stages of plans	M1, M2, M3, M4, M5	480	Face to face lectures, discussions, case studies, assignments .		

Week	Course Learning Outcome (CP - MK)	Lesson Learning Outcome (CP - MODULE)	MODULE / SUBJECT DISCUSSION	Sub CP-MK final capability (from weekly material)	Scope (learning material / weekly materials)	Learning Methods (M1 through M7)	Course Duration (min)	Student Learning Experience (presentations, assignment, discussions, quizzes, lab)	Grading Policy	Weights Rate (%)
1	2	3	4	5	6	7	8	9	10	11
	ion planning stages			stage in the implementation phases of the program scenario						
Week 13	Consultation			Progress report	The task of drafting and discussion group stages of planning	M1, M3, M4, M5	480			
Week 14	Consultation			Progress report	The task of drafting and discussion group stages of planning	M1, M3, M4, M5	480			
Week 15		Students are able to communicate verbally, visually and in writing of	Case study	Presentation	Presentation	M1, M3, M4, M5	480	Presentations, discussions.	Presentation 3	20%

Week	Course Learning Outcome (CP - MK)	Lesson Learning Outcome (CP - MODULE)	MODULE / SUBJECT DISCUSSION	Sub CP-MK final capability (from weekly material)	Scope (learning material / weekly materials)	Learning Methods (M1 through M7)	Course Duration (min)	Student Learning Experience (presentations, assignment, discussions, quizzes, lab)	Grading Policy	Weights Rate (%)
1	2	3	4	5	6	7	8	9	10	11
		transportation planning based on case studies that determined								
		Being able to apply logical thinking, critical, systematic and innovative in the context of the development or implementation of science and technology that observe and apply the value of the humanities are relevant to their expertise			Evaluation	M3, M4	160	Quiz.		

Week	Course Learning Outcome (CP - MK)	Lesson Learning Outcome (CP - MODULE)	MODULE / SUBJECT DISCUSSION	Sub CP-MK final capability (from weekly material)	Scope (learning material / weekly materials)	Learning Methods (M1 through M7)	Course Duration (min)	Student Learning Experience (presentations, assignment, discussions, quizzes, lab)	Grading Policy	Weights Rate (%)
1	2	3	4	5	6	7	8	9	10	11
Week 16	Final Report	Being able to take appropriate decisions in the context of the settlement of problems in the field of expertise, based on the analysis of information and data				M3, M4	-	The collection of duties	Final report	20%
Week 16	Quiz								Quiz	15%

EVALUATION

EVALUATION	TYPE OF EVALUATION	ASSESSMENT WEIGHT	FORMAT	DEADLINE
Evaluation 1: Report 1	Group	10%	Report	Week 5
Evaluation 2: Presentation 1	Individu	10%	Presentation	Week 5
Evaluation 3: Report 2	Group	15%	Report	Week 12
Evaluation 4: Presentation 2	Individu	15%	Presentation	Week 11
Evaluation 5: Report 3	Group	15%	Report	Week 16
Evaluation 6: Presentation 3	Individu	20%	Presentation	Week 15
Evaluation 7: Quiz	Individu	15%	Survey design report	Week 16

1st EVALUATION – SURVEY DESIGN

Course name	DK184406
Credits	4
Module No. (Topics)	• Module 1: Introduction to Transport planning • Module 2: Transport Planning Process • Module 3: Transport Survey
Learning Goals	• Students are able to formulate the transport strategic issue in the study area • Students are able to build the network system of the study area • Students are able to conduct a transport survey
Depth of Critical Review Assignment (C1 to C6)	C4
Details of Survey design	Explained below

A. TYPE OF ASSIGNMENT

1st Evaluation is a Group task to formulate a design survey. Students are requested to learn, understand the strategic issue on transportation in the study area, understand the scale of the problem and create a network system of the study area (transport analysis zones). Students understand the planning process for transport and create a survey design as a first step of data collecction for planning. This assignment startedfrom week 2 until week 4.

