UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Program : Master
Study Program : English Language and Education

COURSE LEARNING PLAN

A. Course Identity
1. Course Code/Course Name : ECIS 210: Teacher Professional Development Development
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2023
5. Lecturer(s) : Paulus Kuswandono, Ph.D.

B. Program Learning Outcomes (PLO)

PLO 1: Graduates are able to demonstrate skills to design, implement, and evaluate English learning based on metacognitive theory and applied linguistics.

PLO 2: Graduates are able to demonstrate ethical skills for conducting contemporary research in the field of English education based on metacognitive theory and applied linguistics.

C. Course Description
This course is designed to enable students to critically conduct a research on the current issues of Teacher Profesional Development (TPD) in English education. Students are introduced to current issues in TPD in local contexts and international context so that they can compare and contrast the practices, such as on teachers' activities to develop their professionalism, particularly for the 21st learning skills. This course is a elective subject offered in the second semester, and continued in the thrid semester with the different course name "Advanced Teacher Professional Development" (Course Code: ECIS 216).

D. Course Learning Outcomes

Upon the completion of the course, the students are expected to acquire the following competences:

Competence:
1. Understand the knowledge and means to develop teacher professionalism.
2. Conduct a research on Teacher Professional Development critically, ethically, and systematically

Conscience:
1. gain more awareness on the issues related to teacher professionalism.
2. select what to implement in their contexts appropriately
3. improve their responsibility and autonomy in executing various research projects individually and/or in group

Compassion:
1. grow interests for teacher professional development research
2. have greater passion for teacher professional development research
3. work collaboratively to complete the assigned projects

Commitment:
1. Undertake thoughtful integrity to finish the assigned book/material/design projects
2. Express personal and moral commitment to complete book/material/design project

E. Learning Methods:
The learning methods in this course are informed by current learning theories, i.e., constructivism, metacognition and self-regulated learning theories and carried out **interactively, holistically, integratively, scientifically, contextually, thematically, effectively, collaboratively, and centered on the students as explained below:**

a. Interactive
Learning in this course is carried out interactively through various learning activities, for example, student-student, student-lecturer, and lecturer student activities.

b. Holistic
Holistic learning in this course covers three educational domains, namely cognitive, psychomotor and affective domains. In every learning activity, the lecturer not only delivers lecture materials that hone students' cognitive abilities but also integrate the basic values of the study program and faculty/University, namely *conscience* (choosing one's conscience)*, compassion (* feelings of compassion*) and commitment (*holding firm to commitments)*, into the lecture material.

c. Integrative
Technology is integrated into every lesson both as a learning tool and as learning media, as well as learning resources, especially in enriching study materials that depend on technological developments, such as access to international journals, whether subscribed or not, e-book access. **d. Scientific**

This course aims to produce graduates who are strong and persistent in seeking and discovering academic truths through scientific learning processes. The scientific learning process integrates learning models which enable students to identify problems, and their causes, formulate problems, find solutions to problems, such as through project-based learning, problem-based learning, inquiry learning, self-regulated learning and metacognition. **e. Contextual**

Contextual learning is achieved in this course through its adherence to contextual and learning materials that can be accessed through the campus comprehensive library collections and virtual learning resources both national and international. In addition, this course encourages students to conduct research and publish on the contextual and relevant topics in the literature and in society.

f. Thematic

In line with the contextual characteristics of learning, this course is also characterized by its focus on the related themes in understanding major topics in English education. The themes cover various teacher professional development issues, based journal articles on TPD research, dated in less than 5 years.

g. Effective

This course has been planned effectively to last for 16 meetings including mid-term exams and end-of-semester examinations with every meeting discussing pre-determined topics that have been set in the lesson planning.

h. Collaborative

Class lectures are held collaboratively in accordance with one aspect of Ignatian Pedagogy, i.e., *Compassion*, which aims to develop the students' ability to work together to achieve goals, respect differences of opinions and develop conflict handling skills.

i. Student-centered

All lectures in this course are student-centered so that they are accustomed to actively finding problems, solving problems, developing ideas, conducting collaborative research with lecturers, and presenting research results in seminars.

