

MODULE/COURSE HANDBOOK

Assessment							
Module/ Course Title	Student Workload	Credits (ECTS)	Semester	Frequency	Duration		
Teaching and Learning Assesment	2 Credits x 16 meetings x 170 / 60 = 90, 6 hours/Semester	2 Credits x 1.59 = 3,18 ECTS	4	16 meetings (include Mid-term Exam and Final Exam)	16 meetings		
1	Type of course <ul style="list-style-type: none"> • Experience 		Contact hours $50/170 \times 28,55 \times (2 \text{ Credits} \times 1.59) = 26,70$ Structured Assignment $60/170 \times 28,55 \times (2 \text{ Credits} \times 1.59) = 32,04$		Independent study $60/170 \times 28,55 \times (2 \text{ Credits} \times 1.59) = 32,04$		
2	Prerequisites for participation (if applicable)						
3	Learning outcomes (PLO+CLO) PLO 5 Have an understanding of the most recent developments in planning, implementation, and evaluation of visual arts learning from local to global contexts. PLO 6 Able to develop and execute a creative, innovative, and evaluative visual arts learning in accordance with student characteristics, within the implementation of ICT-based pedagogical competencies and management. CLO 1 Students are able to critically analyze various concepts, methods, and models of learning and teaching evaluation, including various evaluation instruments and techniques that can be used to assess the effectiveness of the fine arts learning process. CLO 2 Students are able to design and implement appropriate evaluation instruments to measure student learning outcomes in fine arts and are able to analyze evaluation data to improve the quality of learning.						
4	Subject aims/content This course equips students with a comprehensive understanding of assessment in art education, covering principles, tools, development procedures, and techniques for diagnosing learning difficulties. Through theoretical and practical approaches, students will learn to design, implement, and analyze assessment instruments to enhance teaching effectiveness. The course explores various assessment methods, data processing techniques, and their application in real classroom settings. By the end of the course, students are expected to formulate appropriate assessment instruments, interpret results, and apply effective evaluation strategies in art education.						
5	Teaching methods Interactive lecture, project-based learning , role plays and simulations Interactive lecture, direct instruction, problem-based learning , Presentation Interactive lecture problem-based learning -Paper Writing and Presentation						

6	Assessment methods Project assessment, portfolios of students work, written test, quiz
7	This module is used in the following study program/s as well Undergraduate program
8	Module Coordinator Dra. Siti Mutmainah, M.Pd. Pungki Siregar, S.Pd., M.A.
9	<p>Reference</p> <p>Major</p> <ol style="list-style-type: none"> 1. Harahap, Asriana. (2024). Evaluasi Pembelajaran Berbasis HOTS dalam Kurikulum Merdeka. Indramayu: CV Adanu Abimata 2. Sholihan. dkk. (2024). Evaluasi Pembelajaran. Makasar: Cendekia Publisher. 3. Suryadin, Asyraf dan Haiyudi. (2023). Evaluasi Pembelajaran di Sekolah. Purbalingga: Eureka Media Aksara 4. Suhartik. (2023). Evaluasi Hasil Belajar (Konsep dan Penerapan). Klaten: Underline Penerbit 5. Soulisa, Irwan., dkk. (2022). Evaluasi Pembelajaran. Bandung: Widina Bhakti Persada Bandung 6. Sudjana, Nana. (2010). Penilaian Hasil Proses Belajar Mengajar. Bandung: Remaja Rosdakarya. 7. Arikunto, Suharsimi. (2013). Dasar-dasar Evaluasi Pendidikan. Jakarta: PT. Bumi Aksara. 8. Soeharjo AJ. (1986). Petunjuk Pengajaran Seni Rupa. Malang: IKIP Malang. 9. Jazuli, M. (2008). Paradigma Kontekstual Pendidikan Seni. Surabaya: Unesa University Press. 10. Kementerian Pendidikan dan Kebudayaan. (2014). Panduan Penilaian Pencapaian Kompetensi Peserta Didik Sekolah Menengah Pertama. Jakarta. <p>Minor</p> <ol style="list-style-type: none"> 1. Fitria, Nur A., et al. "Analisis Langkah-Langkah Evaluasi dalam Proses Belajar Mengajar." <i>QAZI : Journal of Islamic Studies</i>, vol. 1, no. 1, 2024, pp. 37-46. 2. ANDRADE, H., HEFFEREN, J., & PALMA, M. (2014). Formative Assessment in the Visual Arts. <i>Art Education</i>, 67(1), 34–40. http://www.jstor.org/stable/24766111 3. Brewer, T. M. (2008). Developing a Bundled Visual Arts Assessment Model. <i>Visual Arts Research</i>, 34(1), 63–74. http://www.jstor.org/stable/20715462 4. GRUBER, D. D. (2008). Measuring Student Learning in Art Education. <i>Art Education</i>, 61(5), 40–45. http://www.jstor.org/stable/20694756 5. Pamela G. Taylor. (2017). Artistic Data Visualization and Assessment in Art Education. <i>Visual Arts Research</i>, 43(1), 59–75. https://doi.org/10.5406/visuartsrese.43.1.0059 6. Turner, S. L. (2014). Creating an assessment-centered classroom: Five essential assessment strategies to support middle grades student learning and achievement. <i>Middle School Journal</i>, 45(5), 3–16. http://www.jstor.org/stable/24341912