B. MATERIALS

The materials for 1st Assignment Includes 1st, 2nd, and 3rd Modules, which includes:

- Module 1: Introduction to Transport planning
- Module 2: Transport Planning Process
- Module 3: Transport Survey

C. ASSIGMENT IMPLEMENTATION

- The assigment is performed by groups.
- The weight of assignment is 15%, 60% weighted individually and 40% weighted by group.
- Students are required to make a log book of activity that explains the task divission among the member and activities.
- Students are recommended to consult the lecturers during writing the draft assignment
- The assignment can be consulted start from week 2 and finalized in week 4.
- The assignment is due in week 5 and the survey is conducted in week 6.

D. ASSESSMENT CRITERIA (40% group, 60% individual)

Dimension	Very good	Good	Sufficient	Less sufficient	Inappropriate	Score
	86-100	76-85	66-75	56-65	0-55	
Substance	The quality of substance (strategic issue) isintrigued and inspired other students. It qualified for creativity or uniqueness Case study selection properly represents thescale of the problem. Network design is correct and complete	The substance iscorrect and complete. List of data needs iscorrect and complete.	The substance iscorrect but incomplete List of data needs isincomplete.	The substanceis incorrect. List of data needs is incorrect	The substance isincorrect and incomplete. List of data needs isincorrect and incomplete	

2st EVALUATION – GROUP REPORT PHASE 1

Course name	DK184406
Credits	4
Module No. (Topics)	• Module 1: Introduction to Transport planning • Module 2: Transport Planning Process • Module 3: Transport Survey
Learning Goals	• Students are able to formulate the transport strategic issue in the study area • Students are able to build the network system of the study area • Students are able to conduct a transport survey • Students are able to implement the transport planning process in the methodology

A. TYPE OF ASSIGNMENT

2nd Evaluation is a Group task to formulate a report phase 1. Report phase 1 consists of 3 chapter: introduction, literature review, and methodology of transport planning process. Students are requested to learn, understand the strategic issue on transportation in the study area,understand the scale of the problem and create a network system of the study area (transport analysis zones), design a survey, and formulate overall project delivery based on transport planning process in the methodology chapter. This assignment started from week 2 until week 6.

B. MATERIALS

The materials for 2st Assignment Includes:

- Module 1: Introduction to Transport planning
- Module 2: Transport Planning Process
- Module 3: Transport Survey

C. ASSIGMENT IMPLEMENTATION

- The assigment is performed by groups.
- The weight of assignment is 10%, 60% weighted individually and 40% weighted by group.
- Students are required to make a log book of activity that explains the task divission among the member and activities.
- Students are recommended to consult the lecturers during writing the draft assignment
- The assignment can be consulted start from week 2 and finalized in week 6.
- The assignment is due in week 7.

D. ASSESSMENT CRITERIA (40% group, 60% individual)

No	Criteria	Excellent 86-100	Good 76-85	Fair 66-75	Bad 56-65	Very Bad 0-55	Score
1	Introduction	• The existence of empirical facts is very complete in the background, supported by up to date data/information and valid reference sources. • Problem formulation and research questions are very precise. • Formulation goal of research and objectives is very precise. • The formulation of the scope of the study is very appropriate.	• The existence of empirical facts is complete in the background, supported by up to date data/information and valid reference sources. • Formulation of the problem and research questions are appropriate. • Formulation of research objectives and targets is appropriate. • Formulation of research scope is appropriate.	• The existence of empirical facts is quite complete in the background, supported by up to date data/information and valid reference sources. • Formulation of problems and research questions is quite appropriate. • Formulation of research objectives and targets is quite appropriate. • Formulation of the scope of the study is quite appropriate.	• The existence of incomplete empirical facts in the background, supported by up to date data/ information and valid reference sources. • Formulation of problems and research questions is inappropriate. • Formulation of research objectives and targets is not appropriate. • The formulation of the scope of the study is not appropriate.	• The existence of empirical facts is very incomplete in the background, supported by up to date data/ information and valid reference sources. • Formulation of problems and research questions is very inappropriate. • Formulation of research objectives and targets is not appropriate. • The formulation of the research scope is not appropriate.	

