



**UNIVERSITI TEKNOLOGI MARA**

**PSV704: ASSESSMENT AND EVALUATION IN ART EDUCATION**

<b>Course Name (English)</b>	ASSESSMENT AND EVALUATION IN ART EDUCATION <b>APPROVED</b>
<b>Course Code</b>	PSV704
<b>MQF Credit</b>	3
<b>Course Description</b>	The course will look into variety of approaches of evaluation and assessment development and implementation. Attention will be given to the problems associated with assessing process, product as well as of criticism historical and aesthetic concept of the discipline of art education.
<b>Transferable Skills</b>	Critical Thinking and Problem Solving, Communications Skills, Values, Ethics Moral and Professionalism
<b>Teaching Methodologies</b>	Lectures, Inquiry-based Learning, Case Study, Problem Based Learning (PBL), Presentation
<b>CLO</b>	<p>CLO1 Synthesise the findings in the context of assessment and evaluation in art and design education curriculum.</p> <p>CLO2 Demonstrate communication skills related to assessment and evaluation in art education context</p> <p>CLO3 Demonstrate autonomous learning in assesment and evaluation related to visual art education context</p>
<b>Pre-Requisite Courses</b>	No course recommendations
<b>Topics</b>	
<b>1. Evaluation in the total School Art Education Curriculum</b>	
1.1) Previous and Current Practices 1.2) National Agenda 1.3) Guideline Good Practices 1.4) Governance, Policies and Stakeholders	
<b>2. Normative Evaluation in Aesthetic Education</b>	
2.1) Aesthetic Criticism: The Method of Aesthetic Education 2.2) The Concept of the Aesthetic; Aesthetic Objects, Aesthetic Judgment, The Aesthetic Attitude and Aesthetic Experience	
<b>3. Behavioral objectives and accountability in Art Education</b>	
3.1) Crafting Behavioral Objectives 3.2) SMART approach in formulating Behavioral Objectives	
<b>4. Formative and Summative Evaluation</b>	
4.1) History of the Two Evaluations 4.2) Formative vs Summative Assessment 4.3) Type of Assessment 4.4) Norm and Criterion 4.5) Validity and Reliability 4.6) Statistical Analysis	
<b>5. CIPP (Context, Input, Process, Product) Evaluation Model).</b>	
5.1) Intended Ends (goals) 5.2) Intended means (procedural designs) 5.3) Actual means (procedures in use) 5.4) Actual ends (attainments)	
<b>6. Stake,s Curriculum Evaluation Model</b>	
6.1) Antecedents 6.2) Transactions 6.3) Outcomes	

**7. Scriven's Methodology of Evaluation**

- 7.1) Preliminaries
- 7.2) Foundations
- 7.3) Sub Evaluations
- 7.4) Conclusion

**8. Constructive Alignment**

- 8.1) Learning Outcome, TLA, Delivery, Assessment and Specific Tasks
- 8.2) Alternative assessment for 21st century learning

<b>Assessment Breakdown</b>	<b>%</b>
Continuous Assessment	100.00%

<b>Details of Continuous Assessment</b>	<b>Assessment Type</b>	<b>Assessment Description</b>	<b>% of Total Mark</b>	<b>CLO</b>
	Case Study	Written report on data analysis on quantitative and qualitative data analysis assignments to support outcome LOD 6.	30%	CLO1
	Final Project	Report (written and verbal) to emphasize the assessment and evaluation adopted by Malaysia Education System related to the attribute 'writing and verbal communication' in LOD 4.	40%	CLO2
	Presentation	The task will examine the students' ability to demonstrate information management and lifelong learning skills when discussing the assessment and evaluation glinch, as being emphasized in LOD 7.	30%	CLO3

<b>Reading List</b>	<b>Reference Book Resources</b>	<ul style="list-style-type: none"> <li>• Arthur D.E 2002, <i>Art and cognition</i>, Ed., , Teachers College Columbia University New York [ISBN: ]</li> <li>• Eisner,EW 1996, <i>Evaluating the Teaching of Art</i>, Ed., , Teachers College Press New York [ISBN: ]</li> <li>• Hurwitz AL and Day, M 2001, <i>Children And Their Art</i>, Ed., , Harcourt College Publishers [ISBN: ]</li> <li>• Michael, D 1985, <i>Evaluation Student Achievement in Disciplin-</i>, Ed., , USA [ISBN: ]</li> <li>• Smith, R 1986, <i>Exchellence in Art Education</i>, Ed., , Reston: National Art Education Association.</li> </ul>
<b>Article/Paper List</b>	This Course does not have any article/paper resources	
<b>Other References</b>	This Course does not have any other resources	