	Semester Learning Plan
	Material and Program Design (MEDU 209)
	English Education Master's Program
Revision 0	**Effective from August 2023**

Faculty : Teachers Training and Education, Sanata Dharma University
Study Program : English Education Master's Program

SEMESTER LESSON PLAN

1. Course Code/Course Name   : MEDU 209/Material and Program Design
2. Credits/Contact Hour   : 3/3 CHs
3. Prerequisite   : -
4. Semester/Academic Year   : 2/2023
5. Lecturer(s)   : Paulus Kuswandono, Ph.D. and Dr. Retno Muljani, M.Pd.,

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 3: Graduates are able to design, implement, and evaluate learning products related to edupreneurship and TPACK in various educational environments based on metacognitive theory and applied linguistics.

2. **Short Description of the Course:**

This course deals with how to design and set up an English program systematically. The larger portion of the course is practical, where the students work on a selected project proposal, such as the S-1 curriculum or its components, a school curriculum, media, material, and non-school training program. This course covers three components: (1) an English language program design, (2) material development, and (3) course material evaluation.

3. **Course Learning outcomes:**

Upon the completion of the course, the students are expected to be able to:

Competence:
1. Design a particular English language programs
2. Develop instructional and training materials for English programs of various levels
3. Evaluate existing or designed course materials/books/references

Conscience:
1. Gain more awareness on the program and materials design related to teacher professionalism.
2. Select the theories of material and program designs to implement in their contexts appropriately
3. Improve their responsibility and autonomy in executing various design or book projects individually and/or in group

Compassion:
1. Work collaboratively with peers and lecturers on the assigned book/material/design projects
2. Care for others who need help during the learning process

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

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.

Learning Outcomes

General attitudinal learning outcomes of the MPBI graduates:

1. worship God Almighty and able to show a religious attitude; observe ethical and moral rules to guide the students' own life
2. uphold the value of humanity in carrying out duties based on religion, morals, and ethics;
3. internalize academic values, norms, and ethics;
4. love the country, have nationalism and a sense of responsibility to the state and nation;
5. appreciate the diversity of cultures, views, religions, beliefs, and other people's perspectives;
6. contribute to improving the quality of social life, nation, state, and the development of civilization based on Pancasila;
7. cooperate and have social sensitivity and concern for society and environment;
8. obey the law and discipline in the society and state life;
9. internalize the spirit of independence, striving, and entrepreneurship;
10. demonstrate a responsible attitude towards the work in the expertise field independently;

11. have sincerity, commitment, sincerity to develop an attitude, value, and ability based on the values of local wisdom and have the motivation to serve for the benefits of learners and society in general.

Specific cognitive course learning outcomes (MPD):

1. Produce books in English based on the following criteria for a book

   ● Format and style: Ristekdikti and UNESCO

   ● Size: 14.5 cm x 21 cm = A5 (minimum)

   ● Length: 50 pages (at least)
2. Evaluate various program and materials designs related to ESP/EAP
3. Increase the capacity of learning independently and collaboratively.

Student Workload

Learning Activities and Tasks	SWL
Classroom meeting	48
Independent work	20
Structured work	20
Midterm test	21
Final test	26
Total	**135**

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	References
(1)	(2)	(3)	(4)	(5)	(7)
1	By the end of the class, students are able to identify	- Theories and practices of ELT materials design	Brief lectures, short question and answer sessions	Students are able to write the principles of ELT book design	● Garton, S., Graves, K. (2014). Materials in ELT: Current Issues. In: Garton, S., Graves, K. (eds) International Perspectives on Materials in ELT. International Perspectives on English Language Teaching. Palgrave Macmillan, London. https://doi.org/10.1057/9781137023315_1 ● Richards, J.C. (2014). The ELT Textbook. In: Garton, S., Graves, K. (eds) International Perspectives on Materials in

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	References
(1)	(2)	(3)	(4)	(5)	(7)
					ELT. International Perspectives on English Language Teaching. Palgrave Macmillan, London. https://doi.org/10.1057/9781137023315_2
2	By the end of the class, students are able to identify similarities and differences of some instructional models to be implemented as designs of ESP/ EAP programs (group work, consisting of maximum 3 students). 1. R&D 2. ADDIE 3. Banathy 4. Kemp 5. Dick & Carrey 6. Theories on material design as part of a program 7. The tree of ELT		Brief lectures, short question and answer sessions by reviewing Bela Banathy-Instructional system (1968) Group discussion to identify and analyze how other instructional programs are derived and modified from Banathy's	Students are able to write several alternatives of their own topics for MPD Course Identification of essential elements of the compared and contrasted program designs	● Tomlinson, B. (2020). Is Materials Development Progressing?. Language Teaching Research Quarterly, 15, 1-20. ● Hess, A.K.N. & Greer, Katie. (2016). Designing for Engagement: Using the ADDIE Model to Integrate High-Impact Practices into an Online Information Literacy Course. Comminfolit. 10. 264-282. 10.15760/comminfolit.2016.10.2.27.
3	By the end of the class, students are able to: a. plan an ESP/EAP program including its book or learning units (draft) for	- Students' selected programs - Learning units or books for the programs - Theories and practices of : ✔ Content-based Instruction	● Brief lectures ● Group presentation	Students' plans of their book /learning units for ESP?EAP programs	● Stefaniak, J., & Xu, M. (2020). An Examination of the Systemic Reach of Instructional Design Models: a Systematic Review. TechTrends. doi:10.1007/s11528-020-00539-8 ● Linh, N. D., & Suppasetseree, S. (2016). The Development of an Instructional Design Model on Facebook Based Collaborative Learning to Enhance EFL Students' Writing Skills. IAFOR Journal of Language Learning, 2(1), 48-66.

