

	<b>Semester Learning Plan</b>
	<b>Advanced Teacher Professional Development (ECIS 216)</b>  <b>English Education Master's Program</b>
<b>Revision 0</b>	<b>Effective from August 2023</b>

**UNIVERSITAS SANATA DHARMA**  
**Faculty : Teachers Training and Education**  
**Study Program : English Education Master's Program**

**SEMESTER LESSON PLAN**

**A. Course Identity**

1. Course Code/Course Name : ECIS 216/Advanced Teacher Professional Development
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 3/2023
5. Lecturer : Paulus Kuswandono, Ph.D.

**B. Program Learning Outcomes (PLO)**

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

**PLO 2:** Graduates are able to demonstrate ethical skills for conducting contemporary research in the field of English education based on metacognitive theory and applied linguistics.

**C. Course Description**

This course is designed to enable students to critically conduct a research on the current issues of Teacher Professional Development (TPD) in English education. Students are introduced to current issues in TPD in local contexts and international context so that they can compare and contrast the practices, such as on teachers' activities to develop their professionalism, particularly for the 21<sup>st</sup> learning skills. This course is an elective subject offered in the second semester, and continued in the third semester with the different course name "Advanced Teacher Professional Development" (Course Code: ECIS 216).

## **D. Course Learning Outcomes**

Upon the completion of the course, the students are expected to acquire the following competences:

### Competence:

1. Understand the knowledge and means to develop teacher professionalism.
2. Conduct a research on Teacher Professional Development critically, ethically, and systematically

### Conscience:

1. gain more awareness on the issues related to teacher professionalism.
2. select what to implement in their contexts appropriately
3. improve their responsibility and autonomy in executing various research projects individually and/or in group

### Compassion:

1. grow interests for teacher professional development research
2. have greater passion for teacher professional development research
3. work collaboratively to complete the assigned projects

### Commitment:

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

## **E. 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 teacher professional development issues, based journal articles on TPD research, dated in less than 5 years.

**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.

### F. Student Workload

Learning Activities and Tasks	Student Workload
Class scheduled meeting	32
Presentation	16
Mid Term Paper	20
Final Paper	22
<b>Total</b>	<b>90</b>

### G. Course Learning Plan

Week	Learning goals	Course Materials	Learning Strategies	Achievement indicators	Score or grading	References
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	By the end of the class, students are able to: (a) develop a broad view of what this class amounts to and (b) understand the goals, assessments, and learning strategies/materials to be used in the class.	Introduction to the course: planning to write a journal paper: data analysis and discussion,	Brief lectures, short question and answer sessions, group work, related to TPD topics.	Students are able to write data analysis and discussion.		1. Kuswandono. (2017).

2	By the end of the class, students are able to analyse data and provide critical discussion.	TPD research based on each individual interest	<p>Group discussion: each student presents their findings of journals based on their own interest.</p> <p>Individual students starts writing the data analysis and critical discussion of the journal paper.</p>	Students are able to write data analysis and discussion.		<p>2. Setiawan, W. A., &amp; Kuswandono, P. (2020)</p> <p>3. Sinom, P. A. P., &amp; Kuswandono, P. (2022).</p>
3	By the end of the class, students are able to analyse data and provide critical discussion.	TPD research based on each individual interest	<p>Group discussion: each student presents their findings of journals based on their own interest.</p> <p>Individual students starts writing the data analysis and critical discussion of the journal paper.</p>	Students are able to write data analysis and discussion.		<p>4. Weran, Y. I., &amp; Kuswandono, P. (2021).</p> <p>5. Monica, S., &amp; Kuswandono, P. (2019).</p>
4	By the end of the class, students are able to analyse data and provide critical discussion.	TPD research based on each individual interest	<p>Group discussion: each student presents their findings of journals based on their own interest.</p> <p>Individual students starts writing the data analysis and critical discussion of the journal paper.</p>	Students are able to write data analysis and discussion.		<p>6. Atmoko, S. H. D., &amp; Kuswandono, P. (2021).</p> <p>7. Avillanova, A. A., &amp; Kuswandono, P. (2019).</p>

