

SEMESTER LESSON PLAN (RPS)


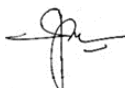
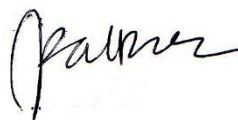

EVALUATION OF CULINARY LEARNING



Lecturer:
Drs. Karpin, M.Pd

**CULINARY EDUCATION STUDY PROGRAM
DEPARTMENT OF FAMILY WELFARE EDUCATION
FACULTY OF TECHNOLOGY AND VOCATIONAL EDUCATION
UNIVERSITAS PENDIDIKAN INDONESIA
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	SEMESTER LESSON PLAN (RPS)		Revision : 1
	EVALUATION OF CULINARY LEARNING		Date : 27 Oct 2021
			Page:
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SEMESTER LESSON PLAN (RPS)

1. Course Identity

Dept/Study Program Name : Culinary Education Study Program
 Name of Course : Evaluation of Culinary Learning
 Code of Course : BG501
 Group of Course*) : Culinary Program Profesional Expertise Course (MKPBS)
 SKS weight : 3 (three) SKS
 Level : S1
 Semester : Odd
 Prerequisite : Statistics
 Status : **Mandatory**
 (Mandatory/Optional) *)

Lecturer Name and Code : Drs. Karpin, M.Pd./ 1779

2. Course Description

Evaluation of Culinary Learning is a group of Culinary Program Profesional Expertise Course (MKPBS), to be taken by all students in the S-1 Culinary Education program. After completing this course, students can evaluate learning in culinary education corresponding to educational assessment standards. This lecture discusses the basic concepts of learning assessment including: understanding of measurement, assessment, test and evaluation; objectives, functions and principles of assessment; the scope, types and techniques of learning assessment; national standards for educational assessment. Educational assessment standards include: background of educational assessment standards, assessment mechanisms, and procedures. Assessment aspects include: cognitive domain assessment, affective domain assessment, and psycho-motor domain assessment. Assessment Techniques (Test and Non-Test); objective test, description/essay test, and performance appraisal; attitude assessment. Analysis of test instruments, including: qualitative and quantitative analysis (test validity, test reliability, level of difficulty, discriminatory power, pattern of answers to questions). Processing of assessment results, including: scoring techniques, changing scores with benchmark reference assessments (PAP), changing scores with norm reference assessments (PAN); and interpretation. Utilization and reporting of assessment outcomes, including interpretation of assessment outcomes in determining learning mastery, utilization of assessments, and reporting of assessments. Learning approaches and strategies follow general pedagogical rules, namely learning starts from the concrete to the abstract, from simple to complex, and from easy to difficult, using various learning resources. In particular, the problem-solving approach is the focus of learning. The evaluation phase of student competency mastery is carried out through the Mid-Semester Exam and the Final Semester Exam as well as evaluation of the completion of assignments.

3. Program Learning Outcomes PLO)

- S : Demonstrate scientific, educative, and religious attitudes and behaviors contributing to improving the quality of life in society, nation, and state, based on academic norms and ethics
- P1 : Proficient in the theoretical concepts of educational science, strategy, lesson planning, media, methodology and evaluation of learning and educational psychology
- P2 : Proficient in the goals, content of learning experiences, assessment in the curriculum of the school education unit (field of study: planning, evaluation, and teaching competence, curriculum review)
- KU : Can apply logical, critical, systematic, and innovative thinking in the context of science and technology development or implementation that pays attention to and applies humanities values corresponding their area of expertise.

- KK1 : Can plan, implement, evaluate learning outcomes and evaluate the implementation of technology and vocational education in the area of Culinary Arts on a professional basis in formal education
- KK2 : Can apply Information and Communication Technology as well as Literacy in Planning, Implementation, and Evaluation of Culinary Learning Outcomes

4. Course Learning Outcomes (CLO)

- CLO1 : Can explain the principles of learning evaluation.
- CLO2 : Can construct a test of learning outcomes in the culinary field on a systematic, independent, quality, and measurable manner.
- CLO3 : Can assess learning outcomes in the culinary field and make decisions on assessment outcomes appropriately and responsibly.
- CLO4 : Can make reports on the outcomes of the culinary field assessment with full responsibility and professionally.

