	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 : Technology in English Language Teaching
Semester : 3
Course Code : TECHEDU 224
Credits : 2
Study Program : English Education Master's Program
Lecturer : Markus Budiraharjo, M.Ed., Ed.D.

1. Program Learning Outcomes

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 course description

Language learning literature suggests a growing interest in a holistic view of language pedagogy, which integrates planning, assessment, and materials/strategies . This course is set to equip graduate students with ample opportunities to develop substantive knowledge related to evaluation in English education and practical implications related to language learning assessments. In addition, students are also stimulated to engage in an introductory scientific investigation of a language evaluation, which describes the tensions, contradictions, contestations, ambiguities, and conflicts in the area.

3. Course Learning outcomes:

Competence:

1. Analyzing the nature of technology in language teaching and learning
2. Analyzing the implementation of technology in language teaching and learning
3. Understanding how to write an academic paper based on the literature review
4. Understanding how to write a research report based on the method and data gathered from the questionnaire and interview

Conscience:

Developing a sense of responsibility in understanding various theories of technology in ELT.
Fostering carefulness, honesty, and accountability in writing an academic paper related to technology in education.

Compassion:

1. Enhancing positive thinking toward others' understanding
2. Developing open-mindedness in receiving feedback and criticism from others
3. Appreciating others' opinions about their work
4. Working collaboratively to improve each other's understanding and writing

Commitment:
Developing honesty in writing a literary analysis.
Developing 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	Exploring the significance of technology in English education, including its potential to enhance teaching and learning experiences	Understanding the role of technology in education	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to understand the role of technology in education.		Roblyer & Hughes (2019) Hazarika (2017) Mahdum, Hadriana & Safriyanti (2019)
2	Developing proficiency in utilizing various digital tools, platforms, and applications to support language learning and teaching	Digital literacy	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to understand the role of digital literacy utilized in classroom activities.		
3	Learning how to effectively integrate technology into English language instruction to facilitate student engagement, collaboration, and critical thinking	Pedagogical integration of technology	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to understand how pedagogical integration of technology is done in teaching.		Santosa, et al. (2023)
4-5	Acquiring skills and strategies for conducting online classes, managing virtual learning environments, and engaging students in remote settings Exploring a range of educational software, mobile applications, and online resources that support English language teaching and learning	Online teaching and learning Educational software and applications	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to use diverse online teaching and educational software to facilitate teaching and learning.		Khan, Egbue, Palkie, & Madden (2017) Ebadi & Bashir (2021)

6-7	Learning to create multimedia materials, digital resources, and interactive content to enhance English language instruction and student engagement Exploring the potential of adaptive learning technologies and personalized learning platforms to cater to individual student needs and promote learner autonomy	Multimedia and digital content creation Adaptive and personalized learning	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to make use of multimedia and digital content to enhance personalized learning.		Carmichael, Reid, & Karpicke (2018) Jiang (2022) Tsai, Perrotta, & Gašević (2020) Kannan & Munday (2018)
8	Exploring innovative approaches to assessing student performance, providing timely feedback, and utilizing digital tools for assessment purposes	Assessment and feedback using technology	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to apply the assessment and feedback using technology.		Zhai (2021) DeCoito & Estaiteyeh (2022)
9	Understanding the principles and implementation of blended learning, which combines traditional face-to-face instruction with online learning activities and resources	Blended learning approaches	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to understand the role of technology in education.		Singh, Steele, & Singh (2021)
10-11	Examining the use of educational games and gamification techniques to promote active learning, motivation, and language acquisition in English classrooms	Educational gaming and gamification	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.		Ho, (2020) Mee, Pek, Von, Ghani, Shahdan, Ismail, & Rao (2021)
12	Developing an understanding of ethical and responsible technology use, digital citizenship, and strategies for promoting online safety among students	Digital citizenship and online safety	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to understand how to maintain digital citizenship and online safety.		Hawamdeh, Altınay, Z., Altınay, F., Ozansoy, & Adamu (2022) Walters, Gee, & Mohammed (2019)

13-14	Exploring how technology can be used to enhance the development of listening, speaking, reading, and writing skills in English language learners Learning to critically evaluate the effectiveness of different educational technologies, conduct research on technology integration in English education, and contribute to the field through evidence-based practices	Technology-supported language skills development Research and evaluation of educational technology	Constructivism Problem-based learning Inquiry learning Discovery Learning	Students are able to make use of technologically-supported language skills development.		Gangaiamaran & Pasupathi (2017) Shadiev & Yang (2020) Lachner, Fabian, Franke, Preiß, Jacob, Führer & Thomas (2021)
15-16	**Review and paper consultations**		Constructivism Problem-based learning Inquiry learning Discovery Learning			Violita & Budiraharjo (202**2)**

References:

New books added:

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Singh, J., Steele, K., & Singh, L. (2021). Combining the best of online and face-to-face learning: Hybrid and blended learning approach for COVID-19, post vaccine, & post-pandemic world. *Journal of Educational Technology Systems*, *50*(2), 140-171.

Tsai, Y. S., Perrotta, C., & Gašević, D. (2020). Empowering learners with personalised learning approaches? Agency, equity and transparency in the context of learning analytics. *Assessment & Evaluation in Higher Education*, *45*(4), 554-567.

Violita, V., & Budiraharjo, M. (2022). Enhancing students' engagement and active learning through flipped classroom in literature class. *Academic Journal Perspective: Education, Language, and Literature*, *10*(1), 49-59.

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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	1. Lifelong learning and technology utilization 2. Pedagogical integration 3. Digital literacy (and self-regulation and metacognitive skills)	**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 Technology in ELT (Techedu). This can be asked through raising a question, such as "How does technology enhance ELT?"
		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' 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.
8-9	Test (Paper submission)	
10-16	1. Blended learning 2. Personalized learning 3. Assessment and feedback	**(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 Educational Psychology. 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:** 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.
2.	**Task Description:**
	Target: Educational Psychology 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 Technology in ELT (Techedu) 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 Technology in ELT (Techedu) and its learning theories The students are able to exemplify the principles of Educational Psychology 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 Technology in ELT

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 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 systemif necessary).						
12.	The content is well-organized, and based on an academic format.						