5	By the end of the class, students are able to analyse data and provide critical discussion.	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest.  Individual students starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion.		8. Averina, F. E., & Kuswandono, P. (2022). 9. Wijaya, A. R. T., & Kuswandono, P. (2018).
6	By the end of the class, students are able to analyse data and provide critical discussion.	TPD research based on each individual interest	Group discussion: each student presents their findings of journals based on their own interest. Individual students starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion.		10. Utami, A. A., & Kuswandono, P. (2023). 11. Averina, F. E., & Kuswandono, P. (2023).
7	Progress Test 1					
8	Progress Test 1					
9	By the end of the class, students are able to analyse data and provide critical discussion.	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest.  Individual students starts writing the data analysis and critical	Students are able to write data analysis and discussion.		12. Hammond, L., Hyler M., Gardner M. (2017).

			discussion of the journal paper.			
10	By the end of the class, students are able to analyse data and provide critical discussion.	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest.  Individual students starts writing the data analysis and critical discussion of the journal paper.	Students are able to write data analysis and discussion.		13. Diasti, K. S., & Kuswandono, P. (2020). 14. Rodhi. (2015).
11	By the end of the class, students are able to write the conclusion and recommendation parts	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents their findings of journals based on their own interest.  Individual students starts writing the conclusion and recommendation parts	Students are able to write the conclusion and recommendation parts.		15. Utami, A. A., & Kuswandono, P. (2023). 16. Saunders, R. (2014).

12	By the end of the class, students are able to write the conclusion and recommendation parts	Recent journal articles on TPD research, dated in less than 5 years.	<p>Group discussion: each student presents their findings of journals based on their own interest.</p> <p>Individual students starts writing the conclusion and recommendation parts</p>	Students are able to write the literature review of the journal paper based on the grand theories and other research journals.		<p>17. Avillanova, A. A., &amp; Kuswandono, P. (2019).</p> <p>18. Larasati, R., &amp; Kuswandono, P. (2023).</p>
	(Submission of the whole Draft) as Test 2					
13	By the end of the class, students are able to write the conclusion and recommendation parts	Recent journal articles on TPD research, dated in less than 5 years.	<p>Group discussion: each student presents their findings of journals based on their own interest.</p> <p>Individual students starts writing the conclusion and recommendation parts</p>	Students are able to write the conclusion and recommendation parts		<p>19. Saunders, R. (2014).</p> <p>20. Rodhi. (2015).</p>
14	By the end of the class, students are able to write the conclusion and recommendation parts	Recent journal articles on TPD research, dated in less than 5 years.	<p>Group discussion: each student presents their findings of journals based on their own interest.</p> <p>Individual students starts writing the conclusion and recommendation parts</p>	Students are able to write the conclusion and recommendation parts		<p>21. Averina, F. E., &amp; Kuswandono, P. (2023).</p> <p>22. Diasti, K. S., &amp; Kuswandono, P. (2020).</p>



15	By the end of the class, students are able to edit, proofread, and review the whole journal.	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents the whole journal.  Individual students review the whole draft.	Students are able to review the whole journal.		23. Larasati, R., & Kuswandono, P. (2023). 24. Rodhi. (2015).
16	By the end of the class, students are able to edit, proofread, and review the whole journal.	Recent journal articles on TPD research, dated in less than 5 years.	Group discussion: each student presents the whole journal.  Individual students review the whole draft.	Students are able to review the whole journal.		25. Avillanova, A. A., & Kuswandono, P. (2019). 26. Larasati, R., & Kuswandono, P. (2023).
17	<b>Final exam (Paper Submission)</b>					