2	Literatur eReview	• The substance of the literature review with the topic / final project title is very appropriate • The substance of the literature review is very complete • The synthesis of literature is very appropriate • Literature writing is very good and appropriate • All of the reviews Use the latest literature	• The substance of the literature review with the topic / final project topic / final project title is appropriate • The substance of the literature review is complete • The synthesis of literature is appropriate • Literature writing is good and appropriate. • All of the reviews use the latest literature) •	• The substance of the literature review with the final title is quite appropriate • The substance of the literature review is quite complete • The synthesis of literature is quite appropriate • Literature writing is good and quite appropriate. • Some of the reviews use the latest literature •	• The substance of the literature review with the final project topic/title is not appropriate • The substance of the literature review is incomplete • The synthesis of the literature review is inappropriate • Writing of literature (citations) is not appropriate and appropriate • less of the literature is up to date •	• The substance of the literature review with the topic/title of the final project is inappropriate. • The substance of the literature review is very incomplete. • The synthesis of literary studies is very inappropriate. • Writing of literature (citation) is inappropriate and appropriate. • Library/literature is not up to date.	
3	Researc h Method ology	• The formulation of the research approach and the type of research are very appropriate • Formulation of	• Formulation of research approaches and types of research are appropriate • The formulation of research variables	• The formulation of the research approach and the type of research is quite appropriate • Formulation of	• The formulation of the research approach and the type of research are not appropriate	• The formulation of the research approach and the type of research are very inappropriate	

		research variables and operational definitions is very appropriate • The formulation of data collection and analysis methods is very precise • The formulation of flow charts and stages of research is very precise • Research methods with research goals and objectives are very suitable	and operational definitions is appropriate • The formulation of data collection and analysis methods is appropriate • The formulation of the flow chart and the stages of research is correct • Research methods with research goals and objectives are appropriate	research variables and operational definitions is quite appropriate • The formulation of data collection and analysis methods is quite precise • The formulation of flow charts and stages of research is quite precise • Research methods with research objectives and targets are quite appropriate	• Formulation of research variables and operational definitions is less precise • The formulation of data collection and analysis methods is inappropriate • The formulation of the flow chart and the stages of research is less precise • Research methods with research goals and objectives are not appropriate	• Formulation of research variables and operational definitions is very inappropriate • The formulation of data collection and analysis methods is very inappropriate • The formulation of the flow chart and the stages of research is very inappropriate • Research methods with research goals and objectives are not appropriate	

3srdEVALUATION – PRESENTATION 1

Course name	DK184406 Applied Transportation Planning
Credits	4
Module No. (Topics)	• Module 1: Introduction to Transport planning • Module 2: Transport Planning Process • Module 3: Transport Survey • Module 6: Case study
Learning Goals	1. Students able to communicate the concepts of transportation planning visually, verbally, and written in ICT basis 2. Teamwork
Depth of Critical Review Assignment (C1 to C6)	C4
Details of Report Phase 1	Explained below

A. TYPE OF ASSIGNMENT

3rd Evaluation is a Group task to present the result of draft of report phase 1. The presentation consisted of: introduction, literature review, and methodology of transport planning process. Students are requested to present what they have learn and formulate especially about understanding the chosen case study, understanding the strategic issue on transportation in the study area, understand the scale of the problem. Student are able to deliver or communicate their ideas and innovation to the class and demonstrate a good team work. This assignment is due in week 7.

B. MATERIALS

The materials for 3rd Assignment Includes:

- Module 1: Introduction to Transport planning
- Module 2: Transport Planning Process
- Module 3: Transport Survey
- Module 6: Case study

C. ASSIGMENT IMPLEMENTATION

- The assigment is performed by groups.
- The weight of assignment is 10%, 60% weighted individually and 40% weighted by group.
- Students are required to make a log book of activity that explains the task divission among the member and activities.
- Students are recommended to consult the lecturers during writing the draft assignment
- The assignment can be consulted and is due in week 7.

D. ASSESSMENT CRITERIA (40% group, 60% individual)

Dimension	Very good	Good	Sufficient	Less sufficient	Inappropriate	Score
Presentationskill	The presentation is well organized, presenting factsand examples that are suitable with the concept or topic being discussed.	The presentation iswell organized, presenting facts tosupport the conclusion.	The presentation is focused on some aspectsaccompanied by facts or evidence to support the conclusion.	The presentation hasno focus. Not enoughfacts or evidence in supporting the conclusion.	No clear structure or no organization of presentation. No factsor evidence provided.	
	86-100	76-85	66-75	56-65	0-55	
Substance	The quality of the substance is intrigued andinspired other students. Itqualified for creativity or uniqueness.	The substance is correct and complete.	The substance is correctbut incomplete.	The substance is incorrect.	The substance is incorrect and incomplete.	
	86-100	76-85	66-75	56-65	0-55	
Discussion	Arguments are correctedand contain strong evidence.	Arguments are corrected but weakevidence.	Arguments are corrected,no evidence.	Arguments are incorrect.	No arguments provided.	

