

Instructional Planning and Design

Course Title: Instructional Planning and Design					
Course Code: CIE61008	Student Workload: 8.50 Hours/ Weeks	Credits: 3 Credits (4.50 ECTS)	Semester: 3 rd Semester	Frequency: Odd Semester	Duration: 16 Weeks/ Semester (<i>Lecture: 14 weeks; Midterm assessment: 1 week; Final assessment: 1 week</i>)
1	Types of Courses: Pedagogical Content Knowledge Course	Contact Hours: <i>Lecturing: 2.50 Hours/ Week;</i> <i>Practical Work: 0.00 Hours/ Week</i>	Independent Study: <i>Self-study: 3.00 Hours/ Week; Structured Assignment: 3.00 Hours/ Week</i>	Class Size: 40 Students	
2	Prerequisites for Participation (If Applicable): 1. Teaching and Learning Theory 2. Curriculum and Subject Management				
3	Learning Outcomes: 1. M1: Able to understand the basic concepts of measurement, assessment, and evaluation of learning outcomes (ILO-1) (0,2) 2. M2: Able to choose authentic forms of assessment based on learning objectives and activities (ILO-5) (0,3) 3. M3: Able to make learning outcomes assessment instruments based on the rules of instructional analysis (ILO-5) (0,3) 4. M4: Able to choose follow-up learning improvements based on learning outcomes data (ILO-9) (0,2)				
4	Subject aims/Content: At the end of the course, students are expected: 1. L1: Able to understand the principles and procedures for assessment and evaluation of learning outcomes (M1) 2. L2: Able to recognize authentic forms of assessment of learning outcomes based on the applicable curriculum (M2) 3. L3: Able to understand the target concepts that become the object of assessment and evaluation of learning outcomes (M3) 4. L4: Able to arrange data collection tools according to the object of assessment and evaluation of learning outcomes (M4) 5. L5: Able to use information from the assessment and evaluation of learning outcomes (M4)				
5	Teaching Methods: Lecturing, Group Discussion, Discovery Learning, Case-Based Learning				
6	Assessment Methods: Multiple choice, essay, anecdotal record/logbook/review				
7	This Course is Used in The Following Study Programme/s as Well: -				
8	Responsibility for Course: Faizatul Amalia, S.Pd., M.Pd. Retno Indah Rokhmawati S.Pd., M.Pd.				
9	Other Information: Bibliography: 1. McMillan, J.H. 2018. Classroom Assessment: Principles and Practice that Enhance Student Learning and Motivation. USA: Pearson Education. 2. Miller, M.D., Linn, R.L., & Gronlund, N.E. 2009. Measurement and Assessment in Teaching. USA: Pearson Education.				

Compulsory Course Handbook
Bachelor Program of Information Technology Education
Computer Science Faculty, Universitas Brawijaya

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4. Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. 1956. *Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain*. Canada: Longmans.
5. Bloom, B.S., Krathwohl, D.R., & Masia, B.B. 1964. *Taxonomy of Educational Objectives, Handbook II: Affective Domain*. Canada: Longmans.
6. Harrow, A.J. 1972. *A Taxonomy of the Psychomotor Domain: A Guide for Developing Behavioral Objective*. USA: David McKay Company, Inc.
7. Anderson, L.W. 2003. *Classroom Assessment: Enhancing the Quality of Teacher Decision Making*. London: Lawrence Erlbaum Associates.
8. Osterlind, S.J. 2002. *Constructing Test Items: Multiple-Choice, Constructed-Response, Performance, and Other Formats*. New York: Kluwer Academic Publishers.
9. Haladyna, T.M. & Rodriguez, M.C. 2013. *Developing and Validating Test Items*. New York: Routledge.
10. Kubiszyn, T. & Borich, G. 2013. *Educational Testing and Measurement: Classroom Application and Practice*. USA: Wiley.
11. Arifin, Z. 2016. *Evaluasi Pembelajaran*. Bandung: PT Remaja Rosdakarya.
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14. Cleveland, S.K., Cleveland, X.L., & Wachira, P. 2015. *Assessment in Online and Blended Learning Environments*. USA: Information Age Publishing.
15. Kuswana, W.S. 2012. *Taksonomi Kognitif: Perkembangan Ragam Berpikir*. Bandung: PT Remaja Rosdakarya.
16. Marzano, R.J. & Kendall, J.S. 2007. *The New Taxonomy of Educational Objectives*. California: Corwin Press.
17. Marzano, R.J. & Kendall, J.S. 2008. *Designing and Assessing Educational Objectives; Applying the New Taxonomy*. California: Corwin Press.
18. Isaacs, T., Zara, C., & Herbert, G. 2013. *Key Concepts in Educational Assessment*. Washington DC: Sage.
19. Angelo, T.A. & Cross, K.P. 1993. *Classroom Assessment Technique: A Handbook for College Teachers*. California: Jossey-Bass, Inc.