

	Semester Learning Plan
	TECHEDU 224 English Education Master's Program
Revision 2	Effective from August 2023

UNIVERSITAS SANATA DHARMA

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

SEMESTER LESSON PLAN

Course Name : Educational Management
Semester : 2
Course Code : ECIS213
Credits : 2
Study Program : English Education Master's Program
Lecturer : Markus Budiraharjo, Ed.M., 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 course description

Education is situated in socio-cultural and regulative contexts, which are prone to changes due to social, economic, political, and philosophical shifts. Teacher candidates are required to equip themselves with a necessary knowledge base, especially in terms of how education is its social dimensions, and how government regulations, such as standards, and curriculum mandates, are implemented.

3. Course Learning outcomes:

Competence:

1. Understanding various theories of educational management and leadership.
2. Conducting research on the areas of educational management and leadership of students' choosing.

Conscience:

1. Develop a sense of responsibility in understanding various theories of educational management
2. Foster carefulness, honesty and accountability in writing an academic paper based on various theories of psychology of education

Compassion:

1. Enhance positive thinking towards others' understanding
2. Develop open-mindedness in receiving feedback and criticism from others
3. Appreciate others' opinions about their work
4. Work collaboratively to improve each other's understanding and writing

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.

5. Student workload

Learning Activities and Tasks	SWL
Worksheets	32
Attendance and active participation	14
Presentation	14
Mid Term Paper	14
Final Paper	17
Total (hours)	90

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	References
1	Introduction to the principles and theories of educational management and their application in the context of English education	Course overview	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	200'	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion Reflection	The accuracy of the understanding of the course requirements Accuracy of understanding of related theories Accuracy of understanding of the introduction section of an academic paper	8%	Bush (2020) Bolman & Deal (2017)
2	Exploring the current trends and challenges in educational management specific to English education	Trends and challenges in educational management	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	200'	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion	Accuracy of understanding of related theories Accuracy of understanding of the introduction section of an academic paper Accuracy of understanding of literature review	10%	Durand & Dameron (2017) Bolman & Deal (2017)

(1) Week	(2) Expected Learning Outcomes	(3) Learning Materials	(4) Learning Methods	(5) Time Allotment	(6) Learning Activities	(7) Assessment Criteria (Indicator)	(8) Value	(9) References
					Reflection			
3	Exploring effective strategies for managing resources, such as budgeting, staffing, and facilities, in English education institutions	Resource management	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	- 2 00 Menit	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion Reflection	Accuracy of the analysis and synthesis of the literature review	3%	Niah (2022) Tuliao, Al-Sharif, McNaughtan, & Garcia (2021)
4-5	Demonstrating knowledge of various leadership styles and their impact on educational organizations in the field of English education	Leadership styles	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	- 2 00 Menit	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion	Accuracy of the analysis and synthesis of the literature review	3%	DeDeyn (2021)

(1) Week	(2) Expected Learning Outcomes	(3) Learning Materials	(4) Learning Methods	(5) Time Allotment	(6) Learning Activities	(7) Assessment Criteria (Indicator)	(8) Value	(9) References
					Reflection			
6-7	Fostering a positive organizational culture and climate that promotes effective teaching and learning in English education settings	Organizational culture and climate for effective teaching and learning	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	- 2 00 Menit	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion Reflection	Accuracy of the analysis and synthesis of the literature review	3%	Mousena & Raptis (2020)
8	Investigating the legal and ethical considerations in educational management and apply them to English education institutions	Legal and ethical considerations	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	- 2 00 Menit	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion	Accuracy of understanding related theories	15%	Pazey & Cole (2013) Tzimas & Demetriadis (2021)

(1) Week	(2) Expected Learning Outcomes	(3) Learning Materials	(4) Learning Methods	(5) Time Allotment	(6) Learning Activities	(7) Assessment Criteria (Indicator)	(8) Value	(9) References
					Reflection			
9	Mid Term Weeks		Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	- ² 00 Menit	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion Reflection	The accuracy of the analysis of the questionnaire in an academic paper	2%	
10-11	Engaging in strategic planning and implementation to improve the quality of English education programs	Strategic planning	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	200 Minutes	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion	The accuracy of the description, explanation, and analysis of the research report	3%	Digo (2022) Hapsari & Budiraharjo (2019)