F. Student Workload

Learning Activities and Tasks	Student Workload
Class scheduled meeting	32
Presentation	16
Mid Term Paper	20
Final Paper	22
Total	90

G. Course Learning Plan

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	Score or grading	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	By the end of the class, students are able to: (a) develop a broad view of what this class amounts to and (b) understand the goals, assessments, and learning strategies/materials to be used in the class.	Introduction to the course: planning to write a journal paper: introduction, literature review, and methodology	Brief lectures, short question and answer sessions, group work, related to TPD topics.	Students are able to write several alternatives of their own topics for TPD Course		• Cirocki, A., & Farrell, T. S. (2019). • Atmoko, S. H. D., & Kuswandono, P. (2021).
2	By the end of the class, students are able to discuss at least 10 journals about TPD	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students starts writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		• Kuswandono, P. (2017). • Averina, F. E., & Kuswandono, P. (2022).
3	By the end of the class, students are able to write the introduction part	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students starts	Students are able to write the introduction of the journal paper based on the reviewed research articles.		• Diasti, K. S., & Kuswandono, P. (2020). • Nauman, S. (2017).

			writing the introduction of the journal paper.			
4	By the end of the class, students are able to write the introduction part	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students starts writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		• Hammond, L., Hyler M., Gardner M. (2017). • Putri, A. D. K., & Imaniyati, N. (2017).
5	By the end of the class, students are able to write the introduction part	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students starts writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		• Sadovets, O. (2017). • Monica, S., & Kuswandono, P. (2019).
6	By the end of the class, students are able to write the introduction part	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students starts writing the introduction of the journal paper.	Students are able to write the introduction of the journal paper based on the reviewed research articles.		• Wiyono, S. (2017). • Larasati, R., & Kuswandono, P. (2023).

7	Progress Test 1					
8	Progress Test 1					

9	By the end of the class, students are able to write the literature review part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Individual students starts writing the literature review of the journal paper.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		• Larasati, R., & Kuswandono, P. (2023). • Rahman, A. (2016).
10	By the end of the class, students are able to write the literature review part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Individual students starts writing the literature review of the journal paper.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		• Setiawan, W. A., & Kuswandono, P. (2020). • Stanojević, M.-M. (2015).
11	By the end of the class, students are able to write the literature review part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest. Individual students starts writing the literature review of the journal paper.	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		• Hampel, R. (2015). • Sinom, P. A. P., & Kuswandono, P. (2022).
12	By the end of the class, students are able to write the	Recent journal articles on TPD research, dated	Group discussion: each student presents their findings of journals	Students are able to write the literature review of the journal paper based on the		• Kelly, J., & Cherkowski,

	literature review part (Submission of Literature Review Draft) as Test 2	in less than 5 years.	based on their own interest. Individual students starts writing the literature review of the journal paper.	grand theories and other research journals.		S. (2015). • Putri, A. D. K., & Imaniyati, N. (2017).
13	By the end of the class, students are able to write the methodology part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their methodology based on their own interest. Individual students starts writing the methodology of the journal paper.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		• Curtis, E., Wikaire, E., Kool, B., Honey, M., Kelly, F., Poole, Reid, P. (2015). • Sinom, P. A. P., & Kuswandono, P. (2022).
14	By the end of the class, students are able to write the methodology part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their methodology based on their own interest. Individual students starts writing the methodology of the journal paper.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		• Hall, J. M., & Townsend, S. D. C. (2017). • Diasti, K. S., & Kuswandono, P. (2020).
15	By the end of the class, students are able to write the methodology part	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their methodology based on their own interest. Individual students starts writing the methodology of the journal paper.	Students are able to write the methodology of the journal paper based on the methodology theories and other research journals.		• Averina, F. E., & Kuswandono, P. (2022). • Chien, C.-W. (2016).

| 16 | By the end of the class, students are able to write the methodology part | Recent journal articles on TPD research, dated in less than 5 years. | Group discussion: each student presents their methodology based on their own interest.

Individual students starts writing the methodology of the journal paper. | Students are able to write the methodology of the journal paper based on the methodology theories and other research journals. | | • Avillanova, A. A., & Kuswandono, P. (2019). •
Atai, M. R., & Nejadghanbar, H. (2015). |
| 17 | **Final exam (Paper Submission)** | | | | | |

H. References

Atai, M. R., & Nejadghanbar, H. (2015). Unpacking in-service EFL teachers' critical iIncidents: The case of Iran. RELC Journal, 47(1), 97–110. https://doi.org/10.1177/0033688216631177

Atmoko, S. H. D., & Kuswandono, P. (2021). The roles of English teacher forum (MGMP) in Indonesia towards the teacher professional development. *Journal of English Language Teaching and Linguistics*, *6*(1), 125.

Averina, F. E., & Kuswandono, P. (2022). From Pre-Service to Novice: Unraveling EFL Teachers' Professional Identity Transformation through the Lens of Critical Incident Technique. Jurnal Sinestesia, 12(2), 552-565.

