

	Semester Learning Plan
	Psychology of Education (PEDU202) English Education Master's Program
Revision 0	Effective from August 2024

UNIVERSITAS SANATA DHARMA

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

SEMESTER LESSON PLAN

Course Name : Psychology of Education
 Semester : 1
 Course Code : PEDU202
 Credits : 3
 Study Program : English Education Master's Program
 Lecturer : Drs. Concilianus Laos Mbato, M.A., Ed.D.
 Paulus Kuswandono, Ph.D.

1. Program Learning Outcomes

PLO 1: Graduates are able to demonstrate skills to design, implement, and evaluate English language learning based on metacognitive theory and applied linguistics.

PLO 2: Graduates are able to demonstrate ethical skills for conducting contemporary research in English language learning based on metacognitive theory and applied linguistics.

2. Short Description of the Course:

This course is designed to equip students with sound knowledge and understanding of various theories in educational psychology ranging from behaviorism, cognitivism, affectivism and social constructivism. It particularly investigates how these theories are understood and implemented in the light of self-regulation and metacognition in English language learning.

3. Course Learning outcomes:

Competence:

1. Understanding various theories of educational psychology
2. Understanding how to write the introduction section of an academic paper
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 /or interview

Conscience:

1. Develop a sense of responsibility in understanding various theories of educational psychology
2. Foster carefulness, honesty, and accountability in writing an academic paper based on various theories of the psychology of 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. Students are able to develop honesty in writing a literary analysis.
2. Students are able to develop a commitment to working individually and in groups.

4. Learning Approaches:

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 that enable students to identify problems, and their causes, formulate problems, and 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 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 they are accustomed to actively finding problems, solving problems, developing ideas, conducting collaborative research with lecturers, and presenting research results in seminars.

Student Workload

Learning Activities and Tasks	SWL
Worksheets	20.25
Attendance and active participation	13.5
Presentation	20.25
Mid Term Paper	33.75
Final Paper	47.25
Total	135

Table 1. Course Learning Plan

(1)	(2)	(3)	(4)	(5)	(6)	(7)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL (hrs)	Learning Activities	Assessment Criteria (Indicator)	
1	<p>Hard Skills: Having a comprehensive understanding of the course requirements and expected learning outcomes Having the competence and skills in understanding various Educational Psychology and learning theories</p> <p>Soft Skills: Working together and individually to develop an understanding of the course requirements and various Educational Psychology and learning theories</p>	Educational psychology for learning and teaching	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	4.08	Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion Reflection	<p>The accuracy of the understanding of the course requirements</p> <p>Accuracy of understanding of related theories</p> <p>Accuracy of understanding of the introduction section of an academic paper</p>	<p>Required reading: Duchesne, D. S., & McMaugh, D. A. (2018, pp. 2-31).</p> <p>Supplementary material: What is educational psychology: https://www.youtube.com/watch?v=BjLK9FJ5ZN0 Behaviourism https://www.youtube.com/watch?v=KYDYzR-ZWRQ Cognitivism https://www.youtube.com/watch?v=gugypoU2Ewo <u>Constructivism</u> https://www.youtube.com/watch?v=dEbwfoLNFc</p>
2	<p>Hard Skills Having the competence and skills in understanding theories of the learning process in English language learning</p>	The learning process	Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	4.08	Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation	<p>Accuracy of understanding of related theories</p> <p>Accuracy of understanding of the introduction section of an academic paper</p>	<p>Required Reading: Duchesne, D. S., & McMaugh, D. A. (2018, pp. 196-278).</p> <p>Supplementary material: https://bit.ly/2MjjU9H Improve learning by thinking about learning</p>