4th EVALUATION – GROUP REPORT PHASE 2

Course name	DK184406 Applied Transportation Planning
Credits	4
Module No. (Topics)	• Module 4: Transportation modelling • Module 6: Case Study
Learning Goals	• Students are able to model trip generation, trip distribution, trip assignment and mode choice.
Depth of Critical Review Assignment(C1 to C6)	C4 – C5
Details of ReportPhase 2	Explained below

A. TYPE OF ASSIGNMENT

4th Evaluation is a Group task to formulate a report phase 2. Report phase 1 consists of 3 chapter: introduction, Data processing and analysis (projection); Modelling trip demand. Students are requested to understand the method of analysis and modelling applied in transport planning.This assignment started from week 8 until week 11.

B. MATERIALS

The materials for 4th Assignment Includes:

- Module 4: Transportation modelling
- Module 6: Case Study

C. ASSIGMENT IMPLEMENTATION

- The assigment is performed by groups.
- The weight of assignment is 20%, 60% weighted individually and 40% weighted by group.
- Students are required to make a log book of activity that explains the task divission among the member and activities.
- Students are recommended to consult the lecturers during writing the draft assignment
- The assignment is due in week 12.

D. ASSESSMENT CRITERIA (40% group, 60% individual)

No	Criteria	Excellent 86-100	Good 76-85	Fair 66-75	Bad 56-65	Very Bad 0-55	Score
1	Introduction	• The existence of empirical facts is very complete in the background, supported by up to date data/ information and valid reference sources. • Problem formulation and research questions are very precise • Formulation goal of research and objectives is very precise. • The formulation of the scope of the study is very appropriate	• The existence of empirical facts is complete in the background, supported by up to date data/ information and valid reference sources • Formulation of the problem and research questions are appropriate • Formulation of research objectives and targets is appropriate • Formulation of research scope is appropriate	• The existence of empirical facts is quite complete in the background, supported by up to date data/information and valid reference sources • Formulation of problems and research questions is quite appropriate • Formulation of research objectives and targets is quite appropriate • Formulation of the scope of the study is quite appropriate	• The existence of incomplete empirical facts in the background, supported by up to date data/ information and valid reference sources • Formulation of problems and research questions is inappropriate • Formulation of research objectives and targets is not appropriate • The formulation of the scope of the study is not appropriate	• The existence of empirical facts is very incomplete in the background, supported by up to date data/ information and valid reference sources • Formulation of problems and research questions is very inappropriate • Formulation of research objectives and targets is not appropriate • The formulation of the research scope is not appropriate	
2	Data and Analysis	• Data for the analysis process is very complete • The analysis	• Data for a complete analysis process • The analysis	• Data for the analysis process is quite complete • The process of	• Data for the analysis process is incomplete • The	• Data for the analysis process is very incomplete • Theanalysis	

		process with analytical methods is very suitable • The results of the analysis for research purposes have very high benefits	process with the analysis method is appropriate • The results of the analysis for research purposes have considerable benefits	analysis with analytical methods is quite appropriate • The results of the analysis for research purposes have moderate benefits	analysis process with analytical methods is not appropriate The results of the analysis for research purposes have low benefits	process with analytical methods is not appropriate The results of the analysis for research purposes have low benefits	
3	Modeling	• Data for modeling is very complete • The analysis process with analytical methods is very suitable • The results of the analysis are correct • The process of modeling is correct • Modeling results for research purposes have very high benefits	• Data for complete modeling • Process analysis with appropriate analysis methods • The results of the analysis are correct • The process of modeling is correct • Modeling results for research purposes have high benefits	• Data for modeling is quite complete • Process analysis with appropriate analysis methods • The results of the analysis are correct • The process of modeling is correct • Modeling results for research purposes have sufficient benefits	• Data for modeling is incomplete • The results of the analysis are lacking • The modeling process is lacking • Modeling results for research purposes have low usefulness	• Data for modeling is very complete • The results of the analysis are very lacking • The modeling process is very lacking • Modeling results for research purposes have very low usefulness	