Avillanova, A. A., & Kuswandono, P. (2019). English teacher professional development in Indonesia: the challenges and opportunities. *English Review: Journal of English Education*, *8*(1), 41-50.

Chien, C.-W. (2016). Analysis of design and delivery of critical incident workshops for elementary school English as a foreign language teachers in community of practice. Education 3-13, 1–15. https://doi.org/10.1080/03004279.2016.1163400

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Diasti, K. S., & Kuswandono, P. (2020). "Thriving through Reflecting": Current Perspective on Teacher Professional Development Research in Asia Context. Journal of English Teaching, 6(3), 220-231.

Hall, J. M., & Townsend, S. D. C. (2017). Using critical incidents and E-Portfolios to understand the emergent practice of Japanese student-teachers of English. Teaching and Teacher Education, 62, 1–9. https://doi.org/10.1016/j.tate.2016.10.017

Hammond, L., Hyler M., Gardner M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.

Hampel, R. (2015). Theoretical approaches and research-based pedagogies for online teaching. In U. Stickler & R. Hampel (Eds.), Developing Online Language Teaching Research-Based Pedagogies and Reflective Practices. New Language Learning and Teaching Environments (pp. 134–149). London: Palgrave Macmillan.

Kelly, J., & Cherkowski, S. (2015). Collaboration, collegiality, and collective reflection: A case study of professional development for teachers. Canadian Journal of Educational Administration and Policy, 169, 1–27.

Kuswandono, P. (2017). Reflective practices for teacher education. LLT Journal: A Journal on Language and Language Teaching, 15(1), 149–162.

Larasati, R., & Kuswandono, P. (2023). Enhancing Teachers' Resilience through Teacher Professional Development. Language Circle: Journal of Language and Literature, 17(2), 391-402.

Monica, S., & Kuswandono, P. (2019). Benefits and Challenges of Teacher Professional Development Program Implementation: English Teachers'perspectives. IJIET (International Journal of Indonesian Education and Teaching), 3(2), 253-265.

Nauman, S. (2017). Applying and evaluating teacher professional development models – A case study of a Pakistani school. International Journal of Experiential Learning & Case Studies, 2(2), 20–33.

Putri, A. D. K., & Imaniyati, N. (2017). Professional development of teachers in imporving the performance of teacher. Jurnal Pendidikan Manajemen Perkantoran, 1(1), 94–103.

Rahman, A. (2016). Teacher professional development in Indonesia: The influences of learning activities, teacher characteristics and school conditions. University of Wollongong.

Sadovets, O. (2017). Modern trends in continuous professional development of foreign language teachers (On the basis of the British council research). Comparative Professional Pedagogy, 7(4), 89–97. https://doi.org/10.1515/rpp-2017-0055

Setiawan, W. A., & Kuswandono, P. (2020). Review of teachers professional development research studies in South East Asia. International Journal of Pedagogy and Teacher Education, 4(1), 19-32.

Sinom, P. A. P., & Kuswandono, P. (2022). Indonesian English Teacher's Identity: Bridging the Gap between Teachers' Personal and Professional Identity. *Language Circle: Journal of Language and Literature*, *17*(1), 150-165.

Stanojević, M.-M. (2015). Developing online teaching skills: The DOTS project. In U. Stickler & R. Hampel (Eds.), Developing Online Language Teaching Research-Based Pedagogies and Reflective Practices. New Language Learning and Teaching Environments (pp. 150–162). London: Palgrave Macmillan.

Wiyono, S. (2017). The 21st century: The turning point of the English language teaching in Indonesia. KnE Social Sciences, 1(3), 303. https://doi.org/10.18502/kss.v1i3.750

I. Conceptual frameworks for learning activities

1. The learning activities in the class are geared to establish a habit of criticality on the parts of all course participants. The course is established upon an ideological belief that every single human being is highly prized, independent figure, who has the capacity to know what is morally right and correct. Thus, he/she is subject to demonstrate his/her accountability by being responsive and responsible for all the actions he/she has done. In particular, the class is established upon the spiritual exercises of St. Ignatius, where three basic core actions are regularly conducted. The three simple, reflective acts are gratitude, regrets, and follow-up. Accordingly, it is the beliefs that everybody seeks to nurture that course participants are to prepare the assigned readings and play a contributive role in creating a vibrant community of learners.

