	Semester Learning Plan
	English Education Curriculum (ECIS 211) **English Education Master's Program**
Revision 0	**Effective from August 2023**

UNIVERSITAS SANATA DHARMA
Faculty   : Teachers Training and Education
Study Program : English Education Master's Program

Credit	2 credits
Time Allocation	2 x 50' class meeting 2 x 60' independent works and 2 x 60' structured tasks
Study Program	English Education Master's Program
Lecturer	Ouda Teda Ena, M.Pd., Ed.D.

1.   Program Learning Outcomes

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.

2.   Short Description of the Course:

Introduction to English Education Curriculum (ECIS 211) is designed to familiarize students with fundamental concepts and the latest trends in English Education Curriculum. It elaborates on the underlying principles that come into play in different types of curricula. It deals with various issues in education research in ELT curriculum in Indonesia as well as in other countries.

3.   Course Learning outcomes:
On completing the course, the students are expected to be able to:

Competence:
1.   understand the trends and concepts of ELT curriculum
2.   understand various issues in ELT curriculum research
3.   write research paper on ELT curriculum in a reputable journal
4.   present working paper on ELT curriculum in a conference

Conscience:
1.   gain more awareness on the ELT curriculum issues
2.   improve their responsibility and autonomy in writing ELT working papers.

Compassion

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1. grow interest in ELTcurriculum research
2. have a greater passion for ELT curriculum research
3. work collaboratively to complete the assigned projects

Commitment:
1. Students are able to develop honesty in writing a literary analysis.
2. Students are able to develop a commitment in working individually and in groups.

4. 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 learning theories in education ranging from metacognition, self-regulated learning, constructivism and affectivism.

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.

Student Workload

Learning Activities and Tasks	SWL
Classroom meeting	32
Independent work	14

Structured work	14
Mid Term Paper	14
Final Paper	17
Total	90

Week (1)	Expected Learning Outcomes (2)	Learning Materials (3)	Learning Strategies (4)	References (5)
1	By the end of the class, students are able to understand the concept of education and literacy	Learning About Education Education and literacy	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Hruby, George G. (2020); Ulrike Hanemann (2019); Hamilton, David. (1999). Learning about Education: an unfinished curriculum. Philadelphia: Open University Press.
2	By the end of the class, students are able to have the competence and skills in understanding teaching, curriculum, and learning	Teaching, Curriculum, and Learning	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Ulrike Hanemann (2019); Hamilton, David. (1999). Learning about Education: an unfinished curriculum. Philadelphia: Open University Press.
3	By the end of the class, students are able to work together and individually to develop an understanding of the course requirements and various curriculum in schools and controversies in English	The English Curriculum in Schools Controversies in English	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Heller, Rafael & Lisa Scherff (2019); Poulson, Louise. (1998). The English Curriculum in Schools. London: Cassell. Ena, O. T., Yulia, M. F., & Prabandari, C. S. (2016).
4	By the end of the class, students are able to work together and individually to develop an understanding of the development of English as a subject in the school curriculum	The Development of English as a subject in the school curriculum	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Caroline A. Veniero. (2021); Poulson, Louise. (1998). The English Curriculum in Schools. London: Cassell.
5	By the end of the class, students are able to have the ability to analyze Indonesian national curriculum	Toward a national curriculum	Constructivism Problem-based learning Inquiry learning Discovery Learning	Caroline A. Veniero. (2021); Poulson, Louise. (1998). The English Curriculum in Schools. London: Cassell.

Week (1)	Expected Learning Outcomes (2)	Learning Materials (3)	Learning Strategies (4)	References (5)
			Critical thinking Metacognitive learning strategy	
6	By the end of the class, students are able to work together and individually to develop an understanding of language in the curriculum	Language in the curriculum	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Galindo-Dominguez, Héctor (2021); Poulson, Louise. (1998). The English Curriculum in Schools. London: Cassell.
7	By the end of the class, students are able to analyze the curriculum of English subject in primary and secondary schools in Indonesia	English in Primary and Secondary schools	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Ioannou, Marianna, Andri Ioannou. (2020); Galindo-Dominguez, Héctor (2021); Poulson, Louise. (1998). The English Curriculum in Schools. London: Cassell.
8	By the end of the class, students are able to write the draft of a research curriculum.	First Draft of Working paper Consultation and review	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Students' working paper
9	By the end of the class, students are able to understand the concept of the English curriculum in India.	The English Curriculum in India	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Bedrettin Yazan (2019); Viniti Vaish (2008) Biliteracy and Globalization: English Language Education in India
10	By the end of the class, students are able to understand the concept of the English curriculum in China.	The English Curriculum in Asia: The English Curriculum in China	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Fang Xu (2022); Bedrettin Yazan (2019); Rita Elaine Silver Guangwei Hu Masakazu Iino (2001). English Language Education in China, Japan, and Singapore
11	By the end of the class, students are able to understand the concept of the English curriculum in Japan.	The English Curriculum in Asia:	Constructivism Problem-based learning Inquiry learning	Takeuchi (2020); Rita Elaine Silver Guangwei Hu Masakazu Iino (2001). English