5th EVALUATION – PRESENTATION 2

Course name	DK184406 Applied Transportation Planning
Credits	4
Module No. (Topics)	• Module 4: Transportation modelling • Module 6: Case Study
Learning Goals	1. Students able to communicate the concepts of transportation planning visually, verbally, and written in ICT basis 2. Teamwork
Depth of Critical Review Assignment (C1 to C6)	C4 – C5
Details of ReportPhase 2	Explained below

A. TYPE OF ASSIGNMENT

5th Evaluation is a Group task to present the result of draft of report phase 2. The presentation consisted of: introduction, proses and result of analysis/projection; proses and result of modelling. Students are requested to present what they have learn and formulate especially about understanding the process of analysis and modelling. Student are able to deliver or communicate their ideas and innovation to the class and demonstrate a good team work. This assignment is due in week 11.

B. MATERIALS

The materials for 5th Assignment Includes:

- Module 4: Transportation modelling
- Module 6: Case Study

C. ASSIGMENT IMPLEMENTATION

- The assigment is performed by groups.
- The weight of assignment is 15%, 60% weighted individually and 40% weighted by group.
- Students are required to make a log book of activity that explains the task divission among the member and activities.
- Students are recommended to consult the lecturers during writing the draft assignment
- The assignment is due in week 11.

D. ASSESSMENT CRITERIA (40% group, 60% individual)

Dimension	Very good	Good	Sufficient	Less sufficient	Inappropriate	Score
Presentation skill	The presentation is well organized, presenting factsand examples that are suitable with the concept or topic being discussed.	The presentation iswell organized, presenting facts tosupport the conclusion.	The presentation is focused on some aspectsaccompanied by facts or evidence to support the conclusion.	The presentation hasno focus. Not enoughfacts or evidence in supporting a conclusion.	No clear structure or no organization of presentation. No factsor evidence provided.	
	86-100	76-85	66-75	56-65	0-55	
Substance	The quality of the substance is intrigued andinspired other students. Itqualified for creativity or uniqueness.	The substance iscorrect and complete.	The substance is correctbut incomplete.	The substance isincorrect.	The substance isincorrect and incomplete.	
	86-100	76-85	66-75	56-65	0-55	
Discussion	Arguments are correctedand contain strong evidence.	Arguments are corrected but weakevidence.	Arguments are corrected,no evidence.	Arguments areincorrect.	No arguments provided.	

6th EVALUATION – GROUP REPORT PHASE 3

Course name	DK184406 Applied Transportation Planning
Credits	4
Module No. (Topics)	• Module 5: Scenario and transport planning • Module 6: Case Study
Learning Goals	Students are able to identify the scenario of planning and identify the program needs
Depth of Critical Review Assignment (C1 to C6)	C5 – C6
Details of Report Phase 2	Explained below

A. TYPE OF ASSIGNMENT

4th Evaluation is a Group task to formulate a report phase 3. Report phase 1 consists of 3 chapters: introduction, Scenario and Planning, Conclusion and recommendation. Students are requested to understand the principle of scenario building and exercise the scenario formulationand program identification. This assignment started due in week 16.

B. MATERIALS

The materials for 6th Assignment Includes:

- Module 5: Scenario and transport planning
- Module 6: Case Study

C. ASSIGMENT IMPLEMENTATION

- The assigment is performed by groups.
- The weight of assignment is 15%, 60% weighted individually and 40% weighted by group.
- Students are required to make a log book of activity that explains the task divission among the member and activities.
- Students are recommended to consult the lecturers during writing the draft assignment
- The assignment is due in week 16.