(1) Week	(2) Expected Learning Outcomes	(3) Learning Materials	(4) Learning Methods	(5) Time Allotment	(6) Learning Activities	(7) Assessment Criteria (Indicator)	(8) Value	(9) References
					Reflection			
12	Evaluating and utilizing data-driven decision-making processes for improving English education outcomes	Data-driven decision making	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	- 200 Menit	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion Reflection	The accuracy of the description, explanation, and analysis of the research report	3%	Datnow & Hubbard (2016)
13-14	Developing effective communication and interpersonal skills for building strong relationships with stakeholders in the English education community	Effective communication and interpersonal skills	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	-200 Menit	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion		15%	Warner (2020)

(1) Week	(2) Expected Learning Outcomes	(3) Learning Materials	(4) Learning Methods	(5) Time Allotment	(6) Learning Activities	(7) Assessment Criteria (Indicator)	(8) Value	(9) References
					Reflection			
15-16	Conflict resolution and problem-solving techniques relevant to English education management	Conflict resolution and problem-solving techniques	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	- 2 00 Menit	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion Reflection	The accuracy of the description, explanation, and analysis of the research report	2%	Mahvar, Farahani, & Aryankhesal (2018)

References:

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- Tzimas, D., & Demetriadis, S. (2021). Ethical issues in learning analytics: a review of the field. *Educational Technology Research and Development*, 69, 1101-1133.
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Table 2. Details of Learning Process

Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation
(1)	(3)	(4)
1-7	<ol style="list-style-type: none"> 1. Introduction to Educational Management 2. Student learning outcomes: This involves evaluating and understanding what students are learning and the effectiveness of instructional methods in promoting student learning. 3. Differentiated instruction: This involves designing and delivering instruction that is tailored to the diverse needs of students and their learning styles. 4. Assessment and evaluation: This involves developing 	<p>Context:</p> <ul style="list-style-type: none"> • The lecturer explains the objectives of the course, semester lesson plan, assignment, evaluation and the rubric of assessment • The lecturer relates students’ knowledge and experiences and directs them to the topics of the course. The students’ experiences may be triggered by sharing their education experiences when they were taught in schools. • The students’ experiences are shared in smaller groups to raise their intensive awareness of the significance of learning Educational Management. This can be asked through raising a question, such as “what kinds of learning strategies to succeed in tertiary study?” <p>Experience:</p> <ul style="list-style-type: none"> • One group of students is to present the assigned topic to lead the discussion. The other groups comment and ask questions on the presentation. • <i>Cooperative learning:</i> <ol style="list-style-type: none"> 1. "Jigsaw Principle": students are grouped in the "expert groups", discussing the principles underlying learning strategies, for example Metacognition and Learning, and Self-Regulated Learning; 2. Next, they form a new group consisting of member(s) from each expert group. 3. Finally, they have to return to the original group (expert group) to share what they have learned from other experts. • Notes: the procedural sequence of this “experience” is not rigid, but follows the needs of the students in particular situation

Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation
	<p>and using assessments and evaluations that accurately measure student learning and inform instructional decisions.</p> <p>5. Curriculum development and alignment: This involves developing and aligning the curriculum with educational standards and ensuring it is relevant and up-to-date with the latest research and best practices.</p> <p>6. Technology integration: This involves exploring the potential of technology to</p>	<p>Reflection:</p> <ul style="list-style-type: none"> • The lecturer asks the students to write reflections concerning their comments and feelings related to particular teaching methods. • Examples of questions for the reflection in early meetings: <ol style="list-style-type: none"> 1. Could you describe how your immediate family (e.g. parents, brothers, or sisters) have contributed to your attitudes to and values on education? 2. Could you describe your education background? 3. Did you like your primary and secondary schools? Why or why not? • Examples of questions for the reflection in early meetings: <ol style="list-style-type: none"> 1. What was the most important thing you learned during the class? 2. What was something you already knew or had learned but it was reinforced? 3. Write down questions or queries you have concerning the topic(s) 4. What worked well for you in class? 5. What did not work well for you in class? <hr/> <p>Action:</p> <ul style="list-style-type: none"> • The lecturer invites students to write action plans to make meaning of the theories they just learn. This is carried out in order to help their future students learn under particular teaching methods and techniques which are relevant to their needs. • The students share their action plans in groups and in class.