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	References
(1)	(2)	(3)	(4)	(5)	(7)
	an ESP/ EAP program by using one of the following models (group work). 1. R&D 2. ADDIE 3. Banathy 4. Kemp 5. Dick & Carrey b. Demonstrate the application of Bloom Taxonomy for material design	✔ Problem-based ✔ Task-based			
4	By the end of the class, students are able to: a. design an ESP/ EAP program and its book/ learning units of their own by using one of the learning approach (group work) b. Appreciate and critically evaluate learning materials used as an example	- Students' selected programs - Learning units or books for the programs - Theories and practices of : ✔ Content-based Instruction ✔ Problem-based ✔ Task-based	● Brief lectures ● Discussions ● Group presentation and sharing of identified core values and how they are permeated in their programs and learning units/ materials	Students' drafts of their book /learning units for ESP?EAP programs based on particular learning approach, technology-based and core value based	● Anandari, C.L., and Muljani, R. (2021). *Learning and Learning EFL: A Perspective*. Yogyakarta: Sanata Dharma University Press. ● Bula, Olmedo. (2014). Content-Based Instruction: A Relevant Approach of Language Teaching. Innovaciones educativas. 15. 71. 10.22458/ie.v15i20.515.

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	References
(1)	(2)	(3)	(4)	(5)	(7)
5	By the end of the class, students are able to: a. Finish evaluating the learning materials (pair work) b. design an ESP/ EAP program and its book/ learning units of their own by using a suitable learning approach (group work)	Theories and practices of : - Content-based Instruction - Case-based - Problem-based - Project based - Task-based. Delivery: - technology-based. - Core values (e.g. Ignatian Pedagogy, *I CARE)* - Mobile instructional design principles	Group discussion and presentation Group discussions to share identified core values and how they are permeated in the programs and books/learning units	Students' program and book drafts based on particular learning approach, technology-based and core value based	● Anandari, C.L., and Muljani, R. (2021). *Learning and Learning EFL: A Perspective*. Yogyakarta: Sanata Dharma University Press. ● Pham, Thuan. (2018). Project-Based Learning: From Theory to EFL Classroom Practice. Proceedings of the 6th International OpenTESOL Conference 2018
6	By the end of the class, students are able to: a. Select the book/ learning materials to evaluate - Begin the task to evaluate English materials by using an Assessment Rubric of material evaluation	An English program for Nutrition department students or other English textbooks for EAP /ESP programs (at their own choice)	discussions	Evaluated learning units (sample)	● Mukundan, Jayakaran & Nimehchisalem, Vahid. (2012). Evaluative Criteria of an English Language Textbook Evaluation Checklist. Journal of Language Teaching Research. 3. 1128-1134. 10.4304/jltr.3.6.1128-1134.

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	References
(1)	(2)	(3)	(4)	(5)	(7)
7	● **Progress Test 1 : Evaluating an English textbook and providing necessary suggestions of how to improve it**				
8	Students are able to draft their book project (prospectus, outline)	Various sources related to book writing	Group discussion and group work inside and outside of class	Students are able to write the draft of their planned book.	● How to Write a Book for Beginners: https://www.youtube.com/watch?v=fCRCQdg1HaE
9-12	Students are to able to demonstrate their weekly progress of their book projects. After meeting 13, students are able to submit their book draft two for their Progress Two.	Various sources related to book writing	Group discussion and group work inside and outside of class	Students are able to write the draft of their planned book.	● Kuswandono, P., & Hapsari, A. G. S. (2021)
13-14	Progress Test Two (Submission of Book Draft)				
15	After meetings 15 and 16, students are ready to submit finalized books (one group, one book).	Various sources related to book writing	Group discussion and group work inside and outside of class	Students are able to write the draft of their planned book and improve and then finalize their group's book..	● Kuswandono, P., & Ginting, A. A. (2021).

Course grading system

No	Assignment	Grade components
1.	Weekly progress assignments/book plans	10%
2.	Class participation	10%
3.	Progress Test 1 (Book evaluation)	20%
4.	Progress Test 2 (Book draft two)	20%
5.	Test 3 (Final project: Finalized book files)	40%
		100%

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   : EEMP

COURSE LEARNING ASSESSMENT PLAN

Course Identity

1. Course Code/Course Name   : MEDU 209/Material and Program Design
2. Credits/Contact Hour   : 3/3 CHs
3. Prerequisite   : -
4. Semester/Academic Year   : 2/2023
1. Lecturer(s)   : Dr. Retno Muljani, M.Pd.,
                                Paulus Kuswandono, Ph.D.