Week (1)	Expected Learning Outcomes (2)	Learning Materials (3)	Learning Strategies (4)	References (5)
		The English Curriculum in Japan	Discovery Learning Critical thinking Metacognitive learning strategy	Language Education in China, Japan, and Singapore
12	By the end of the class, students are able to understand the concept of the English curriculum in Singapore	The English Curriculum in Asia: The English Curriculum in Singapore	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Rita Elaine Silver Guangwei Hu Masakazu Iino (2001). English Language Education in China, Japan, and Singapore
13	By the end of the class, students are able to understand the concept of the English curriculum in Southeast Asia	The English Curriculum in Asia: The English Curriculum in Southeast Asia	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Rita Elaine Silver Guangwei Hu Masakazu Iino (2001). English Language Education in China, Japan, and Singapore
14	By the end of the class, students are able to understand the concept of the English curriculum in Indonesia.	The English Curriculum in Asia: The English Curriculum in Indonesia	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	Timo Kaartinen (2020); Rita Elaine Silver Guangwei Hu Masakazu Iino (2001). English Language Education in China, Japan, and Singapore
15	Final Draft of Working paper Consultation and review			
16	**Final Project Submission: Working Paper on ELT Curriculum**			

)* *subject to change*

Grading Policy

Assessment Aspects	Percentage
Project 1	35%
Presentation/publication 1	15%
Project 2	35%
Presentation/ publication 2	15%
	100%

4. Teaching-learning Strategies
Lectures, discussions, projects and presentation

5. References
Required

Asantha U. Attanayake. (2020). Post-Colonial Curriculum Practices in South Asia, Building Confidence to Speak English. Routledge.

Cathryn van Kessel. (2019). An Education in 'Evil'_ Implications for Curriculum, Pedagogy, and Beyond. Springer International Publishing, Palgrave Macmillan

Elise L. Chu. (2019). Exploring Curriculum as an Experience of Consciousness Transformation. Palgrave Macmillan

Ena, O.T., Yulia, M.F., Prabandari, C.S. Gender roles and representations in the English e-textbooks for junior high school in Indonesia. *Senior Editors, 83*.

Galindo-Dominguez, H. (2021). Flipped Classroom in the Educational System: Trend or EffectivePedagogical Model Compared to Other Methodologies? *Educational Technology & Society, 24*(3), 44-60.

Hamilton, D. (1999). *Learning about Education: an unfinished curriculum.* Philadelphia: Open University Press.

Hanemann, U. (2019). Examining the application of the lifelong learning principle to the literacy target in the fourth Sustainable Development Goal (SDG 4). *International Review of Education, 65*(2), 251-275.

Heller, R., & Scherff, L. (2019). What is English? Who decides?: An interview with Lisa Scherff. *The Phi Delta Kappan, 100*(6), 45-49.

Hruby, G. G. (2020). Language's vanishing act in early literacy education. *The Phi Delta Kappan, 101*(5), 19-24.

Ioannou, M., & Ioannou, A. (2020). Technology-enhanced Embodied Learning: Designing and Evaluating a New Classroom Experience. *Educational Technology & Society, 23*, (3), 81-94.

Kaartinen, T. (2020). Ownership, Responsibility, and Agency in Language Revitalization. *Responsibility and Language Practices in Place,* 115-130.

Michael W. Apple. (2019). Ideology and Curriculum (Fourth edition). New York: Routledge.

Poulson, L. (1998). *The English Curriculum in Schools*. London: Cassell.

Takeuchi, J.D. (2020). Diversity, Inclusivity, and the Importance of L2 Speaker Legitimacy. *Japanese Language and Literature, 54*(2), 317-326.

Thomas S. C. Farrell (2022). Doing Reflective Practice in English Language Teaching. Routledge

Veniero, C.A. (2021). Education's Deep Roots: Historical Evidence for the Right to a Basic Minimum Education. *The University of Chicago Law Review, 88*(4), 981-1024.

Xu, F. (2022). The Future Conditional: Building an English-Speaking Society in Northeast China by Eric S. Henry. *Asian Ethnology, 81*(1/2), 334-335.

