



# UNIVERSITAS NEGERI YOGYAKARTA

FACULTY OF MATHEMATICS AND NATURAL SCIENCES  
DEPARTMENT OF SCIENCE EDUCATION

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## Bachelor of Education in Science

## MODULE HANDBOOK

Module name:	<b>Evaluation of Science Learning</b>
Module level, if applicable:	Undergraduate
Code:	PIA6308
Sub-heading, if applicable:	-
Classes, if applicable:	-
Semester:	5 <sup>th</sup>
Module coordinator:	Dr. Dadan Rosana, M.Si
Lecturer(s):	Dr. Dadan Rosana, M.Si
Language:	Bahasa Indonesia
Classification within the curriculum:	Compulsory Course
Teaching format / class hours per week during the semester:	150 minutes lectures and 180 minutes structured activities per week.
Workload:	Total workload is 136 hours per semester which consists of 150 minutes lectures, 180 minutes structured activities, and 180 minutes individual study per week for 16 weeks.
Credit points:	3 SKS (5 ETCS)
Prerequisites course(s):	-
Targeted learning outcomes:	After careful study of this chapter you should be able to do the following: CO1. Describe basic knowledge of science, science learning, as well as measurement, assessment, and assessment of its relationship with science learning CO2. Describe the object of assessment and evaluation of science learning CO3. Describing the variety of science learning assessment techniques has to do with the characteristics of science CO4. Identify the form of instruments used in the assessment of science learning in relation to the characteristics of science

	<p>CO5. Implement assessment planning procedures in accordance with the objectives of the assessment</p> <p>CO6. Implement authentic assessment and alternative assessment</p> <p>CO7. Constructing cognitive domain assessment instruments</p> <p>CO8. Constructing affective and social assessment instruments</p> <p>CO9. Constructing sensorimotor domain assessment instruments</p> <p>CO10. Determine the validity and reliability of the assessment instrument</p> <p>CO11. Applying analytical procedures qualitatively and quantitatively along with the interpretation of the results of the analysis</p> <p>CO12. Apply the method of determining the value of students and how to report the results of the assessment</p> <p>CO13. Applying how to use assessment results to conduct learning evaluations</p>										
Content:	<p>The Evaluation of Science Learning course is a compulsory subject for students majoring in Science Education. This lecture is an application/ application of Evaluation Learning concepts into the field of Science Education. In this course, facilitated by lecturers, students will study introduction to measuring, evaluating, objects of assessment and evaluation of science learning, various techniques and forms of science learning assessment instruments, procedures for evaluating science learning, authentic assessment and alternative assessment, construction of assessment instruments for science learning, validity and reliability of assessment instruments, procedures for analyzing instruments and instrument items, using computer programs and interpreting the results of the analysis, determining the value of students and reporting the results of the assessment, and evaluating science learning based on the results of the assessment.</p>										
Study / exam achievements:	<p>Attitude assessment is carried out at each meeting by observation and/or self-assessment techniques using the assumption that basically every student has a good attitude. The student is given a value of very good or not good attitude if they show it significantly compared to other students in general. The result of attitude assessment is not a component of the final grades, but as one of the requirements to pass the course. Students will pass from this course if at least have a good attitude.</p> <p>The final mark will be weight as follow:</p> <table border="1" data-bbox="621 1759 1393 1892"> <thead> <tr> <th>No</th> <th>CO</th> <th>Assessment Object</th> <th>Assessment Technique</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>CO1, CO2,</td> <td>a. Individual Assignment</td> <td>Presentation / written</td> <td>15% 15%</td> </tr> </tbody> </table>	No	CO	Assessment Object	Assessment Technique	Weight	1	CO1, CO2,	a. Individual Assignment	Presentation / written	15% 15%
No	CO	Assessment Object	Assessment Technique	Weight							
1	CO1, CO2,	a. Individual Assignment	Presentation / written	15% 15%							

	C03, C04, C05, C06 and C07	b. Group Assignment c. Quiz d. Mid e. Final Exam	test	15% 25% 30%
			Total	100%
Forms of media:	Board, LCD Projector, Laptop/Computer			
Literature:	<p>Adams, R.J. &amp; Kho, Seik-Tom. (1996). <i>Acer quest version 2.1</i>. Camberwell, Victoria: The Australian Council for Instructional Research.</p> <p>Bryce, T.G.K., McCall, J., MacGregor, J., Robertson, I.J., dan Weston, R.A.J. (1990). <i>Techniques for assessing process skills in practical science: Teacher's guide</i>. Oxford: Heinemann Instructional Books.</p> <p>Glencoe. (t.t.). <i>Performance assessment in the science classroom</i>. Professional Glencoe Science series. New York: McGraw-Hill.</p> <p>Gronlund, N.E. (1998). <i>Assessment of student achievement( 9<sup>th</sup> ed)</i>. Boston: Allyn and Bacon.</p> <p>Hart, D. (1994). <i>Authentic assessment: A handbook for educators</i>. California: Addison-Wiley Publishing Company.</p> <p>Hedges, W.D. (1969). <i>Testing and evaluation for the science</i>. Belmont, California: Wadsworth Publishing Company, Inc.</p> <p>Hibbard, K.M. (t.t.). <i>Performance assessment in the science classroom</i>. New York: McGraw-Hill Companies.</p> <p>McMillan, J.H. (Ed). (2007). <i>Formative classroom assessment: Theory into practice</i>. New York: Teacher College, Columbia University.</p>			

### PLO and CO mapping

	PLO											
	Attitude			Knowledge				Specific Skill				
	PLO1	PLO2	PLO3	PLO1	PLO2	PLO3	PLO4	PLO1	PLO2	PLO3	PLO4	PLO5
CO1				✓	✓							
CO2					✓		✓					
CO3				✓			✓					
CO4					✓	✓						
CO5				✓		✓						
CO6					✓	✓						
CO7				✓	✓							
CO8					✓		✓					
CO9				✓			✓					
CO10					✓	✓						
CO11				✓		✓			✓	✓		

CO12					✓	✓					✓	✓
CO13								✓	✓			