(1)	(2)	(3)	(4)	(5)	(6)	(7)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL (hrs)	Learning Activities	Assessment Criteria (Indicator)	
	<p>Having the ability to analyse and write the introduction section of an academic paper</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Soft Skills: Working together and individually to develop an understanding of theories of the learning process in English language learning</p>				<p>Whole Class Discussion</p> <p>Reflection</p>	<p>Accuracy of understanding of literature review</p>	<p>https://www.youtube.com/watch?v=tYg3sLcyLB8</p> <p>Good Thinking (so metacognitive)</p> <p>https://www.youtube.com/watch?v=f-4N7OxSMok</p> <p>Metacognition, Effective Teaching and Learning:</p> <p>https://www.youtube.com/watch?v=vo-c-Q3KHIA</p>
3	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of metacognition in learning</p> <p>Having the ability to analyse and write the introduction section of an academic paper</p> <p>Having the ability to analyse and write a brief</p>	<p>Metacognition in Language Learning and Teaching, in Multilingual Learning, and Intercultural Learning</p>	<p>Constructivism</p> <p>Problem-based learning</p> <p>Inquiry learning</p> <p>Discovery Learning</p> <p>Critical thinking</p> <p>Metacognitive learning strategy</p>	4.08	<p>Worksheet Completion</p> <p>Small Group Discussion of the completed worksheet</p> <p>Group Presentation</p> <p>Whole Class Discussion</p> <p>Reflection</p>	<p>Accuracy of the analysis and sythesis of the literature review</p>	<p>Required Reading: Haukås, Å., Bjørke, C., & Dypedahl, M. (2018, pp.11-48). Perry, J., Lundie, D., & Golder, G. (2018)</p> <p>Supplementary material:</p> <p>https://www.youtube.com/watch?v=6WsK9nrI2Ss</p> <p>Metacognitive Reading Strategies</p> <p>https://www.youtube.com/watch?v=rkgUP2lgqs4</p> <p>Metacognitive Reading Strategy</p>

(1)	(2)	(3)	(4)	(5)	(6)	(7)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL (hrs)	Learning Activities	Assessment Criteria (Indicator)	
	<p>literature review on a chosen topic</p> <p>Soft Skills: Working together and individually to develop an understanding of theories of metacognition in learning</p>						<p>https://www.youtube.com/watch?v=wVfcqulnfGQ</p>
4-5	<p>Hard Skills Having the competence and skills in understanding theories of metacognition in reading and writing</p> <p>Having the ability to analyse and write the introduction section of an academic paper</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Soft Skills: Working together and individually to develop an understanding of theories of metacognition in reading and writing</p>	Metacognition, Reading and Writing	<p>Constructivism</p> <p>Problem-based learning</p> <p>Inquiry learning</p> <p>Discovery Learning</p> <p>Critical thinking</p> <p>Metacognitive learning strategy</p>	8.16	<p>Worksheet Completion</p> <p>Small Group Discussion of the completed worksheet</p> <p>Group Presentation</p> <p>Whole Class Discussion</p> <p>Reflection</p>	<p>Accuracy of the analysis and sythesis of the literature review</p>	<p>Required Reading: Haukås, Å., Bjørke, C., & Dypedahl, M. (2018, pp.121-138).</p> <p>Supplementary Material: Mbato and Cendra (2019) https://www.youtube.com/watch?v=O691WIPEN48</p> <p>Andriani, E., & Mbato, C. L. (2021)</p>

(1)	(2)	(3)	(4)	(5)	(6)	(7)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL (hrs)	Learning Activities	Assessment Criteria (Indicator)	
6-7	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of self-regulated learning</p> <p>Having the ability to analyse and write the introduction section of an academic paper</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Soft Skills:</p> <p>Working together and individually to develop an understanding of theories of self-regulated learning</p>	Self-Regulated Learning	<p>Constructivism</p> <p>Problem-based learning</p> <p>Inquiry learning</p> <p>Discovery Learning</p> <p>Critical thinking</p> <p>Metacognitive learning strategy</p> <p><i>Cooperative learning: jigsaw techniques</i></p>	8.16	<p>Worksheet Completion</p> <p>Small Group Discussion of the completed worksheet</p> <p>Group Presentation</p> <p>Whole Class Discussion</p> <p>Reflection</p>	Accuracy of the analysis and synthesis of the literature review	<p>Required Reading:</p> <p>Zeidner, M., & Stoeger, H. (2019).</p> <p>Supplementary Reading:</p> <p>Qin Xie & Yuqi Lei (2021)</p> <p>Mbato (2013, pp. 17-24)</p> <p>Beach, P., Henderson, G., & McConnel, J. (2020).</p> <p>Self-regulation and self-regulated learning https://www.youtube.com/watch?v=uRHRWXKU6bY What is self-regulated learning? https://www.youtube.com/watch?v=xPBvqRxvbmU</p>
8	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of motivation in learning</p> <p>Having the ability to analyze and write the introduction section of an academic paper</p>	<p>Motivation in English language learning</p> <p>Mid-Term Test: Submission</p>	<p>Constructivism</p> <p>Problem-based learning</p> <p>Inquiry learning</p> <p>Discovery Learning</p> <p>Critical thinking</p> <p>Metacognitive learning strategy</p>	4.08	<p>Worksheet Completion</p> <p>Small Group Discussion of the completed worksheet</p> <p>Group Presentation</p>	Accuracy of understanding related theories	<p>Required Reading:</p> <p>Dornyei, 2005 (162-197);</p> <p>Supplementary Reading</p> <p>Chien (2016)</p> <p>Peng, A., & Patterson, M.M. (2021); Astriningsih, N., & Mbato, C. L. (2019).</p>

