	Semester Learning Plan	
(logo)	**ECIS 219**	**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 : Advanced Educational Management
Semester : 3
Course Code : ECIS 219
Credits : 2
Study Program : English Education Master's Program
Lecturer : Markus Budiraharjo, M.Ed., Ed.D.

1.   Program Learning Outcomes

PLO 1: Graduates have a broad knowledge base and awareness of contemporary educational theories and demonstrate the skills to design, implement, and evaluate ELT and curriculum.
PLO 2: Graduates have a broad knowledge base and awareness of contemporary research in the field of English education and demonstrate the skills to conduct their own investigations.

2.   Short course description
This graduate-level course aims to provide students with a deep understanding of educational management principles, practices, and leadership strategies. Through a combination of theoretical frameworks, case studies, practical exercises, and discussions, students will develop the skills and knowledge necessary to effectively lead educational institutions and drive positive change.

3.   Course Learning outcomes:
Competence:
1.   Understand key theories and models of educational management and leadership.
2.   Analyze the challenges and opportunities in educational organizations.
3.   Develop strategic planning and decision-making skills for educational leadership.
4.   Explore effective communication and collaboration strategies within educational contexts.
5.   Foster skills in conflict resolution, team building, and organizational change.

Conscience:
6.   Develop a sense of responsibility in understanding various theories of educational management and school leadership. .
7.   Fostering carefulness, honesty, and accountability in writing an academic paper related to technology in education.

Compassion:
1. Enhance positive thinking toward 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.   **D**evelop honesty in writing a literature review and report. .
2.   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)
Week	Learning goals	Course Materials	Learning Strategies	Achievement Indicators	Score or Grading	References
1-2	Students develop a knowledge base regarding the educational management and leadership	Introduction to Educational Management and Leadership	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to understand the role of technology in education.		Bolman and Deal (2018) Hiebert & Klatt (2021)
3-4	Students develop a knowledge base with regard to educational organizations	Understanding Educational Organizations	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to understand the role of digital literacy utilized in classroom activities.		Introductory videos by Budiraharjo (2022) Complexity and ambiguity Why reframing? Four conceptual/theoretical frameworks Bolman and Deal (2018)
4-5	Students develop a knowledge base with regard to strategic planning and decision making	Strategic Planning and Decision Making	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to understand how pedagogical integration of technology is done in teaching.		Budiraharjo (2022) videos: Structuralist approach (Part 1) Structuralist approach (Part 2) Structuralist approach (Part 3 Bolman and Deal (2017)
6	Students develop a knowledge base with regard to human resource, political, and symbolic approaches	Human Resource, Political, and Symbolic Approaches	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to use diverse online teaching and educational software to facilitate teaching and learning.		HR approaches (Part 1) HR approaches (Part 2) HR approaches (Part 3) Bolman and Deal (2018)
7	Progress Test 1		Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to make use of multimedia and digital content to enhance personalized learning.		

8-9	Students develop a knowledge base with regard to communication and collaboration in education	Communication and Collaboration in Education	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to apply the assessment and feedback using technology.		HR Approaches (Part 4) HR Approaches (Part 5) Political Approach Symbolic Approach Bolman and Deal (2018)
10-11	Students develop a knowledge base with regard to conflict resolution and team building	Conflict Resolution and Team Building	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to understand the role of technology in education.		Fullan (2011) Hiebert & Klatt (2021) Bennis (1989)
12	PT 2		Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to use the existing educational gaming and gamification to support the teaching and learning activities.		
13-14	Students develop a knowledge base with regard to organizational change and innovation	Organizational Change and Innovation	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to understand how to maintain digital citizenship and online safety.		Bush & Glover (2016) Fullan (2011)
15-16		Wrap up and paper consultation				

References:

Bennis, W. (1989). *Why leaders can't lead*. San Francisco: Jossey-Bass.

Bolman, L. G., & Deal, T. E. (2018). *Reframing the path to school leadership: A guide for teachers and principals*. Corwin Press.

Budiraharjo, M. (2022). *12 Series of videos on school management and leadership.* YouTube videos.