2. To enhance critical thinking, students are encouraged to generate as many questions as possible. Course participants are encouraged to engage in Socratic questioning skills. Therefore, much of the class encounters is established upon dynamic conversations on core issues at hand. Drawing upon Habermas' (1971) emancipatory learning goals, critical thinking skills are nurtured through

critique of knowledge and critique of ideology. It is through a growing awareness on the distorted life experiences of self that each course participant is going to help him-/herself to empower learning for personal liberation. The knowledge critique is intended to equip course participants to heal self and increase a high degree of self-knowledge. In addition, course participants are also engage in a broader scope of critique, which centers on the ideological beliefs maintained by bureaucracies or some sorts of establishments or status quo.

3. The class is also built upon the basic beliefs that humans grow and develop in the encounters with other human beings. The presence of a nurturing community – where relational trust, personal mastery, free experimentation of ideas, and a sense of high expectation on each other – is believed to play a substantive role to create a vibrant learning community. Communicative acts to nurture a positive relational trust are maintained. Each course participant is expected to engage in a respectful

communication, where appreciation on any single person is of paramount importance. Degrading acts in the forms of verbally humiliating and/or attacking expressions, sensitive statements, and inappropriate deeds to harass others are unacceptable and subject to scrutiny, and therefore lead to sanctions. Victims of harassments are encouraged to vent their concerns off to confidants and campus authorities.

4. Teaching and learning activities in the study program are established upon both axiologically and epistemologically sound principles. Sanata Dharma University holds four core values (i.e. seeking truth, maintaining diversity, raising human dignity, and pursuing justice), which serve as axiological foundation. Meanwhile, the epistemological foundation is rested upon scientific knowledge pursuit, in which the knowledge construction is done through appropriately crediting the cited sources, avoiding plagiarism, and maintaining public accountability.

J. Course grading system

No	Assignment	Grade components
1.	Weekly progress assignments on individual paper	10%
2.	Class participation	10%
3.	Test 1 (Submission of individual paper)	25%
4.	Test 2 (Submission of individual paper)	25%
5.	Test 3 (Final project: Submission of individual paper)	30%
		100%

No	Score (%)	Grade	Scale 1-4
1	85 – 100	A	3.4
2	80 – 84	A-	3.2
3	75 – 79	B+	3
4	70 – 74	B	2.8
5	65 – 69	B-	2.6
6	60 – 64	C+	2.4
7	55 – 59	C	2.24
8	50 – 54	D	2
9	0 – 49	E	1.96

UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Program : ELESP

COURSE LEARNING ASSESSMENT PLAN

Course Identity
1. Course Code/Course Name : ECIS 210/Teacher Professional Development
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2023
5. Lecturer(s) : Paulus Kuswandono, Ph.D.

Assessment plan 1: Weekly progress assignments on individual paper

Assignment Goals	Students are to develop critical thinking skills when accessing peer reviewed research journal articles. Critical reading skills are believed to equip them with improved writing skills.
Elaboration of Assignments	Critical thinking skills are required. To train the skills, students are assigned to: 1. read journal articles by focusing on five major research report components, namely: (a) introductory part, (b) literature review, (c) methodology, (d) findings and discussion, and (c) conclusion and recommendations. 2. Write the key points of the articles which can benefit and improve the quality of their journal writing.

Things to do and limitations	While personal accountability is of great value in a graduate program, students are also encouraged to work with other colleagues to help each other. Each individual student, however, is required to demonstrate own work. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly.
Methods and how to accomplish the assignment	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Timely submission is deemed to have played a significant role to form a habit formation.
Description of the assignment outcomes	The students will develop critical skills when reading research articles. The skills are of great importance given the goals of the study program. Each individual student is required to accomplish research and publish journal articles to graduate.

UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education
Program : ELESP

ASSESSMENT RUBRIC

Course Identity
1. Course Code/Course Name : ECIS 210/Teacher Professional Development
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 2/2023
5. Lecturer(s) : Paulus Kuswandono, Ph.D.

Assessment plan 3, 4, 5: Submission of individual paper

Assignment Goals	Students are to demonstrate their learning achievement by planning a mini research proposal related to one of the three topics, namely teacher agency, curriculum, and
Elaboration of Assignments	*First*, the students are to write *a mini research proposal*. It serves as a synthesis of what they have studied. It will synthesize one topic (out of teacher agency, curriculum, and technology integration). *Second*, the synthesis will be expanded with at least *three peer-reviewed journal articles* relevant to the topic selected. *Third*, the mini proposal as a synthesis will cover four components, namely: (a) Background, (b) Research questions, (c) Literature review, and (d) Research methods.