(1)	(2)	(3)	(4)	(5)	(6)	(7)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL (hrs)	Learning Activities	Assessment Criteria (Indicator)	
	<p>Soft Skills: Working together and individually to develop an understanding of theories of motivation in learning</p>				<p>Whole Class Discussion Reflection</p>		<p>Self-regulation: what is it and why is it important? https://www.youtube.com/watch?v=eyyV8Tylems Mbato (2013, pp. 164-179)</p>
	Mid-Term Paper Submission			33.75			
9	<p>Hard Skills: Having the ability to understand self-efficacy in EFL learning Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Soft Skills: Having the ability to work individually and with others in understanding self-efficacy in EFL learning</p>	Self-efficacy in EFL learning	<p>Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy</p>	4.08	<p>Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion Reflection</p>	The accuracy of the analysis of the questionnaire in an academic paper	<p>Required reading: Bai, B., Nie, Y., & Lee, A.N. (2020). Supplementary material: Romrome, A. Y., & Mbato, C. L. (2022).</p>
10-11	<p>Hard Skills Having the competence and skills in understanding theories of constructivism in the classroom</p>	Constructivism in the classroom	<p>Constructivism Problem-based learning Inquiry learning Discovery Learning</p>	8.16	<p>Worksheet Completion Small Group Discussion of the completed worksheet</p>	The accuracy of the description, explanation, and analysis of the research report	<p>Required reading: Kambara, H. (2020). Supplementary material:</p>

(1)	(2)	(3)	(4)	(5)	(6)	(7)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL (hrs)	Learning Activities	Assessment Criteria (Indicator)	
	<p>Having the ability to analyse and write the introduction section of an academic paper</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Soft Skills: Working together and individually to develop an understanding theories of constructivism in the classroom</p>		<p>Critical thinking</p> <p>Metacognitive learning strategy</p>		<p>Group Presentation</p> <p>Whole Class Discussion</p> <p>Reflection</p>		Yin, Q., Yang, W., & Li, H. (2020).
12	<p>Hard Skills</p> <p>Having the competence and skills in understanding individual difference in the inclusive classroom</p> <p>Having the ability to analyse and write the introduction section of an academic paper</p> <p>Having the ability to analyse and write a brief</p>	Individual difference in the inclusive classroom	<p>Constructivism</p> <p>Problem-based learning</p> <p>Inquiry learning</p> <p>Discovery Learning</p> <p>Critical thinking</p> <p>Metacognitive learning strategy</p>	4.06	<p>Worksheet Completion</p> <p>Small Group Discussion of the completed worksheet</p> <p>Group Presentation</p> <p>Whole Class Discussion</p> <p>Reflection</p>	The accuracy of the description, explanation, and analysis of the research report	<p>Required reading:</p> <p>Duchesne, D. S., & McMaugh, D. A. (2018, pp. 314-436)</p>

(1)	(2)	(3)	(4)	(5)	(6)	(7)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL (hrs)	Learning Activities	Assessment Criteria (Indicator)	
	<p>literature review on a chosen topic</p> <p>Having the ability to analyse and write the method section</p> <p>Soft Skills: Working together and individually to develop an understanding of theories of regulation of emotion</p>						
13-14	<p>Hard Skills Having the competence and skills in understanding educational psychology and brain based teaching in contemporary classrooms</p> <p>Having the ability to analyse and write a brief literature review on a chosen topic</p> <p>Having the ability to analyse and write the method section</p> <p>Soft Skills:</p>	<p>Educational psychology and brain based teaching in contemporary classrooms</p>	<p>Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy</p>	8.16	<p>Worksheet Completion Small Group Discussion of the completed worksheet Group Presentation Whole Class Discussion Reflection</p>		<p>Required reading: Duchesne, D. S., & McMaugh, D. A. (2018, pp. 496-594);</p> <p>Supplementary material: Stevens-Smith, D.A.(2020)</p>