Yazan, B. (2019). An Autoethnography of a Language Teacher Educator: Wrestling with Ideologies and Identity Positions. *Teacher Education Quarterly, 46*(3), 34-56.

Complementary

Feng, A. (2011) English Language Education Across Greater China

Godwin-Jones, R. (2019). In a World of SMART Technology, Why Learn Another Language? *Educational Technology & Society, 22*(2), 4-13.

Silver, R.E., Hu, G., & Iino, M. (2001). *English Language Education in China, Japan, and Singapore*. Singapore: National Institute of Education.

Vaish, V. (2008) Biliteracy and Globalization: English Language Education in India.

UNIVERSITAS SANATA DHARMA

Faculty   : Teachers Training and Education
Program   : EEMP

COURSE LEARNING ASSESSMENT PLAN

Course Identity

1.   Course Code/Course Name : ECIS 211/English Education Curriculum
2.   Credits/Contact Hour   : 2/2 CHs
3.   Prerequisite   : -
4.   Semester/Academic Year   : 3/2023-2024
5.   Lecturer   : Ouda Teda Ena, Ed.D.

Assessment plan 1: Weekly progress assignments on individual paper

Assignment Goals	Students are to report their progress on their individual research paper (research proposal).
Elaboration of Assignments	Students need to report how far they have progressed in their paper writing. Weekly, they are required to make a short report of what they have done throughout the week in relation to the course. In addition, they are to reflect their progress in order to do better the following week.
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.
Methods and how to accomplish the assignment	The report and reflection are submitted online in the LMS. It is done weekly. Timely submission is deemed to have played a significant role to form a habit formation.
Description of the assignment outcomes	The students will improve their self-regulation in doing their research proposal. They are also encouraged to always progress each week and be responsible for their own learning.

UNIVERSITAS SANATA DHARMA

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ASSESSMENT RUBRIC

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Course Identity
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Assessment plan 2 and 3: Submission of individual paper

Assignment Goals	Students are to demonstrate their learning achievement by writing a research proposal related to English Learning Theories
Elaboration of Assignments	*First*, the students are to write *a journal paper*. It serves as a synthesis of what they have studied. It will synthesize one topic, chosen by the students by themselves. *Second*, the synthesis will be expanded with a number of *peer-reviewed journal articles* relevant to the topic selected. *Third*, the proposal as a synthesis will cover five components, namely: (a) Abstract, (b) Background, (c) Research questions, (d) Literature review, (e) Research methods, (f) Research instruments (g) data analysis and discussion, and (h) conclusion and implication. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly. Note: - In assessment 3 (mid-term), the submitted assignment is the draft of introduction up to data analysis and discussion section. - In assessment 4 (final assignment), the submitted assignment is the finalized version of the complete journal paper (from abtract up to conclusion and implication).

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.
Methods and how to accomplish the assignment	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Feedback will be provided throughout the writing process (in the form of consultations) and soon after the assignment submitted.
Description of the assignment outcomes	The students will produce a research proposal about English Learning Theories.

Assessment Rubric for Research Based Articles

ECIS 211/ Introduction to English Education Curriculum

MPBI USD

Adapted from: www.lib.jmu.edu/instruction/documents/RubricforArticleCritiqueHandout.doc

A.   Title   1-5 point
Title of the article, journal information
B. Abstract   1-10
points
       Write an abstract summarizing the article
C. Sections
       1. The Problem (2-3 paragraphs)   1-10points
            Is the problem clearly stated?
            Is the problem practically important?
            What is the purpose of the study?
            What is the hypothesis if any?
            Are the key terms defined?
       2. Review of Literature (1-2 paragraphs)   1-20 points
            Are the cited sources pertinent to the study?
            Is the review too broad or too narrow?
            Are the references recent?
            Is there any evidence of bias?
       3. Design and procedures (3 – 4 paragraphs)   1-20 points
            What research methodology was used?
            Was it a replica study or an original study?
            What measurement tools were used?
            How were the procedures structured?
            Was a pilot study conducted?
            What are the variables?
            How was sampling performed?
       4. Data Analysis and presentation (1-2 paragraphs)   1-20 points
            How was data analyzed?
            Was data qualitative or quantitative?
            Did findings support the hypothesis and purpose?
            Were weaknesses and problems discussed?
       5. Conclusions and Implications (2-3 paragraphs)   1-10 points
            Are the conclusions of the study related to the
               original purpose?
            Were the implications discussed?
            Whom the results and conclusions will effect?
What recommendations were make at the conclusion?
D. References: Up-to-date and well-written according to APA style   1-5 Points

                           Total   **100 points**