	<p>enhance teaching and learning and to support student achievement.</p> <p>7. Equity and inclusiveness: This involves examining the curriculum and instructional practices to ensure they are inclusive and provide access to all students, regardless of their background or abilities.</p> <p>2. School leadership</p> <p>1. School culture and climate: This involves understanding the importance of creating a positive and supportive learning environment and the impact this has on student achievement.</p> <p>2. Instructional leadership: This involves developing the skills to effectively lead and support teachers in improving instruction and student learning.</p> <p>3. Data-driven decision making: This involves using data and research to inform decision making and evaluate the effectiveness of programs and initiatives.</p>	<p>Evaluation:</p> <ul style="list-style-type: none"> • The students' <u>active participation</u> in the process of learning during the meetings are documented • The students' presentation is also evaluated and graded. • The students' presentation and teaching simulation are evaluated using <u>observation sheet</u>. • The students also sit in a written test to measure how far the students have understood and internalized the theories.
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| | <ol style="list-style-type: none">4. Educational law and policy: This involves a deep understanding of the legal and ethical considerations involved in running a school, such as compliance with regulations, privacy laws, and safeguarding policies.5. Diversity, equity, and inclusion: This involves developing the skills to create inclusive school environments and address disparities in student achievement.6. Financial and resource management: This involves understanding the financial aspects of running a school and the effective use of resources to support the educational program.7. Community and stakeholder relations: This involves developing strong relationships with the wider community and working with stakeholders to support the school and improve student outcomes. | |
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Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation
8-9	Test (Paper submission)	
10-16	<p>3. Personnel administration</p> <ol style="list-style-type: none"> 1. Human resources management: This involves understanding the principles and practices of personnel administration, such as recruiting, hiring, and training personnel, as well as the legal and ethical considerations involved in personnel management. 2. Collective bargaining and labor relations: This involves understanding the negotiation process between school administrators and teacher unions, and the impact of collective bargaining agreements on school personnel and administration. 3. Performance evaluation and improvement: This involves developing and implementing effective performance evaluation systems to assess the performance of teachers and 	<p>(Second cycle resumes)</p> <p>Context:</p> <ul style="list-style-type: none"> • The lecturer relates students' knowledge and experiences and directs them to the topics of the course. The students' experiences may be triggered by sharing their education experiences when they were taught in schools. • The students' experiences are shared in smaller groups to raise their intensive awareness of the significance of learning Educational Management. This can be asked through raising a question, such as "Why do teachers often dislike creative students??" <p>Experience:</p> <ul style="list-style-type: none"> • One group of students is to present the assigned topic to lead the discussion. The other groups comment and ask questions on the presentation. • <i>Cooperative learning:</i> <ol style="list-style-type: none"> 1. "Jigsaw Principle": students are grouped in the "expert groups", discussing the principles underlying learning strategies, for example Regulation of Emotion, Motivation, Engagement and Volition, Self-Efficacy and Attribution to Learning. 2. Next, they form a new group consisting of member(s) from each expert group. 3. Finally, they have to return to the original group (expert group) to share what they have learned from other experts. • Notes: the procedural sequence of this "experience" is not rigid, but follows the needs of the students in particular situation <p>Reflection:</p> <ul style="list-style-type: none"> • The lecturer asks the students to write reflections concerning their comments and feelings related to particular teaching methods. • Examples of questions for the reflection in early meetings: <ol style="list-style-type: none"> 1. Could you describe how your immediate family (e.g. parents, brothers, or sisters) have contributed to your attitudes to and values on education? 2. Could you describe your education background? 3. Did you like your primary and secondary schools? Why or why not? • Examples of questions for the reflection in early meetings: <ol style="list-style-type: none"> 1. What was the most important thing you learned during the class? 2. What was something you already knew or had learned but it was reinforced? 3. Write down questions or queries you have concerning the topic(s) 4. What worked well for you in class? 5. What did not work well for you in class?

Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation
	other personnel, and identify opportunities for improvement.	action: <ul style="list-style-type: none"> ● The lecturer invites students to write action plans to make meaning of the theories they just learn. This is carried out in order to help their future students learn under particular teaching methods and techniques which are relevant to their needs. ● The students share their action plans in groups and in class.