## References

- Atmoko, S. H. D., & Kuswandono, P. (2021). The roles of English teacher forum (MGMP) in Indonesia towards the teacher professional development. *Journal of English Language Teaching and Linguistics*, 6(1), 125.
- Averina, F. E., & Kuswandono, P. (2022). From Pre-Service to Novice: Unraveling EFL Teachers' Professional Identity Transformation through the Lens of Critical Incident Technique. *Jurnal Sinestesia*, 12(2), 552-565.
- Averina, F. E., & Kuswandono, P. (2023). Professional development of Indonesian in-service EFL teachers: Perceived impacts and challenges. *Englisia: Journal of Language, Education, and Humanities*, 10(2).
- Avillanova, A. A., & Kuswandono, P. (2019). English teacher professional development in Indonesia: the challenges and opportunities. *English Review: Journal of English Education*, 8(1), 41-50.
- Cirocki, A., & Farrell, T. S. (2019). Professional development of secondary school EFL teachers: Voices from Indonesia. *System*, 85, 102111. Curtis, E., community of practice. *Education 3-13*, 1–15. <https://doi.org/10.1080/03004279.2016.1163400>
- Diasti, K. S., & Kuswandono, P. (2020). "Thriving through Reflecting": Current Perspective on Teacher Professional Development Research in Asia Context. *Journal of English Teaching*, 6(3), 220-231.
- Hammond, L., Hyler M., Gardner M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute. Hampel, R. (2015). <https://doi.org/10.1177/0033688216631177>
- Kuswandono, P. (2017). Mentor teachers' voices on pre-service English teachers' professional learning. *Indonesian Journal of Applied Linguistics*, 6(2), 213-221.
- Language Circle: *Journal of Language and Literature*, 17(1), 150-165.
- Larasati, R., & Kuswandono, P. (2023). Enhancing Teachers' Resilience through Teacher Professional Development. *Language Circle: Journal of Language and*

- Literature, 17(2), 391-402.
- Monica, S., & Kuswandono, P. (2019). Benefits and Challenges of Teacher Professional Development Program Implementation: English Teachers' perspectives. *IJJET (International Journal of Indonesian Education and Teaching)*, 3(2), 253-265.
- Rodhi. (2015). The capacity of English subject teachers' working group (MGMP) in supporting teacher professional development: A case study of English MGMP of Senior High Schools in Kota Pontianak. *Jurnal Pendidikan Bahasa*, 4(1), 143-155.
- Saunders, R. (2014). Effectiveness of research-based teacher professional development. *Australian Journal of Teacher Education*, 39(4).
- Setiawan, W. A., & Kuswandono, P. (2020). Review of teachers professional development research studies in South East Asia. *International Journal of Pedagogy and Teacher Education*, 4(1), 19-32.
- Sinom, P. A. P., & Kuswandono, P. (2022). Indonesian English Teacher's Identity: Bridging the Gap between Teachers' Personal and Professional Identity. *Language Circle: Journal of Language and Literature*, 17(1), 150-165.
- Utami, A. A., & Kuswandono, P. (2023). Exploring EFL Teacher's Agency and Self-efficacy in their Professional Practice among Indonesian EFL Teachers. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 7(2), 289-306.
- Weran, Y. I., & Kuswandono, P. (2021). Generating Creativity in Elementary School Teaching: A Case Study of Teacher Professional Development in Indonesia. *Vision: Journal for Language and Foreign Language Learning*, 10(1), 17-30.
- Wijaya, A. R. T., & Kuswandono, P. (2018). Reflecting critical incident as a form of English teachers' professional development: An Indonesian narrative inquiry research. *IJEE (Indonesian Journal of English Education)*, 5(2), 101-118.

