



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

**Document
Code**

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight	SEMESTER	Compilation Date																																	
Evaluation of Learning and Learning	8320702121		T=2 P=0 ECTS=3.18	3	July 17, 2024																																	
AUTHORIZATION	SP Developer		Course Cluster Coordinator		Study Program Coordinator																																	
		Drs. Bambang Sujatmiko, M.T.																																	
Learning model	Case Studies																																					
Program Learning Outcomes (PLO)	PLO study program which is charged to the course																																					
	PLO-7	Mastering concepts, innovative learning models, and teaching programs in information technology relevant to the latest technological developments.																																				
	PLO-14	Able to develop teaching programs in information technology according to the applicable curriculum.																																				
	Program Objectives (PO)																																					
	PLO-PO Matrix																																					
		<table border="1" style="margin: auto;"> <tr> <td style="width: 30%;">P.O</td> <td style="width: 30%;">PLO-7</td> <td style="width: 30%;">PLO-14</td> </tr> </table>			P.O	PLO-7	PLO-14																															
	P.O	PLO-7	PLO-14																																			
PO Matrix at the end of each learning stage (Sub-PO)																																						
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 10%;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>	P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16				
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																						
Short Course Description	Conduct recitations and provide an understanding of classical test theory and item response theory which consists of: (1) understanding tests, measuring and assessing learning outcomes; (2) cognitive test construction; (3) performance test construction; (4) attitude scale construction; (5) processing test results; (6) item analysis; (7) the concepts of reliability, validity and assumptions underlying educational measurement; (8) the concept of item parameter estimation and ability from item response theory; and (9) the application of item response theory to address educational measurement problems.																																					
References	Main :																																					
	<ol style="list-style-type: none"> 1. Bond, T.G., & Fox, C.M. (2001). Applying the Rasch model. Mahwah, NJ: Lawrence Erlbaum Associate, Inc. 2. Brooks, G.P. (2002). Test Analysis Program (Version 4.2.5) 3. Ekohariadi. (2016). Asesmen pembelajaran. Surabaya: Unesa. 4. Kubiszyn, T., & Borich, G. (2003). Educational testing and measurement: Classroom application and practice. Hoboken, NJ: John Wiley & Sons, Inc. 5. Oermann, M.H., & Gaberson, K.B. (2014). Evaluation testing in nursing education (4th Eds). New York: Springer Publishing. 6. Reynolds, C.R., Livingston, R.B., Willson, V. (2010). Measurement and assessment in education (2nd ed.). Upper Saddle River, NJ: Perason Education, Inc. 7. Wu, M.L., Adams, R.J., Wilson, M.R. (1998). ConQuest: Generalised item response modeling software. Carberwell: Australian Council for Educational Research 																																					
	Supporters:																																					
Supporting lecturer	Prof. Dr. Ekohariadi, 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	Able to explain the concept of learning objectives	Able to explain the concept of learning objectives	Criteria: Accuracy and mastery of material Form of Assessment : Participatory Activities	Presentation, group discussion and reflection 100 minutes			0%
2	Able to explain the concept of learning objectives	Able to explain the concept of learning objectives	Criteria: Accuracy and mastery of material Form of Assessment : Participatory Activities	Presentation, group discussion and reflection 100 minutes			0%
3		Explains the development of assessment based on the development of learning theory	Criteria: Accuracy and mastery of material Form of Assessment : Project Results Assessment / Product Assessment	create a resume			0%
4	Formulate indicators and learning objectives	1.Explain the differences between competency standards, basic competencies and indicators 2.Formulate indicators of learning outcomes from basic competencies	Criteria: Accuracy and mastery of material Form of Assessment : Project Results Assessment / Product Assessment	Formulate indicators and learning objectives			0%
5		1.compiling an assessment grid of a KD 2.arrange question cards	Criteria: accuracy and assignment of material Form of Assessment : Project Results Assessment / Product Assessment	assessment and question cards			0%
6	compiling learning outcomes tests	1.Explain the characteristics of a good question item 2.Compile high-level and low-level thinking test items	Criteria: Accuracy and mastery of material Form of Assessment : Project Results Assessment / Product Assessment	lectures & discussions			0%
7	analyze test results	1.Calculating the validity and reliability of question items 2.Calculating the effectiveness of distractors	Criteria: Accuracy and mastery of material Form of Assessment : Participatory Activities	•Make a short resume about the learning results test •Practice analyzing test items			0%
8	Midterm exam						0%

9	Developing affective assessments	<ol style="list-style-type: none"> 1.Explain the meaning of affective tests 2.Explain the assessment of scientific attitudes 3.Explain the attitude assessment scale 	<p>Criteria: Accuracy and mastery of material</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	create an affective assessment tool			0%
10	Developing affective assessments	<ol style="list-style-type: none"> 1.Explain the meaning of affective tests 2.Explain the assessment of scientific attitudes 3.Explain the attitude assessment scale 	<p>Criteria: Accuracy and mastery of material</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	create an affective assessment tool			0%
11	Explain alternative assessments and performance assessments	<ol style="list-style-type: none"> 1.Explain the meaning of alternative assessment and performance assessment 2.Develop performance indicators 	<p>Criteria: Accuracy and mastery of material</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Determine performance assessment techniques for one or several KD			0%
12	compiling a portfolio assessment	<ol style="list-style-type: none"> 1.Explain the meaning of portfolio assessment 2.Differentiate portfolio assessment from other assessments 	<p>Criteria: Accuracy and mastery of material</p> <p>Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment</p>	Developing a portfolio assessment plan Practice creating a portfolio			0%
13	Develop performance assessment tools (journals, projects, laboratory assessments, interviews, observations)	Develop KD indicators that show the need for assessment of journals, projects, laboratory assessments, interviews and observations for a particular KD	<p>Criteria: Accuracy and mastery of material</p>	compiling a performance assessment tool from one KD			0%
14	Analyze and interpret assessment results and use them in the diagnosis of learning difficulties and remedial teaching	<ol style="list-style-type: none"> 1.Interpreting assessment results based on certain references 2.Profiling student abilities based on assessment results 	<p>Criteria: Accuracy and mastery of material</p> <p>Form of Assessment : Project Results Assessment / Product Assessment</p>	Practice analyzing and interpreting assessments and determining models for diagnosing learning difficulties and remedial teaching			0%
15	Communicate assessment results	<ol style="list-style-type: none"> 1.Explain the system for reporting assessment results 2.Make reports on student learning outcomes 	<p>Criteria: Accuracy and mastery of material</p>	Practice communicating assessment results			0%
16	Final exams						0%

Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
		0%

Notes

1. **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.
2. **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.
3. **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.
4. **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.
5. **Indicators for assessing** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
6. **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.
7. **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.