Things to do and limitations	While personal accountability is of great value in a graduate program, students are also encouraged to work with other colleagues to help each other. Each individual student, however, is required to demonstrate own work. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly.
Methods and how to accomplish the assignment	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Timely submission is deemed to have played a significant role to form a habit formation. In response, a timely response from the lecturers is expected to be available in less than 48 hours. The students will access the feedback online through website: https://belajar.usd.ac.id/
Description of the assignment outcomes	The students will write a mini-proposal that raises one of the three issues discussed throughout the semester.

Review Form: Research Papers
Credit to IJAL (Indonesian Journal of Applied Linguistics, Scopus Indexed)

	Aspects
1	**Title**
	States the article's main theme
2	Describes the type of research done
<u>3</u>	If space permits: Tells where the research was done (e.g., country and / or type of institution)
4	**Abstract**
	Begins with a brief description of the article's main theme and context
5	Accurately summarizes: (1) background of the study, (2) the purpose of the research, (3) method used, (4) findings/results, main conclusions, and (5) academic and practical implications of the results / findings.

6	Does not contain any figures, tables, or in-text references
7	Does not exceed 300 words and accompanied by keywords
8	**Introductory Paragraph(s)**
	Presents the topic of the study and its academic and practical importance to readers
9	Briefly summarizes other literature on the topic
10	Points out the most important gaps or controversies in the literature and how the study addresses them *(necessary)*
11	Introduces the research problem addressed by the study
12	Outlines the specific research objectives of the research
13	Describes the context of the study, including the subjects of the research
14	Provides readers with an outline of the rest of the article
15	**Literature Review**
	Tells where the research topic fits in the larger context of education
16	Focuses primarily on recent literature (within the last 5 years from the DOI/Date of Issue)
17	Provides adequate support for the selection of the research question(s) by discussing previous research findings related to the research topic
18	Integrates and organizes these findings around relevant main topics, showing that the author has a good understanding of the literature *(in the specific context of the topic studied)*
19	Summarizes those research studies and synthesizes to logically introduce the method(s).
20	**Method**
	Logically follows the literature review

21	Describes the context of the study and the population sampled
22	Describes the sampling method used *(necessary)*
23	Outlines and defends the data collection method(s) used *(necessary)*
24	Discusses how the data were collected and why
25	**Results / Findings** Are directly connected to methodology and address the research question(s)
26	Summarize the data collected (e.g. using descriptive statistics)
27	Report the results of any statistical analyses used *(necessary)*
28	Include enough details to justify the methodology and conclusions
29	Avoid unnecessary repetition
30	Use tables and figures only if they are relevant and not redundant
31	**Discussion** Summarizes the results in relation to the research objective(s)
32	Interprets the results as they relate to the paper's literature review (findings of previous researchers)
33	Provides possible explanations for unexpected results (if necessary)
34	Points out any limitations of the study's design or execution that might affect its validity and its applicability to other contexts

35 Discusses practical applications for classrooms or other educational settings in diverse contexts

36	The content is relevant, current, and interesting to international readers.
37	The content is useful or relevant to the development context.

38	The discussion of the topic is not limited to one particular context or country.
39	**Conclusion**
	Restates the study's main purpose and key results
40	Discusses possible directions for related future research *(necessary)*

* Please use the following scale to rank each category (1, 2, 3, 4, 5)
1 = unacceptable
2 = needs much improvement
3 = acceptable but still needs major improvements
4 = good but still needs some improvement
5 = excellent (needs little or no change)

(Continued from above)

No.	WRITTEN EXPRESSION
1.	The writing is clear, concise, and grammatically correct. Specific comments
2.	The writing is professional and academic.
3.	The paper stays focused on the topic.
4.	The paper is coherent between and within sections.
5.	The first person has not been misused or overused (The first person, if in the text at all, should be used sparingly and appropriately, primarily to avoid the passive voice in describing procedures or discussing results, **not** to create an exaggerated sense of the author's importance or authority. Any use of "we" should refer to the authors only.
6.	There is no discriminatory language of any kind in the paper.
	FORMAT
7.	The content is well-organized, and based on an academic format.

8.	There should be introduction, literature review, method, finding and discussion and conclusion.
9.	The figures, tables, or other illustrations are necessary and appropriate and are referred to in the text.
10.	All references are both in-text and in the reference list.
11.	All references in the text and in the reference list follow APA style (see author's guideline on OJS systemif necessary).
12.	The content is well-organized, and based on an academic format.