(1)	(2)	(3)	(4)	(5)	(6)	(7)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	SWL (hrs)	Learning Activities	Assessment Criteria (Indicator)	
	Working together and individually to develop an understanding of Educational psychology and brain based teaching in contemporary classrooms						
15-16	Review and paper consultations		Constructivism Problem-based learning Inquiry learning Discovery Learning Critical thinking Metacognitive learning strategy	8.16	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	Review and paper consultation
	FINAL PAPER			47.25			
	TOTAL			135			

References:

- Andriani, E., & Mbato, C. L. (2021). *Male and female Indonesian EFL undergraduate students' metacognitive strategies in academic reading: Planning, monitoring and evaluation strategies*. *Journal on English as a Foreign Language*, 11(2), 275-296. <https://doi.org/10.23971/jefl.v11i2.3006>
- Astriningsih, N., & Mbato, C. L. (2019). Motivation to learn English: Why Indonesian adult learners join a community of interest. *ANIMA Indonesian Psychological Journal*, 34(2). <https://doi.org/10.24123/aipj.v34i2.2202>
- Bai, B., Nie, Y., & Lee, A.N. (2020): Academic self-efficacy, task importance and interest: relations with English language learning in an Asian context, *Journal of Multilingual and Multicultural Development*, DOI: 10.1080/01434632.2020.1746317

- Beach, P., Henderson, G., & McConnel, J. (2020). Elementary teachers' cognitive processes and metacognitive strategies during self-directed online learning, *Teachers and Teaching*, 26:5-6, 395-413, DOI: 10.1080/13540602.2020.1863206
- Duchesne, D. S., & McMaugh, D. A. (2018). *Educational psychology for learning and teaching*. Cengage AU.
- Haukås, Å., Bjørke, C., & Dypedahl, M. (2018). *Metacognition in language learning and teaching (Open access)*. Routledge.
- Kambara, H. (2020). Exploring constructivism in Japan through textual analysis. *Asia Pacific Journal of Education*, 42(3), 605-616. <https://doi.org/10.1080/02188791.2020.1717435>
- Mbato, C.L. (2013). Facilitating EFL learners' self-regulation in reading: Implementing a metacognitive approach in an Indonesian higher education setting. A doctoral thesis: Southern Cross University, NSW.
- Mbato, C.L. (2019). Indonesian EFL learners' critical thinking in reading: Bridging the gap between declarative, procedural and conditional knowledge. *Humaniora*, 31(1), 92-101.
- Peng, A., & Patterson, M.M. (2021). Relations among cultural identity, motivation for language learning, and perceived English language proficiency for international students in the United States, *Language, Culture and Curriculum*, DOI: 10.1080/07908318.2021.1938106
- Perry, J., Lundie, D., & Golder, G. (2018). Metacognition in schools: what does the literature suggest about the effectiveness of teaching metacognition in schools?, *Educational Review*, DOI: 10.1080/00131911.2018.1441127
- Qin Xie & Yuqi Lei (2021): Diagnostic Assessment of L2 Academic Writing Product, Process and Self-regulatory Strategy Use with a Comparative Dimension, *Language Assessment Quarterly*, DOI: 10.1080/15434303.2021.1903470
- Romrome, A. Y., & Mbato, C. L. (2022). Exploring EFL students' motivation in essay writing through writing beliefs, self-efficacy, and attitudes: A case from Papua, Indonesia. *Journal on English as a Foreign Language*, 13(1), 1-24. <https://doi.org/10.23971/jefl.v13i1.4561>
- Stevens-Smith, D.A. (2020) Brain-Based Teaching: Differentiation in Teaching, Learning, and Motor Skills, *Journal of Physical Education, Recreation & Dance*, 91:7, 34-42, DOI: 10.1080/07303084.2020.1781717
- Yin, Q., Yang, W., & Li, H. (2020). Blending Constructivism and Instructivism: A Study of Classroom Dialogue in Singapore Kindergartens, *Journal of Research in Childhood Education*, DOI: 10.1080/02568543.2019.1709926
- Zeidner, M., & Stoeger, H. (2019). Self-regulated learning (SRL): A guide for the perplexed. *High Ability Studies*, 30(1-2) <https://doi.org/10.1080/13598139.2019.1589369>