	<p>4. Professional development and growth: This involves creating and implementing professional development programs to support the growth and development of teachers and other personnel.</p> <p>5. Teacher induction and mentoring: This involves developing and implementing programs to support the induction and mentoring of new teachers to help them succeed in their careers.</p> <p>6. Diversity and equity in personnel administration: This involves understanding the importance of diversity and equity in personnel administration and developing strategies to promote inclusiveness and address disparities in the workplace.</p> <p>4. Community engagement</p> <p>1. Community engagement and outreach: This involves understanding the importance of engaging with</p>	<p>evaluation:</p> <ul style="list-style-type: none"> ● The students' <u>active participation</u> in the process of learning during the meetings are documented ● The students' presentation is also evaluated and graded. ● The students' presentation and teaching simulation are evaluated using <u>observation sheet</u>. ● The students also sit in a written test to measure how far the students have understood and internalized the theories.
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	<p>the wider community and developing strategies to effectively communicate with parents, stakeholders, and local organizations.</p> <ol style="list-style-type: none">2. Stakeholder and parent involvement: This involves developing the skills to involve parents, stakeholders, and the wider community in the educational process and to effectively manage their input and feedback.3. Advocacy and policy: This involves understanding the political and policy context in which schools operate, and developing the skills to effectively advocate for educational issues and initiatives.4. Cultural competence: This involves developing an understanding of cultural diversity and the importance of cultural competence in working with communities from diverse backgrounds.5. Community-based partnerships: This involves developing and managing	
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Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation
	<p>partnerships with local organizations and businesses to support educational initiatives and programs.</p> <p>6. Public relations and communications: This involves understanding the importance of effective communication and the strategies to engage with the media and promote the positive aspects of education.</p>	

COURSE TASK DESIGN

Course Task Design																																
1.	<p>Task Objectives: Student are able to comprehend, summarize, analyse, and present the theories and the application of educational psychology, as well as exemplify the application of learning theories in front of their peers.</p>																															
2.	<p>Task Description:</p> <p>Target: Educational Psychology students from Semester 1 are able to explain learning theories and implement them in class.</p> <p>Instruction and scopes:</p> <ol style="list-style-type: none"> 1. A group of students present theories and practice of Educational Psychology and its learning theories. This is done from Meeting 2 to Meeting 15, except Meeting 8-9 because those weeks are intended for mid-term test. 2. Another group provide feedback and questions <p>Methods and references:</p> <ol style="list-style-type: none"> 1. Students share their part to read and comprehend the materials, 2. Other students look for other materials to enrich the presentation and simulation (multimedia: pictures, games, video, etc) <p>Outcome description:</p> <ol style="list-style-type: none"> 1. The students are able to apply the knowledge of Educational Psychology and its learning theories 2. The students are able to exemplify the principles of Educational Psychology and its learning theories on the basis of students' needs. 																															
	<p>Criteria of assessment: The assessment for the task completion is based on the value provided from:</p> <table border="1"> <thead> <tr> <th>Score(x)</th> <th>Value</th> <th>Quality Number</th> </tr> </thead> <tbody> <tr> <td>$8.5 \geq x$</td> <td>A</td> <td>4.00</td> </tr> <tr> <td>$8.25 \leq x < 8.49$</td> <td>A-</td> <td>3.70</td> </tr> <tr> <td>$8.0 \leq x < 8.24$</td> <td>B+</td> <td>3.30</td> </tr> <tr> <td>$7.75 \leq x < 7.99$</td> <td>B</td> <td>3.00</td> </tr> <tr> <td>$7.50 \leq x < 7.74$</td> <td>B-</td> <td>2.70</td> </tr> <tr> <td>$7.25 \leq x < 7.49$</td> <td>C+</td> <td>2.30</td> </tr> <tr> <td>$7.00 \leq x < 7.24$</td> <td>C</td> <td>2.00</td> </tr> <tr> <td>$6.50 \leq x < 6.99$</td> <td>D</td> <td>1.00</td> </tr> <tr> <td>$x < 5.0$</td> <td>E</td> <td>0.00</td> </tr> </tbody> </table>		Score(x)	Value	Quality Number	$8.5 \geq x$	A	4.00	$8.25 \leq x < 8.49$	A-	3.70	$8.0 \leq x < 8.24$	B+	3.30	$7.75 \leq x < 7.99$	B	3.00	$7.50 \leq x < 7.74$	B-	2.70	$7.25 \leq x < 7.49$	C+	2.30	$7.00 \leq x < 7.24$	C	2.00	$6.50 \leq x < 6.99$	D	1.00	$x < 5.0$	E	0.00
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Assessment Aspects	Form	Percentage
Worksheets	Written	10%
Attendance and active participation	Written	15%
Presentation	Written	15%
Paper Submission (Progress Test I)	Written	20%
Final test result	Written	30%
Total		100%

