

Module Descriptions

| Module designation | Evaluation of Learning and Teaching |
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| Semester(s) in which the module is taught | 4 th /Second Year |
| Person responsible for the module | Prof. Dr. Harun Nasrudin, M.S. |
| Language | Bahasa Indonesia (Regular Class) Bahasa Inggris (Internasional Class) |
| Relation to curriculum | Compulsory course |
| Teaching methods | Project-Based Learning, 2 workhours per week (2 x 170 minutes per week) |
| Workload (incl. contact hours, self-study hours) | 1 CU for a bachelor's degree equals 170 minutes (50 minutes face-to-face, 60 minutes structured, 60 minutes independent learning) per week × 14 weeks, excluding mid and end-term exams. = 39.67 work hours per semester = 1.587 ECTS. |
| Credit points | 2 Credit Units (CU) = 3,18 ECTS |
| Required and recommended prerequisites for joining the module | Basic Chemistry, Basic of Education |
| Module objectives/intended learning outcomes | <ol style="list-style-type: none"> 1. Utilize several learning resources and ICT to develop assessments. 2. Demonstrate critical thinking skills in selecting assessments that are appropriate for the learning indicators to be achieved. 3. Skilled in managing various forms of assessment relevant to the knowledge, skills, and attitudes of students, including students with special needs. 4. Demonstrate the ability to use time in designing assessments. 5. Master the concepts and principles of evaluation, measurement, and assessment and be able to apply them in assessing the learning process and outcomes. 6. Creates instruments to assess the learning process and outcomes in the affective, cognitive, and psychomotor domains that are adequate for the learning indicators and is able to develop assessment guidelines. 7. Has a responsible attitude by developing tests in accordance with the aspects being measured. |
| Content | Study of the meaning, purpose, function, and principles of evaluation, taxonomy of cognitive, affective, and psychomotor learning outcomes, evaluation strategies (paper & pencil and alternative evaluation), forms of evaluation instruments, rubrics, analysis and interpretation of evaluation results, classroom-based evaluation, evaluation for science process skills and scientific attitudes (including character). |
| Examination forms | Essay and Oral Presentation |

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| Study and examination requirements | Assessment Recap (Project-Based Learning): - Participatory Activities: 20% - Project/Product Assessment: 60% - Practice/Performance: 20% - Total: 100% |
| Reading list | <ol style="list-style-type: none"> 1. Tim. 2015. Buku Pegangan Mahasiswa: Evaluasi. Yogyakarta: Absolute Media. 2. Arends, Richard I. (2004). Guide to Field Experiences and Portofolio Development: to accompany ;learning to teach. New York: McGraw-Hill Book Company. 3. Arikunto, Suharsimi / I. Jabar, Cepi Safruddin Abdul. 2008. Evaluasi program pendidikan: pedoman teoritis bagi mahasiswa dan praktisi pendidikan . Jakarta: BumiAksara. 4. Brookhart, Susan M. 2010. How to assess higher-order thinking skills in your classroom. Alexandria: ASCD. 5. George, David. 2005. Examination and evaluation in education . New Delhi: Commonwealth. 6. Glencoe Series. Tanpa Tahun. Performance Assessment in The Science Classroom. New York: McGraw- Hill Company. 7. I. Naik, S.P. 2004. Role of evaluation in education . New Delhi: Anmol Publications PVT. 8. Johnson, David W. and Johnson, Robert T. 2002. Meaningful Assessment Manageable and Cooperative process. Boston:Allyn and Bacon. 9. Nasrudin, H., Azizah, U., Agustini, R., & Muchlis. 2024. Evaluasi Belajar dan Pembelajaran. Surabaya: Unesa University Press. |