



**Universitas Negeri Surabaya
Faculty of Education,
Educational Technology Undergraduate Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Evaluation of Education and Training Programs	8620302027	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	6	April 29, 2022
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Hirnanda Dimas Pradana, S.Pd., M.Pd		Prof. Dr. Rusijono, M.Pd			Dr. Utari Dewi, S.Sn., M.Pd.	

Learning model	Project Based Learning
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Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																																																																																					
	Program Objectives (PO)																																																																																																					
	PO - 1	Students are able to apply educational technology knowledge as learning technology developers, education and training analysts, by carrying out program evaluations.																																																																																																				
	PO - 2	Students are able to design and carry out research independently or in groups to provide alternative solutions to problems in the field of educational technology, by evaluating educational programs.																																																																																																				
	PO - 3	Students are able to produce outcomes in the form of high performance and commitment as part of their duties as Learning Technology Developers, Education and Training Analysts related to program evaluation.																																																																																																				
	PO - 4	Students have a sense of responsibility as well as a scientific, critical and innovative attitude in evaluating programs as educational technology developers and educational needs analysts.																																																																																																				
	PLO-PO Matrix																																																																																																					
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PO Matrix at the end of each learning stage (Sub-PO)																																																																																																						
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Short Course Description	This course discusses the meaning of programs, program evaluation, program evaluation objectives, program evaluation models, training and guiding students to design, design, implement, compile program evaluation reports, and utilize program evaluation results to improve program quality.
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References	Main :
	<ol style="list-style-type: none"> 1. Phillips, Jack J., Phillips, Patricia Pulliam. 2016. Handbook of Training Evaluation and Measurement Methods. 4th. London: Routledge Taylor and Francis Group. 2. Arikunto, Suharsimi & Safrudin, Cep. 2008. Evaluasi Program Pendidikan . Jakarta: Bumi Aksara 3. Kirkpatrick, Donald L. 1996. Evaluating Traning Program. San Francisco: Berrett-koeehler Publishers.

	Supporters:						
Supporting lecturer	Prof. Dr. Rusijono, M.Pd. Dr. Hari Sugiharto Setyaedhi, M.Si. Hirnanda Dimas Pradana, M.Pd.						
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understand the concept of class-based assessment	Can explain: 1. The meaning of tests, measurements and assessments. 2. Difference between assessment and evaluation. 3. Objectives, functions, basis, characteristics, principles and types of assessment	Criteria: Have a discussion about a program and what can be evaluated from the program Form of Assessment : Participatory Activities	Direct learning and 4 X 50 questions and answers		Material: class-based assessment References: <i>Phillips, Jack J., Phillips, Patricia Pulliam. 2016. Handbook of Training Evaluation and Measurement Methods. 4th. London: Routledge Taylor and Francis Group.</i>	2%
2	: Understand the basic concepts of program evaluation models	Can explain: 1. Objectives, functions and principles of program evaluation 2. Understanding program evaluation models 3. Differences in the concepts of program evaluation and learning evaluation	Criteria: activeness and quality of opinions expressed during the discussion Form of Assessment : Participatory Activities	Group discussion about the evaluation function of the 4 X 50 program		Material: program evaluation model References: <i>Phillips, Jack J., Phillips, Patricia Pulliam. 2016. Handbook of Training Evaluation and Measurement Methods. 4th. London: Routledge Taylor and Francis Group.</i>	2%
3	Understand CIPP model evaluation	Can explain the basic concepts and scope of the CIPP evaluation model	Criteria: activeness and quality of opinions expressed Form of Assessment : Participatory Activities	Direct learning and discussion 4 X 50		Material: CIPP model evaluation References: <i>Phillips, Jack J., Phillips, Patricia Pulliam. 2016. Handbook of Training Evaluation and Measurement Methods. 4th. London: Routledge Taylor and Francis Group.</i>	2%