5. Description of Learning Plan

Meeting	Sub-CLO and Course Learning Outcome Indicators	Study Modules	Learning Format	Time	Assignment and Evaluation	References
1	Sub-CLO1: Can explain the basic concepts of learning evaluation systematically Indicators: a. Distinguish the meaning of measurement, assessment, test and evaluation b. Explain the goal, function, and principle of assessment	Basic Concepts of Learning Outcome Assessment: a. Definition of Measurement, Assessment, Test and Evaluation b. Goals, Functions, and Principles of Assessment c. Scope, Types and Techniques of Learning Assessment	Online Lectures	3 x 50'	Structured Assignments	1, 5, 7, 8, 9, 11

	c. Explain the scope, types and techniques of assessment of learning outcomes					
2	Sub-CLO1: Can apply Educational Assessment Standards appropriately Indicators: <ol style="list-style-type: none"> Explain the background of educational assessment standards Explain educational assessment standards Implement assessment mechanisms, procedures and instruments 	Educational Assessment Standards: <ol style="list-style-type: none"> Educational Assessment Standard Background Educational Assessment Standards Assessment Mechanisms, Procedures, and Instruments 	Online Lectures	3 x 50'	Structured Assignments	8, 10
3	Sub-CLO2: Can design assessment of learning outcomes with independent, quality, and measurable performance Indicators: <ol style="list-style-type: none"> Develop a plan for assessing the cognitive domain of culinary learning outcomes 	Assessment Aspects <ol style="list-style-type: none"> Cognitive domain assessment Affective Realm Assessment Psycho-motor Realm Assessment 	Online Lectures	3 x 50'	Structured Assignment: Make a learning outcome assessment plan	1, 4, 5, 6, 8, 11, 13

	b. Develop a plan for assessing the affective domain of culinary learning outcomes c. Develop a plan for assessing the psycho-motor domain of culinary learning outcomes					
4	Sub-CLO2: Can develop an objective written test with independent, quality, and measurable performance Indicators: a. Explain the meaning of written test objective form b. Compose multiple choice form test c. Compose a two-choice form of a test d. Compose a form-matching test	Written Test: the form of objective questions a. Definition of test b. Multiple choice c. Form of two-choice questions (T-F) d. Matchmaking	Online Lectures	3 x 50'	Structured Assignment: Make a written test in the form of an objective test	1, 4, 5, 8, 11, 15
5	Sub-CLO2: Can develop non-objective written tests with independent, quality and measurable performance. Indicators:	Written Test: form of non-objective questions a. Definition b. Filling or completing c. Short answer	Online Lectures	3 x 50'	Structured Assignment: Make a non-objective written test	1, 4, 5, 8, 11, 15

	a. Explain the meaning of non-objective written test b. Prepare a fill-in/complete test c. Prepare a short answer test d. Compose an essay test	d. Description/essay				
6	Sub-CLO2: Can explain performance appraisal systematically. Indicators: a. Explain the meaning of performance appraisal b. Describe the characteristics of performance appraisal c. Explain the steps for making a performance appraisal	Performance assessment a. Definition b. Performance appraisal characteristics c. Steps for making a performance appraisal	Online Lectures	3 x 50'	Structured Assignments	4, 5, 8, 11, 15
7	Sub-CLO2: Can develop performance appraisal with independent, quality, and measurable performance. Indicators: a. Prepare performance appraisals that have validity, reliability, and fairness	Performance assessment a. Validity, reliability, and fairness b. Performance appraisal method c. Source of performance appraisal error	Online Lectures	3 x 50'	Structured Assignment: Create performance appraisal instruments	8, 11, 12, 14

	b. Apply the performance appraisal method c. Reduce sources of performance appraisal errors					
8	MID-TERM EXAM					
9	Sub-CLO2: Can develop assessment of affective aspects with independent, quality, and measurable performance. Indicators: <ol style="list-style-type: none"> Explain the concept of attitude Develop attitude measurement instruments The application of the attitude scale to the assessment of affective aspects Explain the follow-up of the attitude measurement outcomes 	Affective aspect assessment <ol style="list-style-type: none"> Attitude concept Attitude assessment Attitude scale Follow-up on attitude measurement outcomes 	Online Lectures	3 x 50'	Structured Assignment: Make an affective aspect assessment instrument	4, 5, 8, 11, 13