D. ASSESSMENT CRITERIA (40% group, 60% individual)

No	Criteria	Excellent 86-100	Good 76-85	Fair 66-75	Bad 56-65	Very Bad 0-55	Score
1	Introduction	• The existence of empirical facts is very complete in the background, supported by up to date data/ information and valid reference sources. • Problem formulation and research questions are very precise • Formulation goal of research and objectives is very precise. • The formulation of the scope of the study is very appropriate	• The existence of empirical facts is complete in the background, supported by up to date data/information and valid reference sources • Formulation of the problem and research questions are appropriate • Formulation of research objectives and targets is appropriate • Formulation of research scope is appropriate	• The existence of empirical facts is quite complete in the background, supported by up to date data/information and valid reference sources • Formulation of problems and research questions is quite appropriate • Formulation of research objectives and targets is quite appropriate • Formulation of the scope of the study is quite appropriate	• The existence of incomplete empirical facts in the background, supported by up to date data/ information and valid reference sources • Formulation of problems and research questions is inappropriate • Formulation of research objectives and targets is not appropriate • The formulation of the scope of the study is not appropriate	• The existence of empirical facts is very incomplete in the background, supported by up to date data/ information and valid reference sources • Formulation of problems and research questions is very inappropriate • Formulation of research objectives and targets is not appropriate • The formulation of the research scope is not appropriate	

2	Scenario and Planning	• Understand scenario principle in scenario preparation • The identification of the scenario is very comprehensive and very relevant to the planning issues in the case study • Program identification is very comprehensive and very relevant to planning needs and very much in accordance with the scenario formulated	• Understand scenario principle in scenario preparation • Identification of the full scenario and relevant to planning issues in the case study Complete program identification and relevant to planning needs and in accordance with the scenario formulated	• Simply consider the principle of scenario in the preparation of the scenario • Completeness and relevance of the scenario with planning issues at a sufficient level • The completeness and relevance of the program with planning issues at a sufficient level	• Lack of considering scenario principles in the preparation of the scenario • Completeness and relevance of the scenario with planning issues at a lesser level • The completeness and relevance of the program with planning issues at a lesser level	• Does not consider scenario principle in the preparation of the scenario • Completeness and relevance of scenarios with planning issues at very low levels • The completeness and relevance of the program with planning issues at a very low level	

7th EVALUATION – PRESENTATION 3

Course name	DK184406 Applied Transportation Planning
Credits	4
Module No. (Topics)	• Module 5: Scenario and transport planning • Module 6: Case Study
Learning Goals	1. Students able to communicate the concepts of transportation planning visually, verbally, and written in ICTbasis 2. Teamwork
Depth of Critical Review Assignment (C1 to C6)	C5 – C6
Details of Report Phase 2	Explained below

A. TYPE OF ASSIGNMENT

7th Evaluation is a Group task to present the result of draft of report phase 3. The presentation consisted of: introduction, proses and result of scenario/program identification; conclusion and recommendation. Students are requested to present what they have learn and formulate especially about understanding the process of scenario and programming. Student are able to deliver or communicate their ideas and innovationto the class and demonstrate a good team work. This assignment is due in week 16

B. MATERIALS

The materials for 7th Assignment Includes:

- Module 5: Scenario and transport planning
- Module 6: Case Study

C. ASSIGMENT IMPLEMENTATION

- The assigment is performed by groups.
- The weight of assignment is 15%, 60% weighted individually and 40% weighted by group.
- Students are required to make a log book of activity that explains the task divission among the member and activities.
- Students are recommended to consult the lecturers during writing the draft assignment
- The assignment is due in week 16.

D. ASSESSMENT CRITERIA (40% group, 60% individual)

Dimension	Very good	Good	Sufficient	Less sufficient	Inappropriate	Score
Presentationskill	The presentation is well organized, presenting factsand examples that are suitable with the concept or topic being discussed.	The presentation iswell organized, presenting facts tosupport the conclusion.	The presentation is focused on some aspectsaccompanied by facts or evidence to support the conclusion.	The presentation hasno focus. Not enoughfacts or evidence in supporting the conclusion.	No clear structure or no organization of presentation. No factsor evidence provided.	
	86-100	76-85	66-75	56-65	0-55	
Substance	The quality of the substance is intrigued andinspired other students. Itqualified for creativity or uniqueness.	The substance iscorrect and complete.	The substance is correctbut incomplete.	The substance isincorrect.	The substance isincorrect and incomplete.	
	86-100	76-85	66-75	56-65	0-55	
Discussion	Arguments are correctedand contain strong evidence.	Arguments are corrected but weakevidence.	Arguments are corrected,no evidence.	Arguments areincorrect.	No arguments provided.	