Presentation Rubric of EDUCATIONAL MANAGEMENT

No of Presentation Group: _____

No of Evaluation Group: _____

	Delivery Modes	None of the features observable	Only few features observable	Only a few features observable	Half features observable	Almost all features observable	All features observable
		1	2	3	4	5	6
Compassion	Delivery (not rushing, show enthusiasm, avoid too much pause, showing positive feelings about the topic presentation.)						
	Eye Contact (not reading the notes/ppt excessively, talking to students, rather than on the projector screen)						
	Posture and body language (standing and presenting comfortably to make audience relaxed, not nervous)						
	Volume (clearly heard for students, even for those sitting in the last row)						
	Content						
Conscience	Introduction begins with clear focus: stating objectives and background of the topic (Conscience)						

	Topic a. The presentation demonstrates important element of the assigned material, contents are developed and given instances via other sources (internet, journal, etc.)						
	b. The material is well organized, using interesting visualization (e.g., power point, video clips, pictures, mind maps, diagrams, charts, whiteboard, etc.).						
	c. demonstrate an understanding of the material, not just reading the presentation						
	Conclusion and “Q and A Session” a. The presentation emphasizes important points and is concluded with strong statements.						
	b. Comments and questions from audience are responded tactfully with clear explanation						

Adapted from: https://www.google.co.id/?gws_rd=cr.ssl&ei=gCAFVMnwL8e5uASl6ILgCA#q=rubric+for+presentation

Note:

- The rubric above demonstrates students’ conscience and compassion within the whole process of presentation, but cannot be clearly segmented. The labels for conscience and compassion are indicated as the dominant features expected to occur in students’ behaviour.

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

	Aspects	Very Poor	Poor	adequate	good	Very good	Excellent
	Title	1	2	3	4	5	6
1	States the article's main theme						
2	Describes the type of research done						
3	If space permits: Tells where the research was done (e.g., country and / or type of institution)						
	Abstract						
4	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						
	Introductory Paragraph(s)						
8	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 (<i>necessary</i>)						
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						
	Literature Review						
15	Tells where the research topic fits in the larger context of education						

1 6	Focuses primarily on recent literature (within the last 5 years from the DOI/Date of Issue)						
1 7	Provides adequate support for the selection of the research question(s) by discussing previous research findings related to the research topic						
1 8	Integrates and organizes these findings around relevant main topics, showing that the author has a good understanding of the literature(<i>in the specific context of the topic studied</i>)						
1 9	Summarizes those research studies and synthesizes to logically introduce the method(s).						
Method							
2 0	Logically follows the literature review						
2 1	Describes the context of the study and the population sampled						
2 2	Describes the sampling method used(<i>necessary</i>)						
2 3	Outlines and defends the data collection method(s) used(<i>necessary</i>)						
2 4	Discusses how the data were collected and why						
Results / Findings							
2 5	Are directly connected to methodology and address the research question(s)						
2 6	Summarize the data collected (e.g. using descriptive statistics)						
2 7	Report the results of any statistical analyses used (<i>necessary</i>)						
2 8	Include enough details to justify the methodology and conclusions						
2 9	Avoid unnecessary repetition						
3 0	Use tables and figures only if they are relevant and not redundant						
Discussion							

3 1	Summarizes the results in relation to the research objective(s)						
3 2	Interprets the results as they relate to the paper's literature review (findings of previous researchers)						
3 3	Provides possible explanations for unexpected results (if necessary)						
3 4	Points out any limitations of the study's design or execution that might affect its validity and its applicability to other contexts						
3 5	Discusses practical applications for classrooms or other educational settings in diverse contexts						
3 6	The content is relevant, current, and interesting to international readers.						
3 7	The content is useful or relevant to the development context.						
3 8	The discussion of the topic is not limited to one particular context or country.						
Conclusion							
3 9	Restates the study's main purpose and key results						
4 0	Discusses possible directions for related future research (<i>necessary</i>)						

* 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. Not to be done now, only for your information)

No.	WRITTEN EXPRESSION	Very Poor	Poor	Adequate	Good	Very Good	Excellent
		1	2	3	4	5	6
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 system if necessary).						
12.	The content is well-organized, and based on an academic format.						