

MODULE HANDBOOK

ASSESSMENT OF PROCESS & LEARNING RESULT					
Module/Course Title	Student Workload 2 CU X 16 X 170'=	Credits 2 CU 3.18 ECTS	Semester 4 TH SEMESTER	Frequency ONCE YEAR	Duration 1 SEMESTER
8720203010	90,6618				
1	Types of courses LECTURES	Contact hours (2 CU x 1.59 ECTS) X{(50:170')}X 28.51 Workhours= 26.66	Independent Study (2 CU x 1.59 ECTS) X{(60:170')}X 28.51 Workhours= 31.99	Structured Study (2 CU x 1.59 ECTS) X{(60:170')}X 28.51 Workhours= 31.99	Class size MAX 35 STUDENTS
2	Prerequisites for participation (if applicable) None				
3	PROGRAM LEARNING OUTCOMES				
	<p>PLO 1 Able to analyze student characteristics, material characteristics (<i>content knowledge</i>), plan, evaluate / assess, and compile follow-ups in innovative Geography learning by utilizing various science and technology-based learning resources</p>				
	<p>PLO 5 Able to show independent performance and cooperation that produces quality and measurable results</p>				
	<p>PLO 7 Able to plan, implement, evaluate / assess, and compile follow-ups in Geography learning by utilizing various science and technology-based learning resources;</p>				
	<p>PLO 11 Demonstrate an attitude of responsibility for work in their field of expertise independently</p>				
	COURSE LEARNING OUTCOME				
	<p>CLO 1 Able to analyze material characteristics (<i>content knowledge</i>), evaluate / assess, and compile follow-ups in innovative Geography learning by utilizing various science and technology-based learning resources.</p>				
	<p>CLO 2 Able to show independent performance and work together to produce Geography learning assessment instruments</p>				
	<p>CLO 3</p>				

	<p>Able to plan high school geography learning assessments by utilizing various learning resources based on science and technology. CLO 11 Able to be responsible for designing / planning Geography learning assessments independently.</p>
4	<p>Subject aims/Content</p> <ol style="list-style-type: none"> 1. Assessment , evaluation, measurement, reporting of learning assessment 2. Principles of assessment 3. Learning assessment techniques 4. Variety of Stimulus and HOTS questions 5. Knowledge assessment instruments 6. Validation and reliability of knowledge test questions 7. Skill assessment instruments 8. Attitude assessment instruments 9. Determining Minimum Completion Criteria 10. Assessment Instruments for Learning Processes and Outcomes
5	<p>Teaching methods <i>Project Base Learning, Self Direction Learning, Small Group Discussion</i></p>
6	<p>Assessment methods <i>Portfolio, paper test</i></p>
7	<p>This module/course is used in the following study programme/s as well -</p>
8	<p>Responsibility for module/course COMPULSORY/ELECTIVE*/</p>
9	<p>Other information</p> <ol style="list-style-type: none"> 1. Daryanto. 2005. Evaluasi Pendidikan. Jakarta: Remaja Rosda Karya 2. Merguerite Clarke, Diego Luna-Bazaldua, 2021, Primer in Large-Scale Assessment of Educational Achievement, The Word Bank https://openknowledge.worldbank.org/handle/10986/6904 3. Sudijono, Anas. 2011. Pengantar Evaluasi Pendidikan. Jakarta: Raja Grafindo (Rajawali Press) 4. Vincent Greaney, Thomas Kellaghan, 2008, Assessing National Achievement Level in Education (Volume 2), The Word Bank. 5. Kemendikbud, 2016, Lampiran Permendikbud No.22 Tahun 2016 6. Kemendikbud, 2016, Lampiran Permendikbud No.23 Tahun 2016 7. Kemendikbud, 2016, Lampiran Permendikbud No.24 Tahun 2016 8. Kemendikbud, 2018, Panduan Penilaian Proses dan Hasil Belajar 9. Panduan Asesment Kompetensi Minimum (AKM), 2021