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- b. Nomor ISSN : 2319-7064
- c. Vol, No., Bln Thn : Vol. 9, Issue 11, November 2020
- d. Penerbit :
- e. DOI artikel (jika ada) : 10.21275/SR201113095945
- f. Alamat web jurnal : <https://www.ijsr.net/>
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Semarang, 14 Juli 2022

Reviewer 1

Reviewer 2



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Semarang, 27 Mei 2022

Reviewer 1



Prof. Dr. Drs. Wahyu Setia Budi, M. S.

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Bidang Ilmu: Fakultas Sains dan Matematika

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d. Kelengkapan unsur dan kualitas terbitan/jurnal (30%)	6			5
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Paper ini membahas atau mereview secara ringkas tentang Spektroskopi Fotoakustik dan Aplikasinya dalam Biologi, Radioterapi, dan Pencitraan.

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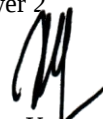
Data-data yang digunakan cukup baik didukung metodologi yang cukup baik dengan dukungan referensi dengan referensi samapai dengan 5 tahun sebanyak 8.

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Semarang, 14 Juli 2022

Reviewer 2



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Effectiveness of Contextualized Learning Activities in Teaching Force

Neniel Escatron Dumanjog

Abstract: The objective of this study is to help the students acquire the knowledge and concept of Force in a simple way through contextualized learning activity. This is also to address the need of the teachers who are teaching grade 8 Science. Tested and effective contextualized learning activities can be a way of solving the low performance of the students based on the Mean Percentage Score (MPS). The participants of the study were Grade 8 Special Education and Special Program for the Arts sections of Dapa National High School S. Y.2017 - 2018. These sections were categorized as homogeneous for implementing the contextualized learning activity. Thirty-four (34) students from Grade 8 SPED are the experimental group and were subjected with contextualized learning activity and thirty-four (34) students from the SPA were given traditional way of teaching. To determine the level of performance of the students' mean percentage score were used. The significant difference between the pre-test and post-test performances of the experimental and controlled group were analyzed through the analysis of covariance (ANCOVA). There is a significant difference between the pre-test and post-test performance of control and experimental groups when they were implemented according to different teaching. The pre-test and post-test performance of students exposed to contextual and localized teaching activities is much higher than the group of students exposed to traditional and not contextualized learning activities.

Keywords: Contextualized Learning Materials, Teaching Learning**Edition:** Volume 9 Issue 11, November 2020,**Pages:** 850 - 854

How to Cite this Article?

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Revisiting TiOSCE (Task Integrated Objective Structured Clinical Examination) for Remote Assessment in COVID-19 Pandemic

[Shahid Hassan](#) ^[6]

Abstract: In the backdrop of OSCE known for a valid but fragmented test of clinical competency, a new assessment format named the, ♦Task-♦integrated Objective Structured Clinical Examination (TiOSCE) ♦ was developed by the author in 2012. However, author had no idea then that the TiOSCE will provide a readily available tool to remotely assess students♦ performance in a crisis like COVID-♦19 in which a face-♦to-♦face delivery of OSCE may not be possible. TiOSCE at the time of its invention was aimed to introduce integrated OSCE with multiple sub-♦stations and simulated patient (SP) using authentic case scenario to respond to OSCE being segmented tests of clinical competency. Present work is a reproduction of the same TiOSCE in terms of principles, rationale, protocol, logistics and the outcome with add-♦in concepts of remote exam for its implementation in COVID-♦19 crisis. Aiming to revisit TiOSCE is to find its utility of remotely managed assessment in a crisis like COVID. TiOSCE with remote assessment concepts has been designed with multiple integrated sub-♦stations. At each station students will spend five minutes to perform and one minute to read about the task. This will make each OSCE (with 5 sub-♦stations) of 20 +4 minutes station. Each of 4 sub-♦stations are divided into clinical attributes of history taking, physical examination, investigation and management skills stations to assess students clinical performance using online assessment. Logistically tedious and labourous, TiOSCE is achievable for online delivery as a readily available approach to examine students♦ clinical performance at a, ♦know how♦ than ♦show how♦ level of Miller♦s clinical competency pyramid. Nevertheless, the process provides the opportunity to continuing assessment of learning experience in any critical situation like COVID♦19 pandemic.

Keywords: Clinical competency, OSCE, COVID-19, TiOSCE, Online, TiO-OSCE, Level of competency

Edition: Volume 9 Issue 11, November 2020,

Pages: 863 - 866

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