Bush, T., & Glover, D. (2016). School leadership and management in South Africa: Findings from a systematic literature review. *International journal of educational management, 30*(2), 211-231.

Csikszentmihalyi, M., Csikszentmihalyi, M., Abuhamdeh, S., & Nakamura, J. (2014). *Flow. Flow and the foundations of positive psychology: The collected works of Mihaly Csikszentmihalyi*, 227-238.

Fullan, M. (2011). *The six secrets of change: What the best leaders do to help their organizations survive and thrive.* John Wiley & Sons.

Hiebert, M., & Klatt, B. (2021). The encyclopedia of leadership. McGraw-Hill.

Table 2. Details of Learning Process

Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation
(1)	(3)	(4)
1-7	Introduction to Educational Management and Leadership Understanding Educational Organizations	**Context**: 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 and Leadership. This can be asked through raising a question, such as "How does educational management and leadership determine the outcomes of students' learning?" **Experience**: One group of students is to present the assigned topic to lead the discussion. The other groups comment and ask questions on the presentation. *Cooperative learning:* "Jigsaw Principle": students are grouped in the "expert groups", discussing the principles underlying learning strategies, for example Metacognition and Learning, and Self-Regulated Learning; Next, they form a new group consisting of member(s) from each expert group. 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 **Reflection**: 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: 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: 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?

Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation
		5. What did not work well for you in class?
		Action: 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.
		Evaluation: 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.
8-9	Test (Paper submission)	
10-16	Communication and Collaboration in Education Conflict Resolution and Team Building Organizational Change and Innovation Wrap up and course evaluation	**(Second cycle resumes)** **context**: 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 Advanced Educational Management and Leadership. This can be asked through raising a question, such as "Why do teachers often dislike creative students??"
		Experience: One group of students is to present the assigned topic to lead the discussion. The other groups comment and ask questions on the presentation. *Cooperative learning:* "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. Next, they form a new group consisting of member(s) from each expert group. 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
		Reflection: The lecturer asks the students to write reflections concerning their comments and feelings related to particular teaching methods.

Meeting	Learning Materials	Learning Process based on: Context, experience, reflection, action, evaluation
		Examples of questions for the reflection in early meetings: 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: 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?
		Action: 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.
		Evaluation: The students' active participation 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 observation sheet. The students also sit in a written test to measure how far the students have understood and internalized the theories.

COURSE TASK DESIGN

Course Task Design	
1.	**Task Objectives:** Students are able to comprehend, summarize, analyse, and present the theories and the application of educational management and leadership, as well as exemplify the application of learning theories in front of their peers.
2.	**Task Description:**
	Target: Educational management and leadership students from Semester 1 are able to explain learning theories and implement them in class. **Instruction and scopes:** A group of students present theories and practice of Advanced Educational Management and Leadership 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. Another group provide feedback and questions **Methods and references:** Students share their part to read and comprehend the materials, Other students look for other materials to enrich the presentation and simulation (multimedia: pictures, games, video, etc) **Outcome description:** The students are able to apply the knowledge of Advanced Educational Management and Leadership and its learning theories The students are able to exemplify the principlesAdvanced Educational Management and Leadership and its learning theories on the basis of students' needs.
	Criteria of assessment: **The assessment for the task completion is based on the value provided from:**

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

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 Advanced Educational Management and Leadership

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
Com passi on	**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						
Con scie nce	**Introduction** begins with clear focus: stating objectives and background of the topic (Conscience)						
	Topic The presentation demonstrates important element of the assigned material, contents are developed and given instances via other sources (internet, journal, etc.)						
	The material is well organized, using interesting visualization (e.g., power point, video clips, pictures, mind maps, diagrams, charts, whiteboard, etc.).						

	demonstrate an understanding of the material, not just reading the presentation						
	Conclusion and "Q and A Session" The presentation emphasizes important points and is concluded with strong statements.						
	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 *(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						
	Literature Review						
15	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).						
	Method						
20	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						
	Results / Findings						
25	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						
	Discussion						
31	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.						
	Conclusion						
39	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. 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.						