No	Assignment	Grade components
1.	Weekly progress assignments on individual paper	10%
2.	Class participation	10%
3.	Test 1 (Submission of individual paper)	25%
4.	Test 2 (Submission of individual paper)	25%
5.	Test 3 (Final project: Submission of individual paper)	30%
		100%

#### Course grading system

No	Score (%)	Grade	Scale 1-4
1	85 – 100	A	3.4
2	80 – 84	A-	3.2
3	75 – 79	B+	3
4	70 – 74	B	2.8
5	65 – 69	B-	2.6
6	60 – 64	C+	2.4
7	55 – 59	C	2.24
8	50 – 54	D	2
9	0 – 49	E	1.96



**UNIVERSITAS SANATA DHARMA**

Faculty : Teachers Training and Education  
Program : ELESP

### **COURSE LEARNING ASSESSMENT PLAN**

#### **Course Identity**

1. Course Code/Course Name : ECIS 216/Advanced Teacher Professional Development
2. Credits/Contact Hour : 2/2 CHs
3. Prerequisite : -
4. Semester/Academic Year : 3/2023-2024
5. Lecturer : Paulus Kuswandono, Ph.D.

#### **Assessment plan 1: Weekly progress assignments on individual paper**

Assignment Goals	Students are to develop critical thinking skills when accessing peer reviewed research journal articles. Critical reading skills are believed to equip them with improved writing skills.
Elaboration of Assignments	Critical thinking skills are required. To train the skills, students are assigned to: <ol style="list-style-type: none"><li>1. read journal articles by focusing on five major research report components, namely: (a) introductory part, (b) literature review, (c) methodology, (d) findings and discussion, and (c) conclusion and recommendations.</li><li>2. Write the key points of the articles which can benefit and improve the quality of their journal writing.</li></ol>

Things to do and limitations	While personal accountability is of great value in a graduate program, students are also encouraged to work with other colleagues to help each other. Each individual student, however, is required to demonstrate own work. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly.
Methods and how to accomplish the assignment	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Timely submission is deemed to have played a significant role to form a habit formation.
Description of the assignment outcomes	The students will develop critical skills when reading research articles. The skills are of great importance given the goals of the study program. Each individual student is required to accomplish research and publish journal articles to graduate.



UNIVERSITAS SANATA DHARMA

Faculty : Teachers Training and Education  
Program : ELESP

### ASSESSMENT RUBRIC

#### Course Identity

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5. Lecturer : Paulus Kuswandono, Ph.D.

#### Assessment plan 3, 4, 5: Submission of individual paper

Assignment Goals	Students are to demonstrate their learning achievement by planning a mini research proposal related to one of the three topics, namely teacher agency, curriculum, and
Elaboration of Assignments	<i>First</i> , the students are to write <i>a mini research proposal</i> . It serves as a synthesis of what they have studied. It will synthesize one topic (out of teacher agency, curriculum, and technology integration). <i>Second</i> , the synthesis will be expanded with at least <i>three peer-reviewed journal articles</i> relevant to the topic selected. <i>Third</i> , the mini proposal as a synthesis will cover four components, namely: (a) Background, (b) Research questions, (c) Literature review, and (d) Research methods.

Things to do and limitations	While personal accountability is of great value in a graduate program, students are also encouraged to work with other colleagues to help each other. Each individual student, however, is required to demonstrate own work. The work will be submitted through ExeLSa. Students are encouraged to read the submissions grading carefully and do the assignment accordingly.
Methods and how to accomplish the assignment	Although the assignment is submitted and graded online, a template to work on the assignment is provided. Timely submission is deemed to have played a significant role to form a habit formation. In response, a timely response from the lecturers is expected to be available in less than 48 hours. The students will access the feedback online through ExeLSa.
Description of the assignment outcomes	The students will write a mini-proposal that raises one of the three issues discussed throughout the semester.

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

	<b>Aspects</b>
1	<b>Title</b>
	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)
4	<b>Abstract</b>
	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
8	<b>Introductory Paragraph(s)</b>
	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
15	<b>Literature Review</b>
	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 to logically introduce the method(s).
20	<b>Method</b>
	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
25	<b>Results / Findings</b>
	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
31	<b>Discussion</b>
	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.
39	<b>Conclusion</b>
	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.	<b>WRITTEN EXPRESSION</b>
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, <b>not</b> 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.
	<b>FORMAT</b>
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.