10	<p>Sub-CLO2: Can analyze items qualitatively and quantitatively with independent and systematic performance.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. Explain the meaning of qualitative and quantitative item analysis b. Explain the benefits of question study c. Conduct qualitative item analysis d. Explain the procedure of qualitative item analysis e. Determine item validity f. Determine the reliability of the test device 	<p>Analysis of the Questions Qualitatively and Quantitatively:</p> <ul style="list-style-type: none"> a. Definition b. The benefits of question study c. Qualitative and quantitative analysis techniques d. The procedure for analyzing qualitatively quantitative questions 	Online Lectures	3 x 50'	Structured Assignment: Qualitative and quantitative test analysis	1, 2, 3, 8, 9
11	<p>Sub-CLO2: Can analyze the level of difficulty and discriminating power of items as well as the effectiveness of quantitative distractor with independent and systematic performance.</p> <p>Indicators:</p>	<p>Quantitative Item Analysis</p> <ul style="list-style-type: none"> a. Difficulty Level b. Distinguishing Power c. Distractor effectiveness 	Online Lectures	3 x 50'	Structured Assignment: Analysis of the difficulty level of the questions, the discriminatory power of the questions and the	1, 2, 3, 8, 9

	<ul style="list-style-type: none"> a. Determine the level of difficulty of the question b. Determining the distinguishing power of the question c. Determining the effectiveness of the distractor 				effectiveness of the distractor	
12	<p>Sub-CLO2: Can use Item and test analysis program software to evaluate items and test kits with independent, systematic, and measurable performance.</p> <p>Indicators:</p> <ul style="list-style-type: none"> a. Use Item and test analysis program on item analysis b. Use Item and test analysis program on test device analysis 	<p>Analysis of the Questions with the help of a computer</p> <ul style="list-style-type: none"> a. Definition b. <i>Item and test analysis program, version 3,0</i> 	Online Lectures	3 x 50'	Structured Assignment: Test analysis using Item software and test analysis program	1, 2, 3, 8, 9
13	<p>Sub-CLO: Can do scoring and assessment of test outcomes with full responsibility.</p>	<p>Yield Processing Test</p> <ul style="list-style-type: none"> a. Scoring Technique b. Benchmark Reference 	Online Lectures	3 x 50'	Structured Assignments: processing test scores using Norms and	1, 8, 9

	Indicators: a. Explain the scoring technique b. Process test scores into scores using PAN c. Process test scores into scores using PAP	Assessment (BRA) c. Norm Reference Assessment (NRA)			Criteria Reference Assessment	
14	Sub-CLO: Can summarize the outcomes of the assessment accurately. Indicators: a. Explain the interpretation of the assessment outcomes b. Explain the benefits of the assessment outcomes c. Summarize the outcomes of the assessment	Interpretation, Utilization and Outcomes Reporting Evaluation a. Interpretation of Assessment Outcomes in Determining Learning Mastery b. Appraisal Utilization	Online Lectures	3 x 50'	Structured Assignment: Describe the outcomes of the assessment	8, 11, 15
15	Sub-CLO4: Can make reports on the outcomes of the assessment carefully, systematically and responsibly. Indicators:	Reporting of assessment outcomes: a. Reporting Criteria b. Report Types and Models c. Student Learning Outcomes Report	Online Lectures	3 x 50'	Structured Assignment: Make an assessment report	4, 8, 11, 15

	a. Explain the criteria for reporting the assessment outcomes b. Differentiate the types and models of assessment reports c. Explain the benefits of the assessment report d. Make an assessment report	by Course Teachers d. Student Learning Outcomes Report by Homeroom Teacher e. User Assessment Report				
16	SEMESTER5 FINAL EXAM					

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