Assessment plan 1: Weekly progress assignments on individual paper

Assignment Goals	Students are to develop critical thinking skills when designing English programs and/or learning materials.
Elaboration of Tasks	Each task will be assigned as group work, for example: 1. Prepare book plans/details to publish. 2. To draft, edit, revise, finalize and publish each group's book which has a DOI and e-ISBN.
Methods and how to accomplish tasks	Group work tasks are assigned and completed via LMS Moodle. ICT and paperless policies are crucial in PMD.
Description of the task outcomes	The students will develop skills and collaboration when completing their book projects in groups.

UNIVERSITAS SANATA DHARMA

Faculty   : Teachers Training and Education
Program   : EEMP

<div style="border:1px solid black; text-align:center; font-weight:bold;">ASSESSMENT RUBRIC</div>

Course Identity
1. Course Code/Course Name   : MEDU 209/Material and Program Design
2. Credits/Contact Hour   : 3/3 CHs
3. Prerequisite   : -
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2. Lecturer(s)   : Dr. Retno Muljani, M.Pd.,
                                        Paulus Kuswandono, Ph.D.

Assessment plan 3, 4, 5: Submission of group's book

Assignment Goals	Students are to demonstrate their learning achievement by planning a book project.
Elaboration of Tasks	*First*, the students are to decide on a book plan. *Second*, the planned book is to materialize (to be written) by all group members. *Third*, the completed book is to be published online with an e-ISBN and DOI (digital object identifier).
Methods and how to accomplish tasks	All group work tasks are assigned and completed via LMS Moodle. Every group member needs to work together and distribute jobs and responsibility wisely among themselves. Digital skills will be great advantages, for instance, when designing a book cover.
Description of the task outcomes	The students will produce a well-written book in English in one semester (group book project).

References

Anandari, C.L., and Muljani, R. (2021). Learning and Learning EFL: A Perspective. Yogyakarta: Sanata Dharma University Press.

Bula, Olmedo. (2014). Content-Based Instruction: A Relevant Approach of Language Teaching. Innovaciones educativas. 15. 71. 10.22458/ie.v15i20.515.

Garton, S., Graves, K. (2014). Materials in ELT: Current Issues. In: Garton, S., Graves, K. (eds) International Perspectives on Materials in ELT. International Perspectives on English Language Teaching. Palgrave Macmillan, London. https://doi.org/10.1057/9781137023315_1

Hess, A.K.N. & Greer, Katie. (2016). Designing for Engagement: Using the ADDIE Model to Integrate High-Impact Practices into an Online Information Literacy Course. Comminfolit. 10. 264-282. 10.15760/comminfolit.2016.10.2.27.

How to Write a Book for Beginners: https://www.youtube.com/watch?v=fCRCQdg1HaE

Linh, N. D., & Suppasetseree, S. (2016). The Development of an Instructional Design Model on Facebook Based Collaborative Learning to Enhance EFL Students' Writing Skills. IAFOR Journal of Language Learning, 2(1), 48-66.

Mukundan, Jayakaran & Nimehchisalem, Vahid. (2012). Evaluative Criteria of an English Language Textbook Evaluation Checklist. Journal of Language Teaching Research. 3. 1128-1134. 10.4304/jltr.3.6.1128-1134.

Kuswandono, Paulus . (2021). "Professional and Personal Values at the Borderlines_Problem-Based Learning for Pre-Service Teachers" Sanata Dharma University Publisher Nomor: 978-623-6103-01-2.

Paulus Kuswandono. (2021). "Reflecting Teachers Real Life Stories_Problem-Based Learning for Pre-Service Teachers" Sanata Dharma University Publisher Nomor: 978-623-7379-96-6.

Pham, Thuan. (2018). Project-Based Learning: From Theory to EFL Classroom Practice. Proceedings of the 6th International OpenTESOL Conference 2018

Progress Test 1 : Evaluating an English textbook and providing necessary suggestions of how to improve it

Richards, J.C. (2014). The ELT Textbook. In: Garton, S., Graves, K. (eds) International Perspectives on Materials in ELT. International Perspectives on English Language Teaching. Palgrave Macmillan, London. https://doi.org/10.1057/9781137023315_2

Stefaniak, J., & Xu, M. (2020). An Examination of the Systemic Reach of Instructional Design Models: a Systematic Review. TechTrends. doi:10.1007/s11528-020-00539-8

Tomlinson, B. (2020). Is Materials Development Progressing?. Language Teaching Research Quarterly, 15, 1-20.

Conceptual frameworks for learning activities

C.F. 01. 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 a 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 belief 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.

C.F. 02. 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 the critique of knowledge and critique of ideology. It is through a growing awareness of 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 themselves and increase a high degree of self-knowledge. Besides, course participants are also engaged in a broader scope of critique, which centers on the ideological beliefs maintained by bureaucracies or some sorts of establishments or status quo.

C.F. 03. 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 respectful communication, where appreciation of 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 harassment are encouraged to vent their concerns off to confidants and campus authorities.

C.F. 04. 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 the 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.