

## 21B33C401 – Learning Evaluation

Module designation	Learning Evaluation (Undergraduate)
Semester(s) in which the module is taught	4 <sup>th</sup>
Person responsible for the module	Shabrina Syntha Dewi, S.Pd., M.Pd.
Language	Indonesia – English
Relation to curriculum	This course is a compulsory course
Teaching methods	Lecture, Presentation
Workload (incl. contact hours, self-study hours)	CH: 09.00-17.00 Face to face: 3x50 minutes / week Independent Study: 3x50 minutes / week Structured assignment: 3x50 minutes / week
Credit points	3 SKS (equivalent 5.1 ECTS)
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	<p><b>Program Learning Outcomes (PLO)</b></p> <p>PLO 1: Able to plan the implementation of technological and vocational education, manage the implementation of technology and vocational education, develop the provision of technological and vocational education, and evaluate the implementation of technology and vocational education</p> <p><b>Course Learning Objectives (CLO)</b></p> <p>The Learning Evaluation course provides an understanding of the meaning, objectives and function of evaluation in general, as well as its relationship to the assessment of learning outcomes and the use of assessment results in education and learning. Apart from that, it will also discuss procedures for developing assessment tools, requirements for assessment tools and analysis of question items, how to give scores and convert them using the PAP and PAN approaches. Practice preparing questions, scoring and analyzing and converting them into grades. Apart from that, you can create instruments for assessment in the form of non-tests.</p> <p><b>Sub CLO:</b></p> <p>Sub-CLO 1: Able to differentiate between the meanings of measurement, assessment and evaluation correctly</p> <p>Sub-CLO 2: Able to describe a learning taxonomy based on Bloom's theory</p> <p>Sub-CLO 3: Able to differentiate between tests and non-tests correctly</p>

	<p>Sub-CLO 4: Able to describe the strengths and weaknesses of various test tools correctly</p> <p>Sub-CLO 5: Able to compile, implement and report the results of learning evaluations appropriately</p> <p>Sub-CLO 6 Able to use learning evaluation results well</p>
Content	<p>Students will learn about:</p> <ul style="list-style-type: none"> <li>● Measurement, assessment and evaluation</li> <li>● Principles, techniques and assessment tools</li> <li>● Assessment processes and procedures</li> <li>● Assessment requirements</li> <li>● Test and non-test</li> <li>● Learning taxonomy</li> <li>● Grid Arrangement</li> <li>● Preparation of questions</li> <li>● Analyze the question items</li> <li>● Processing test and non-test data</li> <li>● Reporting learning outcomes</li> </ul>
Examination forms	<p>Assessment Techniques: Exam, Presentation, Case Based Learning</p> <p>Assessment Forms: Assignment, Presentation Assessment</p>
Study and examination requirements	<ul style="list-style-type: none"> <li>● Students have to inform the lecturer when they are not able to attend the class due to sickness etc</li> <li>● Active in making projects by showing participation in making projects in class</li> <li>● Able to present and answer questions that exist during project presentations</li> </ul>
Reading List	<ul style="list-style-type: none"> <li>● Suharsimi Arikunto. 2007. Dasar-dasar Evaluasi Pendidikan. Jakarta: PT Bumi Aksara.</li> <li>● Reynolds, C.R., Livingston, R.B., dan Wilson, V. 2008. Measurement and assessment in education. Englewood Cliffs, NJ: Prentice-Hall, Inc.</li> <li>● Popham, W.J. 1995. Classroom assessment: What teachers need to know. Boston, MA: Allyn and Bacon, Inc.</li> </ul>