4	Understanding Kirkpatrick's evaluation model	Can explain: stages of the Kirkpatrick evaluation model	<p>Criteria: accuracy and suitability of products produced with the Kirkpatrick concept</p> <p>Form of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment</p>	Group discussion, collaborative learning 4 X 50		<p>Material: Kirkpatrick evaluation model</p> <p>References: Phillips, Jack J., Phillips, Patricia Pulliam. 2016. <i>Handbook of Training Evaluation and Measurement Methods</i>. 4th. London: Routledge Taylor and Francis Group.</p>	10%
5	Understand the Phillips evaluation model	Can explain: stages of the Phillips evaluation model	<p>Criteria: accuracy and suitability of products produced with the Phillips concept</p> <p>Form of Assessment : Participatory Activities</p>	Group discussion, collaborative learning 4 X 50		<p>Material: Phillips evaluation model</p> <p>References: Phillips, Jack J., Phillips, Patricia Pulliam. 2016. <i>Handbook of Training Evaluation and Measurement Methods</i>. 4th. London: Routledge Taylor and Francis Group.</p>	2%
6	Understand the CIRO evaluation model	Can explain: stages of the CIRO evaluation model	<p>Criteria: accuracy and suitability of products produced with the CIRO concept</p> <p>Form of Assessment : Participatory Activities, Portfolio Assessment</p>	Group discussion, collaborative learning 4 X 50		<p>Material: CIRO evaluation model</p> <p>References: Phillips, Jack J., Phillips, Patricia Pulliam. 2016. <i>Handbook of Training Evaluation and Measurement Methods</i>. 4th. London: Routledge Taylor and Francis Group.</p>	7%
7	Understand the IPO evaluation model	Can explain: stages of the IPO evaluation model	<p>Criteria: accuracy and suitability of the product produced with the IPO concept</p> <p>Form of Assessment : Participatory Activities</p>	Group discussion, collaborative learning 4 X 50		<p>Material: IPO evaluation model</p> <p>References: Arikunto, Suharsimi & Safrudin, Cep. 2008. <i>Evaluation of Educational Programs</i>. Jakarta: Bumi Literacy</p>	2%
8	Sub Summative Exam	Can develop the stages of the IPO evaluation model	<p>Criteria: suitability of work results with the material presented</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Project Based learning 4 X 50		<p>Material: IPO evaluation model</p> <p>References: Arikunto, Suharsimi & Safrudin, Cep. 2008. <i>Evaluation of Educational Programs</i>. Jakarta: Bumi Literacy</p>	20%

9	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	<p>Criteria: suitability of the evaluation model to the program being evaluated</p> <p>Form of Assessment : Portfolio Assessment</p>	practice and collaborative learning, problem based learning 4 X 50		<p>Material: evaluation model according to program characteristics</p> <p>References: <i>Arikunto, Suharsimi & Safrudin, Cep. 2008. Evaluation of Educational Programs. Jakarta: Bumi Literacy</i></p>	2%
10	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	<p>Criteria: suitability of the evaluation model to the program being evaluated</p> <p>Form of Assessment : Portfolio Assessment</p>	practice, collaborative learning, Problem based learning 4 X 50		<p>Material: evaluation model according to program characteristics</p> <p>References: <i>Arikunto, Suharsimi & Safrudin, Cep. 2008. Evaluation of Educational Programs. Jakarta: Bumi Literacy</i></p>	2%
11	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	<p>Criteria: suitability of the evaluation model to the program being evaluated</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	practice, collaborative learning, Problem based learning 4 X 50		<p>Material: evaluation model according to program characteristics</p> <p>References: <i>Arikunto, Suharsimi & Safrudin, Cep. 2008. Evaluation of Educational Programs. Jakarta: Bumi Literacy</i></p>	10%
12	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	<p>Criteria: suitability of the evaluation model to the program being evaluated</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	practice, collaborative learning, Problem based learning 4 X 50		<p>Material: evaluation model according to program characteristics</p> <p>References: <i>Arikunto, Suharsimi & Safrudin, Cep. 2008. Evaluation of Educational Programs. Jakarta: Bumi Literacy</i></p>	5%
13	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	<p>Criteria: suitability of the evaluation model to the program being evaluated</p> <p>Form of Assessment : Participatory Activities</p>	practice, collaborative learning, problem based learning 4 X 50		<p>Material: evaluation model according to program characteristics</p> <p>References: <i>Kirkpatrick, Donald L. 1996. Evaluating Training Program. San Francisco: Berrett-Koehler Publishers.</i></p>	2%

14	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	Criteria: suitability of the evaluation model to the program being evaluated Form of Assessment : Project Results Assessment / Product Assessment	practice, collaborative learning, problem based learning 4 X 50		Material: evaluation model according to program characteristics References: <i>Kirkpatrick, Donald L. 1996. Evaluating Training Program. San Francisco: Berrett-Koehler Publishers.</i>	10%
15	able to apply evaluation models according to program characteristics	can provide arguments regarding the selection of evaluation models	Criteria: suitability of the evaluation model to the program being evaluated Form of Assessment : Participatory Activities	practice, collaborative learning, problem based learning 4 X 50		Material: evaluation model according to program characteristics References: <i>Kirkpatrick, Donald L. 1996. Evaluating Training Program. San Francisco: Berrett-Koehler Publishers.</i>	2%
16	UAS	UAS	Criteria: suitability of work results with the material presented Form of Assessment : Project Results Assessment / Product Assessment	2 X 50		Material: evaluation model according to program characteristics References: <i>Kirkpatrick, Donald L. 1996. Evaluating Training Program. San Francisco: Berrett-Koehler Publishers.</i>	20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	17.5%
2.	Project Results Assessment / Product Assessment	70%
3.	Portfolio Assessment	12.5%
		100%

Notes

- Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.

8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.