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 Psychology; What is Learning? 2. Metacognition and Learning (1) 3. Metacognition and Reading 4. Metacognition and Writing 5. Self-Regulated Learning (1): An Introduction 6. Self-Regulated Learning (2) 7. (Additional) Multiple Intelligences 	<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 Psychology. 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>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? <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>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.
8-9	Test (Paper submission)	

Meeting	Learning Materials	Learning Process based on: context, experience, reflection, action, evaluation
10-16	<ol style="list-style-type: none"> 1. Regulation of Emotion 2. Motivation, Engagement, and Volition 3. Self-Efficacy and Attribution to Learning 4. Classroom and Constructivism 5. Individual Differences 6. Critical Thinking Skills_Brain-based Teaching 7. Paper Writing and Review 8. Paper Writing and Review 9. Paper Writing and Review 	<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 Psychology. This can be asked through raising a question, such as “Why do teachers often dislike creative students??” <hr/> <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> a. "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. b. Next, they form a new group consisting of member(s) from each expert group. c. 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 <hr/> <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 educational 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
		<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. <hr/> <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.

COURSE TASK DESIGN

Course Task Design																																																
1.	<p>Task Objectives: Students 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>No</th> <th>Score</th> <th>Grade</th> <th>Scale 1-4</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>85</td> <td>85-100</td> <td>A</td> <td>3,4</td> </tr> <tr> <td>2</td> <td>80</td> <td>80-84</td> <td>A-</td> <td>3,2</td> </tr> <tr> <td>3</td> <td>75</td> <td>75-79</td> <td>B+</td> <td>3</td> </tr> <tr> <td>4</td> <td>70</td> <td>70-74</td> <td>B</td> <td>2,8</td> </tr> <tr> <td>5</td> <td>65</td> <td>65-69</td> <td>B-</td> <td>2,6</td> </tr> <tr> <td>6</td> <td>60</td> <td>60-64</td> <td>C+</td> <td>2,4</td> </tr> <tr> <td>7</td> <td>56</td> <td>56-59</td> <td>C</td> <td>2,24</td> </tr> <tr> <td>8</td> <td>50</td> <td>50-55</td> <td>D</td> <td>2</td> </tr> </tbody> </table>				No	Score	Grade	Scale 1-4	1	85	85-100	A	3,4	2	80	80-84	A-	3,2	3	75	75-79	B+	3	4	70	70-74	B	2,8	5	65	65-69	B-	2,6	6	60	60-64	C+	2,4	7	56	56-59	C	2,24	8	50	50-55	D	2
No	Score	Grade	Scale 1-4																																													
1	85	85-100	A	3,4																																												
2	80	80-84	A-	3,2																																												
3	75	75-79	B+	3																																												
4	70	70-74	B	2,8																																												
5	65	65-69	B-	2,6																																												
6	60	60-64	C+	2,4																																												
7	56	56-59	C	2,24																																												
8	50	50-55	D	2																																												

9	0	0-49	E	0
---	---	------	---	---

Assessment Aspects	Form	Percentage	SWL
Worksheets	Written	15%	20.25
Attendance and active participation	Written	10%	13.5
Presentation	Written	15%	20.25
Mid Term Paper	Written	25%	33.75
Final Paper	Written	35%	47.25
Total		100%	135

Presentation Rubric of EDUCATIONAL PSYCHOLOGY

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

Score(x)	Value	Quality Number
$8.0 \geq x$	A	4.00
$7.7 \leq x < 7.9$	A-	3.70
$7.4 \leq x < 7.7$	B+	3.30
$7.0 \leq x < 7.4$	B	3.00
$6.7 \leq x < 7.0$	B-	2.70
$6.4 \leq x < 6.7$	C+	2.30
$5.6 \leq x < 6.4$	C	2.00
$5.0 \leq x < 5.6$	D	1.00
$x < 5.0$	E	0.00

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						
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 (<i>in the specific context of the topic studied</i>)						

19	Summarizes those research studies and synthesizes them 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(<i>necessary</i>)						
23	Outlines and defends the data collection method(s) used(<i>necessary</i>)						
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 (<i>necessary</i>)						
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 (<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.						