



UNIVERSITAS NEGERI YOGYAKARTA
FACULTY OF MATHEMATICS AND NATURAL SCIENCES
DEPARTMENT OF CHEMISTRY EDUCATION
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Bachelor of Education in Chemistry

MODULE HANDBOOK

Module name:	Chemistry Learning Assessment
Module level, if applicable:	Undergraduate
Code:	MPK6305
Sub-heading, if applicable:	-
Classes, if applicable:	2
Semester:	5 th
Module coordinator:	Dra. Rr. Lis Permana Sari, M.Si.
Lecturer(s):	Dra. Rr. Lis Permana Sari, M.Si. ; Dr. Das Salirawati, M.Si.
Language:	Bahasa Indonesia
Classification within the curriculum:	Compulsory Course
Teaching format / class hours per week during the semester:	150 minutes lectures, 180 minutes individual study, 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 (4.92 ETCS)
Prerequisites course(s):	Instructional Strategies of Chemistry
Course Outcomes:	After taking this course, the students are expected to be able to: CO1. learn the assessment of learning outcomes in accordance with the assessment ethics. CO2. explain the principles of Chemistry Learning Outcomes, apply procedures for competency-based assessment activities in chemistry learning, test the validity and reliability of assessment instruments, and change scores to values according to the criteria that apply in school. CO3. compile questions on the assessment of chemistry learning outcomes that meet the rules of preparing good questions, develop various assessment instruments according to the development of the Chemistry curriculum
Content:	Chemistry Learning Assessment is a chemistry education discipline, which studies the problems of planning, implementing, and reporting the assessment of chemistry learning outcomes. Lecture material begins with the introduction of various terms commonly used in the assessment of chemistry learning outcomes, followed by techniques and instruments for evaluating chemistry learning outcomes, how to compile instruments for evaluating chemistry learning outcomes, processing assessment results, analyzing assessment instruments, and compiling reports. Various new approaches discussed in this lecture include the use of objective statements in the form of competencies, competency classification based on the

	dimensions of cognitive processes and alternative dimensions of knowledge and assessment.															
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 marked very good or not good attitude if they show it significantly compared to other students in general. The result of attitude assessment is not taken into account in 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. The final mark will be weight as follow:</p> <table border="1"> <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, and CO3,</td> <td>Assignment Final Exam Participation</td> <td>Presentation / written test</td> <td>50% 25% 25%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Total</td> <td>100%</td> </tr> </tbody> </table>	No	CO	Assessment Object	Assessment Technique	Weight	1	CO1, CO2, and CO3,	Assignment Final Exam Participation	Presentation / written test	50% 25% 25%				Total	100%
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1	CO1, CO2, and CO3,	Assignment Final Exam Participation	Presentation / written test	50% 25% 25%												
			Total	100%												
Forms of media:	Board, LCD Projector, Laptop/Computer															
References:	<p>Anderson, L. W. and D. R. Kathwohl (Ed.). (2001). <i>A Taxonomy for Learning, Teaching, and Assessing</i>. New York: Longman</p> <p>Andre A. Rupp and Jacqueline P. Leighton (Editor). <i>The Wiley Handbook of Cognition and Assessment: Frameworks, Methodologies, and Applications (Wiley Handbooks in Education)</i> 1st Edition. Publisher: Wiley-Blackwell. 2016.</p> <p>Gronlund, N. E . <i>Measurement and Evaluation in Teaching, 5th Ed.</i> New York MacMillan Publishing Co. 1981.</p> <p>Harry Torrance (Editor). <i>Educational Assessment and Evaluation (Major Themes in Education)</i> 1st Edition. Publisher: Routledge. 2012.</p> <p>Radha Mohan. <i>Measurement, Evaluation and Assessment in Education</i>. Publisher: Phi Learning PVT. Ltd. ; 1st edition. 2016.</p> <p>Thomas Holme. <i>Assessment and Quality Control in Chemistry Education</i>. <i>Journal of Chemical Education</i> • Vol. 80 No. 6 June 2003.</p>															

PLO and CO mapping

	PLO					
	Attitude		Knowledge	Specific Skill	General Skill	
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CO1	√					
CO2			√			
CO3				√		