Module Descriptions

A **module** is a self-contained **learning unit** within a higher education program that includes thematically related courses and is assigned a **fixed number of credits**. It follows specific **learning objectives**, includes an **assessment component**, and contributes to achieving the qualifications of a degree program. In some countries, “modules” are also named “courses”.

Please provide a module description for each module. In addition to the compulsory and elective modules, this also includes credited internships and the final thesis.

Please summarize all module descriptions in one document (Module Handbook) and create a table of contents so that the modules can be found easily.

Module designation	*Evaluation in Mathematics Education Programme*
Semester(s) in which the module is taught	*2*
Person responsible for the module	*Prof. Dr. Heri Retnawati S.Pd., M.Pd.*
Language	*Indonesian.*
Relation to curriculum	*Elective.*
Teaching methods	*Lectures, discussions and experiments.*
Workload (incl. contact hours, self-study hours)	*Total workload is 90.67 hours per semester which consists of 100 minutes lectures, 120 minutes structured activities, and 120 minutes self-study per week for 16 weeks.*
Credit points	*2*
Required and recommended prerequisites for joining the module	-
Module objectives/intended learning outcomes	*After taking this course the students have ability to:* *CO1. Describe the concept of educational program evaluation, including the foundational principles of Mathematics Education Program Evaluation (MEPE).* *CO2. Critically review various models of Mathematics Education Program Evaluation (MEPE).* *CO3. Conduct an analysis of educational programs and developing a design for Mathematics Education Program Evaluation (MEPE)* *CO4. Design evaluation instruments and criteria for Mathematics Education Program Evaluation (MEPE), as well as identifying appropriate evaluation sites.* *CO5. Perform quantitative and qualitative analyses and providing interpretation of the findings.* *CO6. Compile a report of the analysis results and conducting a review of the Mathematics Education Program Evaluation (MEPE) report.*

Content	*This course equips students with the knowledge and skills necessary to conduct Educational Program Evaluation (EPE). Students will explore the foundational principles and various models of EPE, and will be guided through the process of designing an evaluation, which includes formulating the background, identifying the focus of evaluation, defining objectives and benefits, conducting a literature review, selecting appropriate evaluation approaches, determining subjects, developing evaluation instruments, and planning data analysis. The course also covers the implementation of both quantitative and qualitative data analysis, interpretation and discussion of findings, drawing conclusions and making recommendations, and compiling a comprehensive evaluation report.*
Examination forms	*Assignments, presentations and written examinations.*
Study and examination requirements	*The course assessment is divided into two main components:* 1. ***Cognitive Assessment (50%)*** *This includes the following elements:* ○ *Attendance: 5%* ○ *Quiz: 10%* ○ *Assignment:10%* ○ *Midterm Exam (UTS): 10%* ○ *Final Exam (UAS): 15%* 2. ***Participatory Assessment (50%)*** *This includes:* ○ *Case Study: 20%* ○ *Team-Based Project: 30%* ***Total: 100%***
Reading list	*1. McDavid, J.C, and Hawtorn L.L. 2008. Program evaluation & performance measurement: An Introduction to practice. New Delhi: Sage Publications, Inc.* *2. Retnawati,H., Hidayati,K., Apino,E. (2023). Pengembangan Model Asesmen untuk Meningkatkan Literasi Statistik Mahasiswa Sarjana Pendidikan Matematika.*